Course Description:

This class is one of Hawaiian-Pacific Studies’ requirements as an advanced Oceania overview at the 300 course level. This class looks at the cultural traditions of the native peoples of the Pacific Islands and Hawai‘i. The aim is for you to come away with a basic understanding of the islands and the traditions of Pacific Islanders, particularly the place of Hawaiians and Hawaiian culture and history within the larger picture of Oceania.

Modern man has been in the Pacific islands as long as in Europe. Some Pacific Islanders’ ancestors entered the Pacific 60,000-40,000 years ago – the ancestors of today’s Australian aboriginal people and of the Papuan language speakers of New Guinea and the larger Melanesian islands. Other islanders’ ancestors arrived 4,000 years ago – those of the Micronesians, Polynesians, and many of the Melanesian people. These people spread across the Pacific, some sailing vast distances long before the Vikings of Europe. Millions of these original Pacific Islanders’ descendants have lived in these lands. They adapted to these lands, largely tropical but some temperate and some arid. They developed unique languages, religions, art forms, political structures, technology, forms of song and dance, and ways of life.

The Pacific Ocean is a vast area, covering over a third of the earth’s surface. It is largely an ocean world, with small islands and vast open waters. Many of its cultures are ocean-focused cultures – but most are farmers, as well as fishermen. The Pacific’s lands also include the immense island (continent) of Australia and the very large island of New Guinea. Land-focused adaptations and traditions developed in these areas. And some Pacific people traveled south and settled very cold lands (New Zealand, Tasmania). But the cultures of the Pacific are largely cultures adapted to the tropics or near tropics. In Polynesia and Micronesia, some societies chose a path in which kingdoms arose (Tonga, Hawai‘i, the Marshall Islands, Pohnpei, and Kosrae), with famed kings and nobles dominating the societies. In other lands, a path was followed in which the people lived in small village-sized countries and were more equal, with less elaborate ranking.

Europeans arrived in the Pacific in the 1500s, the Portuguese entering Indonesia (the East Indies) from the west searching for riches and the Spanish sailing across the Pacific from the east and founding colonies in the Marianas and the Philippines. The Dutch replaced the Portuguese in the 1600s, but until the rise of Great Britain and France to power in the 1700s, the Pacific was under very limited Spanish influence. In the 1800s, these and other outside empires claimed different parts of the Pacific as their own, ending
thousands of years of independent life of the islanders. Contact was at different times and had different impacts – sometimes fatal through diseases, sometimes harsh, always with misunderstandings.

The 20th Century saw changes, but still within a colonial system. Japan entered the picture as a colonial power, and then was replaced by the United States as a result of World War II. Eventually, many islanders regained their independence in the last half of the 20th Century. But some islands still are part of larger nations, with their native people, often modern urbanites, having to share their ancestral lands with others (as in New Zealand, Australia, Guam and Hawai‘i). Often they have struggled at the bottom of the economic ladder. Often they have had their histories studied and told by outsiders. Yet Pacific Islanders have adapted to these changes, altering and blending new cultural elements with old ones. They have told their own histories in the past, often quietly, and now new islander voices are emerging – in history, in literature, in dance, in politics.

This class provides an introductory look at the Pacific and Hawai‘i’s place in the Pacific. This view is done by region – Australia, Melanesia, Micronesia, and Polynesia – starting with Australia and moving east. It reviews the settlement history of each region. It then looks closely at the cultural traditions of a few cultures in each area for pre-European times. Next, for each region, the class briefly views the first century or so of European contact and its impacts. Last, for each area, modern times are considered. Within this chronological framework, religion, art forms, literature, political structures, and other aspects of Pacific life will be discussed. Different topical themes will also be introduced into this picture. Linkages to Hawaiian culture are pointed out throughout the class. But understand … This class is only an introduction to Hawaiian and Pacific traditions!

Readings:

The class schedule assigns readings for each lecture. Readings should be done prior to the lecture under which they are listed. Two books are required (both paperbacks):

Pilkington, Doris 1996. **Rabbit-Proof Fence.** University of Queensland Press, St. Lucia. (The author’s native name is Nugi Garimara.)

Additionally, four compiled readers are required texts – to be obtained at FedEx/Kinko’s in the Pearl Highlands Shopping Center as they are made available by the Instructor. These are copied sections of books, articles, etc. One is on Australia, one on Melanesia, one on Micronesia, and one on Polynesia.

