Course goals
The Pacific Islands cover a vast oceanic territory and exhibit considerable variety. Some islands are more egalitarian than others; some are big and others small; some aren’t islands at all but atolls; and island colonial histories and postcolonial realities also differ. This course provides an introduction to the region, focusing on Polynesia, Micronesia, and Melanesia. Students will learn about:

- Pacific islands and their formation within the context of the “ring of fire”
- the ethic of sharing; ceremonial exchange
- migration and remittances as integral to today’s island economies
- Pacific Island renaissances (concerning dance, navigation, and ritual)
- global warming and its impact on low-lying islands and atolls
- aspects of Pacific Island colonial history, including U.S. imperialism in the Pacific
- the Hawaiian Sovereignty Movement
- nuclear testing in the Pacific and efforts to receive reparations for the damage done to island environments and the peoples of the Pacific
- aspects of gender and sexuality
- development and resource development in the Pacific

Students will come to appreciate Pacific Island cultures and hopefully find ways, in their years at the University of Oregon, to learn more about Pacific Islanders, their values, and their lifeways.

Readings and films
There are no books to buy. That’s the good news. However, there ARE readings. All readings will be posted on the course Blackboard site and/or are available online. A short set of questions will be posted with each reading, as a study guide for it. Nothing can take the place of first-hand experience of the Pacific Islands. However, absent that, films introduce students to the physical beauty of the islands and to the everyday lives of Pacific islanders. The films will be on reserve at the Knight Library. From time to time you will be directed toward video content on the internet, which you will be expected to view. Look to the Blackboard postings (“course documents” to “course readings”) for an indication of what these video clips are. The films are important course content. Do take notes on the films!

Performance requirements
There will be a midterm and a final. Both exams will be short-answer question (multiple choice, fill in the blank, T/F, brief definition) exams. The midterm and final will be comprehensive, covering all lecture, reading, film, and internet materials during the period preceding the exam. There will be limited in-class prepping for these exams, the burden of performance being ultimately on the student’s shoulders. In addition, two short-answer quizzes on the readings will be administered in class. The final will be comprehensive.

Midterm: 40% of the grade (review of ppt presentations on 2/1; study guide posted by the end of the day on the course Blackboard site on 1/28)
Final: 50% of the grade (review of ppt presentations on 3/8 and 3/10; study guide posted on the course Blackboard site by the end of the day on 3/3.

Quizzes on readings and internet viewings: 10% of the grade. Each quiz will test knowledge of the readings and internet viewings since the last quiz. A study guide for the respective quizzes will be posted on the course Blackboard site by the end of the day on 1/11, 1/20, and 2/22.

There will be no possibility of doing an “extra credit” assignment to bring your grade up. Make sure you perform well on the exams!

Graduate Teaching Fellow (GTF)
We are lucky to have Mr. Jonathan Turbin, a doctoral student in the Department of Anthropology, as the GTF for the course. He will be grading the exams.

Classroom etiquette
It is important to maintain a positive, pleasant classroom atmosphere. To do so:

1. Come on time and plan to stay at least through the break (if there is one). Do not leave in the middle of the session.
2. Do not engage in side-talking. If you have comments to make or questions to ask, raise your hand and let the whole class know what these are. If other students are talking, show them the courtesy of listening. Needless to say, I expect you to show me that courtesy as well.
3. Do not eat while you are in the classroom.
4. Turn off your cell phones and other electronic equipment. If you plan to use your computer in class, that’s fine but sit in the front two rows of the classroom.
5. Any student who is being disruptive will be asked to leave the room and reported to the Office of Student Conduct and Community Standards.

Documented excuses
Midterm, final, and quiz make-ups will be administered only if the student produces a well-documented, acceptable excuse.

Disability students
If you require special accommodation, consult with Disability Services (164 Oregon Hall) and with me (to implement the accommodation).

