

AN 350: CULTURES OF OCEANIA

Inst.: Richard Bordner

Off. Hrs.: Beh. Sciences Bldg #114, MWF 11:30-2, TR 11:30-12:30 or by app't.

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**REQUIRED TEXTS:** Hegel, Francis 2001. The New Shape of Old Island Cultures. Honolulu: Univ. of Hawai'i Press.

Besnier, Niko 2011. On the Edge of the Global: Modern Anxieties in a Pacific Island Nation. Palo Alto: Stanford Univ.

**Course Description:** This course is designed as an introduction to the traditional and contemporary cultures of the island Pacific. The emphasis will be on the Oceanic regions of Melanesia, Micronesia and Polynesia. The Pacific since European 'discovery' has been a contradiction of images to the West and a backwater of important events - a place with beautiful people, palm trees, sparkling sand and water, a veritable Eden, yet also a place of dark disease-infested jungle and cannibals. These stereotypic images tend to clash both with traditional and modern reality, which is that: 1) the Pacific Ocean is the major undeveloped resource base left on the planet, and 2) Oceania contains the majority of the world's remaining colonial possessions. The region has made major moves towards both independence and a developing sense of regional and ethnic identity, yet is plagued by problems of transportation costs, small size, political unrest, economic dependency, ethnic violence and major health care issues.

Understanding of this area should be a prerequisite for living in Hawai'i or any other area having contact with Oceania.

### **Marianist Values**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

### **Native Hawaiian Values**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep

3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohē pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

**Behavioral Studies Program Student Learning Outcomes linked to this course:**

1. The student will apply intellectual frameworks and models to interpret social interaction in Oceanic societies from the Behavioral Sciences perspective.
2. The student will apply research approaches from anthropology and sociology to the course material.
3. The student will apply anthropological and sociological concepts related to **social justice** to current problems and issues in Oceanic societies
4. The student will assess contemporary social issues in Oceania through the lens of cultural diversity.

**Course Learning Outcomes:** 1) To develop a basic level of understanding and awareness of the island Pacific and the peoples that inhabit it;

2) To develop a basic awareness of the issue of cultural/ethnic identity and its dialog with global change.

*Catalog: Introduction to native cultures of Polynesia, Melanesia, Micronesia and Australia. Emphasis on migration, differences in social organization, land tenure, and effects of contact with Western society. Offered annually.*

**GRADING:**

**Skill Competencies you must have to take the course:**

**We will be using Canvas for this course. You will also get an invite to share some of my Google Drive folders that have course materials for your use and reference.**

**Assignments should be sent to me as e-mail attachments, either as Word docs/rtf/pdf formal files.**

**GRADING:**

- **CRITICAL THINKING EXERCISES:** You will complete SIX (6) Critical Thinking Exercise during the semester, based on the current Modules we are covering [see schedule]. At the start of each module I will mention some topics you might want to consider, or you can do one based on your own personal interest from the materials in that module—but if you want to do your own, make sure and check with me first to see if it fits with the material we're going over.
  - Each CT will consist of a **minimum** of 6 paragraphs in a specific format [see below for format details.]

- o Each CT is due by the date specified in the syllabus, usually near the end of a specific module
- o The CTs count for 70% of your course grade;
- PRESENTATION/BLOG POST:
  - o You do this by yourself [solo]—NO GROUP WORK
  - o The Presentation/Blog will be based a specific concept or topic from the course materials
  - o Your goal is a presentation that would be useful for your classmates
  - o Your presentation can be as a PowerPoint, blog post or website (your choice) and cover your topic in detail. For length estimate 5-7 PowerPoint slides or a 7-10 paragraph blog post as the minimum.
  - o It must include: 1) clarification of any technical terms and explanation; 2) examples that clarify the question; 3) one or two final thoughts that show the importance of the issue; 4) cites and sources.
  - o The Presentation will be worth 20% of the course grade
- REACTION PAPERS and LEARNING ASSIGNMENTS [as required]:
  - o You will write a number of reaction papers based on assigned videos
  - o Questions will be posed for you to react to
  - o You will not be graded on grammar
  - o They will be from 1-2 pages in length
  - o Reaction Papers count for 5% of the course grade
- ATTENDANCE:
  - o Participation is mandatory in all CUH courses-in a digital course this means getting through the course material on schedule
  - o Participation (completing course material on time) counts for 5% of your course grade