[The readings in the required texts/readers collectively address all the Student Learning Outcomes of this class.]
Student Learning Outcomes (SLOs)

Student learning outcomes are aims of this class, what we plan to have you learn. They link to HPST Concentration learning outcomes (aims), Humanities Division learning outcomes (aims), and UHWO learning outcomes (aims) – listed at the end of each SLO (HUM = Humanities, ILO = UHWO). The linkage of all these outcomes, course assignments, lectures, and readings are complicated and part of the accreditation review process. Here the aims (SLOs) for this class are listed. You are not required to know SLOs or this process for this class.

1. The student will gain an introductory, overview knowledge of Pacific Islanders’ and Native Hawaiian history, culture, arts, literature, and current issues (among other topics) from the past up to the present.
   [HPST1, HUM1, ILO2 – Multicultural knowledge]

2. The student will gain an understanding of how information from different disciplines contribute to our knowledge of the people of the Pacific (including Native Hawaiians). This information comes from historical linguistics, archaeology, oral history, history, cultural anthropology, art history and art, literature, and other disciplines.
   [HPST1 & 2, HUM3, ILO4 – Disciplinary knowledge]

3. Students will gain knowledge of Pacific Islanders’ (including Native Hawaiian) worldviews and perspectives.
   [HPST5, HUM1, ILO2 – Another aspect of Multicultural knowledge]

4. Students will also be exposed to critical thinking skills, by learning information about Pacific Islander cultures and how this information is used to address current and historical issues involving Pacific Islanders.
   [HPST2, HUM6, ILO3 – Critical thinking]

5. Students will be introduced to some basic Pacific Islander and Hawaiian vocabulary words, vital for understanding Pacific Islander cultures. This is a preliminary step for Hawaiian-Pacific Studies majors (and non-majors) to begin to learn to speak, read and write in Hawaiian or another Pacific Islander language.
   [HPST4 – Speak, read and write in Hawaiian/Pacific Language]

[You will achieve SLOs 1-5 by acceptable completion of the class.]

UHWO Credit Hour Policy: The UHWO Credit Hour Policy states that students in a 3-credit course are expected to devote a minimum of 9-hours a week (135 hours/semester) on course related work (see UHWO General Catalog). The work assigned in this course meets the stated Student Learning Outcomes in the UHWO Credit Hour Policy. To achieve adequate learning in this course, it is expected that students will need to devote a minimum of 9 hours a week attending class meetings, completing readings, and studying and working on the graded class assignments.
Special Note: Any student with a documented disability who would like to request special accommodation should contact privately Student Services and the instructor of this course.

Grading:

Grading will consist of 4 exams and 12 small assignments to ensure the student gets broad exposure to Hawaiian-Pacific traditions. A total of 300 points can be acquired. Grading will be 90%-100% an A, 80%-89% a B, 70%-79% a C, etc. (+/- will also be used.)

<table>
<thead>
<tr>
<th>Exams</th>
<th>240 points</th>
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<tr>
<td>Exam – Australia</td>
<td>60 points</td>
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<tr>
<td>Exam – Melanesia</td>
<td>60</td>
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<td>Exam – Micronesia</td>
<td>60</td>
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<tr>
<td>Exam -- Polynesia</td>
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[Exams will be primarily multiple choice with some true/false and fill-in-the-blank questions. They will include maps for island identifications. Questions from the readings will be on these exams.]

**Short Review Papers (1 page long each) –**

- summarize subject & comment on it 60 total points

- Honolulu Academy of Arts – Pacific Island gallery 5 points
- Bishop Museum – Polynesian gallery 5 points
- Listen to a CD of traditional Pacific music 5 points
- Listen to a CD of contemporary Pacific music 5 points
- Watch the Merry Monarch Festival on TV – watch three hālau perform kahiko or auwana 5 points
- Read 2 mythology stories from one island group 5 points
- Read 2 mythology stories (different island group) 5 points
- Read 1 emerging voice selection from list (or with ok) 5 points
- Read 1 emerging voice selection from list (or with ok) 5 points
- Read 1 emerging voice selection from list (or with ok) 5 points
- Visit Kūkaniloko Birthing Stones near Wahiawā, read background hand-out first. 5 points
- Visit a large heiau (Kū‘ilioloa in Wai‘anae, Pu‘u o Mahuka at Pūpūkea, Ulupō in Kailua, etc.), read background hand-out first. 5 points

[The exams and short review papers collectively address all SLOs of this class.]
CLASS SCHEDULE  
MW 12:30-1:50 pm

* Indigenous author or includes indigenous accounts.  ^View of indigenous culture.