Teaching and Learning Center
The Teaching and Learning Center (68 PLC) offers a variety of supports for students who want to sharpen their learning and performance skills (http://tlc.uoregon.edu). TLC has recently added sites addressing key needs of students who are transitioning from high school to college. Visiting the following URL is highly recommended:
http://tlc.uoregon.edu/learningservices/studyskills/index.html I have also posted on blackboard an account written by a star student of the study routine he used to get his A. You can find it under “course documents,” “study strategies of an A student.”

Academic calendar for the term
http://registrar.uoregon.edu/calendars/academic
Important dates:
1/16, 2/8 Class is cancelled
1/25 First quiz on assigned readings (1/11-1/25)
2/1 Study guide for midterm posted on blackboard by the end of the day
2/6 Sit-down midterm (bring pens and pencils)
2/15 Return of midterm
2/29 Second quiz on readings (2/13-2/29)
3/12 Study guide for final posted on blackboard by the end of the day
3/14 Study day
3/19 Final exam in 123 Pacific Hall from 10:15 AM to 12:15 PM (bring pens and pencils)

Week one

1/9/12 Welcome and introduction: Micronesia, Polynesia, and Melanesia

Introduction to the Pacific and to the course.

Film: "The Deepest Place on Earth." In How the Earth Was Made, season 1, the History Channel.

1/11/12 Aspects of Pacific island geography (guest lecturer: Dr. Moshe Rapaport, University of Hawaii)


Week two

1/16/12 No class; Martin Luther Day

1/18/12 The peopling of the Pacific


"Wayfinders: A Pacific Odyssey" (http://www.pbs.org/wayfinders/polynesian.html) read these segments: Polynesians: An Oceanic People; Heyerdahl and Sharp: The Archaeological Response; Experimental Voyaging: Hōkūle‘a: The Rediscovery

"Yap revives ancient art of star sailing" (http://news.bbc.co.uk/2/hi/asia-pacific/8322725.stm)


Film: Wayfinders: A Pacific Odyssey (VT 05088)
Week three

1/23/12 Chiefs and big men (Tonga and Hawai'i v. New Guinea highlands)


Film clips: Kava kuo Heka (Department of Anthropology video collection), The Kawelka: Ongka's Big Moka (VT 01834); Kuma Hula (VT 01319)

1/25/12 Chiefs and big men, cont.; gender and sexuality I

First quiz on the readings; readings from the beginning of the course through 1/25/12 will be covered.


Week four

1/30/12 Gender and sexuality II


Films: Paradise Bent (VT 06563), Guardians of the Flutes (VT 04164)

2/1/12 Gender and sexuality III; review for midterm

Note that the review will not be designed to feed you questions and answers for the midterm. It is designed to go over some of the highlights of the materials we have covered so far. This does NOT mean that every detail you might be tested on in the midterm will be reviewed. The midterm will be comprehensive, covering lecture and powerpoint materials, film materials, and reading materials, including internet readings.

Study guide for the midterm will be posted on blackboard by 5 pm on Monday. The study guide provides no actual questions; however, it is an adequate guide to the scope of the midterm

Week five

2/6/12 Sit-down midterm

2/8/12 No class; instructor out of town

Week six

2/13/12 Global warming's impact on the Pacific islands: the case of Tuvalu

Internet reading:
"Indigenous Peoples in Copenhagen say, 'First Respect Our Rights!'"
"Who's at the Climate Talks and What Do They Seek?"

Film: Time and Tide (DVD 03747)

2/15/12 Migration: Tongan and Samoan Cases I

Return of midterm.

Week seven

2/20/12 Migration: Tongan and Samoan cases II

Film: A Chief in Two Worlds (VT 03664)

2/22/12 U.S. imperialism in the Pacific: The Hawaiian Case


Internet reading: http://kahoolawe.hawaii.gov/home.php (read “culture,” “restoration,” “history”)

Films: Act of War (VT 02186), Kahoolawe (Dept. of Anthropology film collection)

Week eight


Film: Na Kamalei: The Men of Hula (DVD 03287)


Second quiz on readings; covers readings assigned for 2/13/12-2/29/12.