TOTW exercises (6).....	70%	A= 90-100	D= 60-69
Presentation/Blog.....	20%	B= 80-89	F= -60
Reaction Papers.....	5%	C= 70-79	
Participation.....	5%		

**THERE IS NO POSSIBILITY OF EXTRA-CREDIT WORK IN THIS CLASS**

**Grading Scale**

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student’s daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F Failed to grasp the minimum subject matter; no credit given

#### 4 Parts [THIS IS THE MINIMUM]:

- 1) Concept or topic covered—specify and define [1 PARAGRAPH]
- 2) Put into a context—what is its importance w/in course material [1-2 PARAGRAPH]
- 3) Go into detail on 1-2 specific aspects of the concept/topic NOT covered in the class materials—you can use your course readings but you must also have at least 1 source outside of the course materials [4-6 PARAGRAPHS]
- 4) Discuss the context/relevance of this concept to you (personal), to us (Hawai'i), and to us (global) [1-2 PARAGRAPHS]
- 5) Citations and Bibliography—you must show your sources and these must be more than just course materials [APA format preferred]

#### **RULES:**

PARAGRAPH= defined as having 2 or more sentences.

CITATIONS= You must show where you got your material from. You **MUST** support your material with citations.

#### **WAYS TO LOSE POINTS:**

##### **1 Use internet/generic definition rather than discipline [course] specific definition= 1 grade down**

Logic= If you can't remember that the course is within a discipline, which has specific definitions attached to terms, then you're not engaging in the class. Also if you forget this rule, you need to be reminded to focus on task.

##### **2 Merely repeating class [powerpoint/talks] materials= 1 grade down minimum**

Logic= If you can't be organized time-wise to look for outside sources, then you're not completing the assignment—you're merely repeating my materials back to me.

##### **3 Opinion-Only Writing= If your writing only shows your opinion on the concept/topic; no citations= 1 grade down minimum**

Logic= No one really cares about opinions—they want proof to back up your assertions/analyses so that you are more convincing. If you really need to vent, that's what social media is for.

##### **4 Working on exercises with others= minimum 1 grade down**

Logic= Sharing material means either you're putting in ½ the effort, or, more likely, one member is doing all the work and the other are entertaining (hopefully) parasites.

##### **5 Bogus citations/sources= 1 grade down minimum**

Logic= If you only pull your sources from the immediate [Wikipedia-only for example] then just as with the generic definition, you're not engaging with the material and showing any effort to process the class materials.

#### **Technical Assistance for Canvas Users:**

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on "Students" role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

#### **Tutoring and Writing Services**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and

Professional Tutors. Please check Kōkua 'Ike's website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via Smarthinking. Smarthinking can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – Smarthinking. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

**COURSE SCHEDULE Sp. 2021:**

<b>MODULE</b>	<b>DATES</b>	<b>TOPICS COVERED</b>	<b>ASSIGNMENTS</b>
<b>I</b>	2/1-5	Views of the Pacific; Theories of the Other	Read through PowerPoint Module 1; <b>CT (Crit. Think) 1 DUE</b>
<b>II</b>	2/8-19	Colonialism-Stereotyping; Settlement and Migration in the Pacific; Pre-European Melanesia	Read Module 2; Read Melanesia articles in Google Folder; <b>CT 2 DUE</b>
<b>III</b>	2/ 22-26	Colonial Melanesia; Revitalization-Cargo Cults; Kastom vs. Sukulu; Contemporary Melanesia; Conflict in Melanesia	Read Module 3; <b>Read Besnier (all)</b> <b>CT 3 DUE</b>
<b>IV</b>	3/1-4/2	Pre-European Polynesia; Colonial Polynesia; New Eden-Paradise; Contemporary Polynesian societies; Migrations	Read Module 4; <b>Read Hezel (all);</b> Read Polynesia articles in folder; <b>CT 4 DUE</b>
<b>V</b>	4/5-16	Pre-European Micronesia	Read Micronesia articles in folder; read Module 5; <b>CT 5 DUE</b>
<b>VI</b>	4/19-30	Colonial Micronesia; WW	Read Module 6 <b>CT 6 DUE</b>

		II-Americans; Contemporary Micronesia, CFA; Outmigration	<b>Present-Blog DUE</b>
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## Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

## Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

## Academic Conduct Policy

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook: <https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

## Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 37.5 hours of engagement. For example, in a one credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for

the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in total student engagement time of 37.5 hours for the course, the total engagement time expected for each one credit course at Chaminade.

The minimum 37.5 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.