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<thead>
<tr>
<th>Date</th>
<th>Days</th>
<th>Introduction</th>
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<tr>
<td>Mon. Jan. 13</td>
<td></td>
<td>Australia - Settlement and History of Pre-European Times</td>
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<tr>
<td>Wed. Jan. 15</td>
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<td>Australia - Prior to European Contact: General Traditions</td>
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<td>Mon. Jan. 20</td>
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<td>HOLIDAY – MARTIN LUTHER KING DAY</td>
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<tr>
<td>Wed. Jan. 22</td>
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<td>Australia – Prior to Contact: Case Study of Arnhem Land (Tropics)</td>
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<td>Mon. Jan. 27</td>
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<td>Australia – European Contact &amp; Its Impacts.</td>
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<td>Wed. Jan. 29</td>
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<td>Australia – Modern Times (1900s-Present)</td>
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<td>Wed. Feb. 5</td>
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<td>EXAM 1 [AUSTRALIAN ABORIGINAL TRADITIONS]</td>
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MELANESIA
Arrival of Papuan speaking people 40,000 – 60,000 years ago. 
Development of settled villages & New Guinea as an agricultural 
 domestication center as old as the Near East.

9. Wed. Feb. 12  The Papuans - Prior to Contact: Case Study from the New Guinea 
Lowlands [Sepik].  
Read:  Melanesia Reader: Bates* (Sepik – sorcery);  
Zegwaard* (Asmat – headhunting).  
D’Alleva: Chap. 1.

Mon. Feb. 17  HOLIDAY – PRESIDENTS’ DAY

10. Wed. Feb. 19  The Papuans - Prior to Contact: Case Study from the New Guinea 
Highlands [The Dani of Western New Guinea Highlands]  
Video:  Dead Birds 
Read:  Melanesia Reader: Heider* (Dani) & Oliver* (Siuai) on 
Creation myths

The arrival of the ancestors of the Polynesians & Micronesians 
into Oceania 4,000 years ago.  
Inherited leadership. The basic Austronesian navigation system.

12. Wed. Feb. 26  The Austronesians – Case Study of Fiji & European Contact  
Fijian culture & the Rise of Bau and its leader Cakobau in 1800s.  
Read:  Melanesia Reader: Howe (Fiji) & Reed and Hanes* (Fijian 
Creation myths).  
D’Alleva: Chap. 2.

Times up through World War II  
Clashes, Traders, Plantation Labor Service & Manipulations by 
Local Leaders.  
Colonial powers divide up Melanesia.  
Colonial administration & impacts on the islanders.  
World War II -- in the midst of the war.  
Read:  Melanesia Reader: Corris^ (Kwaisulia of Solomons)  
& Kitauai* (Papua New Guinea)
New Guinea & Island Melanesia – Modern Times: Independence  
Papua-New Guinea: moving toward independence.  
Papua-New Guinea: independence & modern problems (diverse groups, economic problems, the Bougainville rebellion).  
Fiji: modern problems (a huge Indian population, the coups).  
Irian Jaya/Papua: Indonesian colonialism continues.  
Read: Melanesia Reader: Roscoe (Papua New Guinea crime), Mera Molisa* (poem); Stella* (Papua New Guinea literature), Kilage* (novel excerpt), Winduo* (poem), Enos* (poem).

15. Mon. Mar. 10  
EXAM 2 - MELANESIA.

MICRONESIA
Micronesia – Settlement & History Before European Contact.  
Complex settlement by the Austronesians – Oceanic speakers from the East & Western Malayo-Polynesian speakers from the west (Palau & the Marianas)  
Read: D’Alleva: Chap. 4.

17. Mon. Mar. 17  
Micronesia, Pre-European Times – Case Study of Atolls in the Caroline Islands  
Read: Micronesia Reader: Alkire^ on Woleai

18. Wed. Mar. 19  
Micronesia, Pre-European Times – Case Study of Kosrae  
Ex: of highly stratified societies that developed in Micronesia.  
Read: Micronesia Reader: Cordy^ on Kosrae

Mon. Mar. 24  
SPRING BREAK

Wed Mar. 26  
SPRING BREAK

19. Mon. Mar. 31  
Micronesia – European Contact & Its Impacts  
The Spanish & the Marianas: Huge population crash & becoming an outpost of Manila.  
The whalers & missionaries. Kosrae as another example of a catastrophic population crash; also as a Christian theocracy.  
Foreign powers divide Micronesia into colonies in the late 1800s.  
Read: Micronesia Reader: Hezel on whalers/missionaries
Japan as the colonial power in Micronesia – immigrants, education & economic impacts.
Post-War – the atomic bomb in the Marshalls.
Independence.
Read: Micronesian Reader: Hezel on Japanese colonial times.