Internet readings and viewing:

2. The underwater denotation called “Baker” of “Operation Crossroads,” summer 1946: http://www.youtube.com/watch?v=sLCA9OVAoQ&feature=related

Film: Half Life: A Parable for the Nuclear Age (VT 01452)

Week nine

3/5/12 U.S. military bases in the Pacific: Guam; development in the Pacific (various cases)


More readings to come.

3/7/12 Development in the Pacific

Readings to come.

Week 10

3/12/12 Review for final

Study guide for final posted on blackboard by the end of the day

3/14/12 Study day

Exam week

3/19/12 Final exam from 10:15 AM to 12:15 PM in 123 Pacific Hall. All materials (except pens and pencils) will be supplied.

HOW TO SUCCEED IN THIS COURSE

The following are statements prepared by students who scored high on the midterm in the 2011 version of this course. You would do well to pay attention to these students’ study strategies!

1) In order to prepare for the midterm I went to every class and took notes from the powerpoint presentations. I also focused during the films shown during class time. I completed the weekly reading assignments each week and never let myself fall behind in them. I took the study guide very seriously and rewrote notes specific to each topic. I reviewed both my notes and the powerpoint presentations when compiling the notes on the study guide topics in order to have the most accurate notes I could. I then reviewed the notes I put together from the study guide many times over to help me remember them. Lastly, one of my friends read the words on the study guide and I told them as much as I could about the subject and they filled in what I forgot. We continued this until I remembered most of my notes from the study guide. I then refreshed my memory by reviewing all my notes the morning of the midterm. I prepared the notes on the study guide the weekend before the midterm and then began to review and study my notes on Tuesday.

2) Prior to the exam, I did my best to come to every class. If there were days I could not make it, I reviewed the lectures on blackboard and took notes at home. Also, I read every single reading. I realized the best time for me to read online readings is right after class. That way, the material learned in class is fresh in my mind and I get the readings done with no rush. On the weekends, I put some time aside to review the powerpoints. I reviewed the powerpoints during the weekend so I wouldn’t forget the concepts taught in class. This helped me a lot because it gave me more memorization practice on topics. As for the study guide, I took it very seriously. The study guide was a helpful review and enabled me to focus on what information was important and relevant to the exam. Two days before taking the exam, I typed out the study guide on Microsoft Word and answered all the questions. The day before the exam, I reviewed the study guide I typed out as
well as my notes on the readings. By doing all of this, I felt prepared and confident going into the test.

3) I have a three-step method in preparing for the midterm of ANTH 234, which is to preview, attend lectures, and review. I read the assigned materials before the lecture, a preview step that gives me a good overview on the topics that are about to be covered. Attending the lectures helps me grasp the important concepts of the topics. The last step is to review by using the lecture power points. Lastly, remember to go through the midterm study guide, which tests you on how well you understand the materials. Be sure to know every term on the study guide.

4) Studying and preparing for the midterm for Pacific Anthropology 234 wasn’t difficult, but it did take time. To start off, I’ve been to every class. To be honest, I don’t always take notes, but I do make sure I go to Blackboard and download the powerpoints. Instead of taking notes, I find that in this class it is much easier to listen closely and actually pay attention to what is said. I do majority of the readings and if I am unable to do the entire reading, I skim through and highlight areas I feel are important. To prepare for the midterm, I used the study guide as a basis to what I should focus on. I split up the terms on the study guide into the first and second quiz. Using my old quizzes and the notes I used to prepare for those quizzes, I just combined it with the remaining terms I needed to know for the midterm. Each term that was on the midterm study guide, I would write out and below it, list or write a few things I feel are most important about that topic. I don’t just know what the term means, but examples and a basic background of how it relates to the class. Taking the midterm study guide seriously and actually paying attention in class really helped out. Having the powerpoints available online is very helpful and allowed me to return to areas I was uncertain about. Keeping and reviewing old quizzes were also very helpful, seeing that some of the questions were the same or similar to one’s on the midterm. Having a strong interest in Pacific anthropology and an open mind when coming to class has allowed me to enjoy what I learn and succeed during quizzes and the midterm.