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21. Mon. Apr. 7  EXAM 3 – MICRONESIA

POLYNESIA
22. Wed. Apr. 9  Polynesia – Settlement & History Before European Contact
The spread of Austronesian speakers out of Samoa throughout East Polynesia (including Hawai‘i)
Read: D’Alleva: Chap. 3.

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23. Mon. Apr. 14  Polynesia – Case Study of New Zealand at European Contact.
Small countries (hapu) in a temperate land, new food adaptations, warfare and utu, the carvings in meeting houses.
Read: Polynesian Reader: Oliver (brief sum culture at Contact), Creation stories*, Grey* (Maui stories).

24. Wed. Apr. 16  Polynesia – Case Study of Hawai‘i at European Contact.
Settlement & population growth. Rise of the kingdoms in 1400s.
Read: Polynesian Reader: Cordy (brief sum culture at Contact), Kamakau* (Kalani‘ōpu‘u’s reign, Kingdom of Hawai‘i), Emerson* (myth of Wākea/Papa & birth of islands), Malo* (story of Hāloa), selection of Maui stories* (Thrum, Papa, Kamakau).

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25. Mon. Apr. 21  Polynesia – European Contact in Hawai‘i & its Impacts
Rise of Kamehameha & unification, Ka‘ahumanu vs Boki & Kamehameha III, privatization of land, sugar and merchants, immigration and becoming a minority in their own lands, the overthrow.

20th Century changes, the Renaissance, challenges to entitlements, sovereignty.
   Tonga & Samoa – diaspora out of the home islands.
   Read:  Polynesian Reader: Macpherson (Samoan diaspora),
   Contemporary Maori Writers (Hulme*, Walker*, & Dewes*)  (Poetry/short stories)
   Contemporary Samoan Writers (N. Simi*, Enari*, Figiel*, L. Simi*)  (Poetry & short stories)

28. Wed. Apr. 30  Movie: Utu

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May 7  12-2 p (Wed)  Finals Week  EXAM 4  POLYNESIA &
   SHORT REVIEW PAPERS DUE.
RELATIONSHIPS OF CLASS TO LEARNING OUTCOMES

SUMMARY OF RELATIONSHIPS OF CLASS TO LEARNING OUTCOMES

Hawaiian-Pacific Studies Concentration: This class focuses on several learning outcomes of this concentration – (HPST1) demonstrating a knowledge of specific aspects of the culture of Pacific Islanders (including Native Hawaiians); gaining disciplinary knowledge via the above HPST1 and from learning about primary sources and analysis of findings (HPST2); and (HPST5) demonstrating a knowledge of indigenous Hawaiian worldviews and perspectives. Students will also be exposed at preliminary levels to HPST4 (speak, read and write in a Pacific Islander language – via exposure to some basic vocabulary words) and at initial levels to critical thinking skills (HPST2 – by learning information about Pacific Islander cultures and how this information is used to address current and historical issues). Outcomes addressed: HPST1, 2, 4 (prelim level), 5.

Humanities Division: This class also links to several learning outcomes of this division – (HUM1) becoming able to demonstrate a knowledge of different cultures from different global regions and indigenous traditions (the many Pacific Islander cultures, including Native Hawaiian culture), (HUM3) demonstrating an understanding of different Humanities disciplines’ concepts, methods, primary sources, and knowledge (archaeology, oral history, history, art history and art, literature, music and other disciplines ), (HUM6) becoming able to analyze research questions, problems, and issues in Humanities subjects. Outcomes addressed: HUM1, 3, 6.

UH West O‘ahu: This class further links to several learning objectives of UHWO – (ILO2 Cultural Awareness) Demonstrate knowledge of different cultures, sub-cultures or cultural phenomena (the many Pacific Islander cultures); (ILO3 Critical Thinking) Demonstrate critical thinking skills by applying information to make well reasoned arguments or solve a problem; (ILO4 Disciplinary Knowledge) Demonstrate knowledge of the purview, processes, and contributions associated with an academic discipline (archaeology, oral history, history, art history and art, literature, music and other disciplines with a focus on Pacific Islander cultures). Outcomes addressed: ILO2, 3, 4.