Scattered across a third of the globe, the islands of Polynesia and Micronesia provide fascinating and crucial lessons concerning the adaptability of humans and human cultures. All but the most remote islands in Polynesia and Micronesia were profoundly affected by intruding European and Asian cultures prior to intensive ethnographic study; so much of what we know of the pre-contact cultures must be derived from the study of indigenous oral traditions, archaeology and historical accounts of early contact. This situation has led to the development of innovative forms of historical anthropology, an example of which we will study in this course. The course will be divided into four sections. We will begin with a survey of the prehistory of the region. We will then turn to the study of early contacts between Europeans and islanders to see how each side’s view of the other was influenced by cultural orientations and how these interactions laid the foundation for adaptations over time. In the third part of the course, we will examine ethno-psychological adaptations to an atoll environment in Micronesia. The course will conclude with an examination of economic and political adjustments in small Pacific island states, focusing upon Samoa.

REQUIRED TEXTBOOKS


Recommended:
A good travel guide to the regions such as David Stanley’s *South Pacific Islands Handbook* or the Lonely Planet guides.
REQUIREMENTS

1. Assigned Readings: Ethnography courses always involve a substantial amount of reading. Students are responsible for keeping up with the reading assignments. The final examination will be based primarily upon the assigned readings.

2. Attendance: Students are expected to arrive on time and prepared for the class. This means that you need to have reviewed the week’s readings before the classes dealing with those topics begin. While I do not take attendance, I will require students who miss the equivalent of three or more weeks of classes to withdraw from the course.

3. Classroom Expectations: While there is no class participation grade, I do encourage you to ask questions, raise points and suggest topics for discussion. In consideration of your classmates, please refrain from eating in class and switch off cell phones and pagers.

4. Essay Format: Essays must be prepared according to standard social science format. A style guide will be provided. I expect students to know about standard rules for citations and preparation of bibliographies.

5. Plagiarism will not be tolerated. Please refer to the Faculty of Arts plagiarism guide at http://www.arts.ubc.ca/doa/plagiarism.htm. All papers will be submitted to the TurnItIn.com service. Information on using this service will be provided in class.

6. Late Paper Policy: Extensions for assignments and the final examination will be given only in cases of documented illness and family emergency. One mark per day is deducted for late assignments, inclusive of weekends.

ASSIGNMENTS AND EVALUATION

1. Map quiz. A test of your knowledge of the locations of the major countries and islands of Polynesia and Micronesia. 10 points.

2. History quiz. A test of your knowledge of the historical background of Polynesia and Micronesia. 20 points

3. Proposal for ethnographic profile (see 4 below for more details). Indicate which culture you plan to review for the ethnographic profile. You should indicate its location and provide a reason for your choice. Indicate at least five references that provide information on the culture (articles & books, not internet sites). PLEASE NOTE: You may not write your profile on Ifaluk atoll, although you may write about the Maori culture. Also note, a “culture” is not necessarily the same as a nation. You may thus write about cultures within nations – like Banaba within Kiribati – or national cultures, like Samoa or Tonga. 5 points

4. Ethnographic profile. Prepare a profile of a single culture in the Polynesia and Micronesia region. The profile should include the following: (1) A description of the location, (2) pre-contact culture (social, economic and religious organization), (3) colonial history, (4) current political status, and (5) outline of a key theme investigated by anthropologists working in the area (e.g., indigenous navigation techniques in Palau). The paper must also include a minimum of five references. The profile should be between 6 and 8 double-spaced pages plus bibliography. 20 points
5. Class presentation. The class will be divided into groups based upon the cultures chosen for the ethnographic profiles. Each group will make a short joint presentation about the cultures in their region. 5 points

6. A final take-home examination. You will choose from a selection of essay type questions, based upon the ethnographic and literary assigned readings. The questions will be handed during the last week of class. 40 points

7. Term Paper Option. If you prefer, you may write a term paper instead of the final examination. This can be done only with the permission of the instructor. Permission must be granted no later than March 4th. 40 points

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<thead>
<tr>
<th>Assignment</th>
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<td>Map quiz</td>
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<td>History test</td>
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<td>February 11</td>
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<td>Ethnographic profile proposal</td>
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<td>Ethnographic profile</td>
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<td>Final examination</td>
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<td>Term paper (optional)</td>
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SCHEDULE OF TOPICS AND READINGS

PART I: INTRODUCTION: BEFORE COLONIZATION
Jan. 7 Introduction
Jan. 9 A Cook’s Tour of Polynesia and Micronesia
Jan. 14, 16 The Settlement of the Pacific Islands
  Readings: Oliver, chapter 1; Salmond, Introduction, chapters 1, 11
  Film: The Navigators (archaeological and ethnographic evidence on early navigation across the Pacific Ocean)

PART II: ISLANDS AND BEACHES: EARLY CONTACTS
Jan. 21, 23 First and Early Contacts
  Readings: Oliver, chapters 2, 6, 7; Salmond, chapters 2, 3, 4, 5
  Map Quiz (Jan. 23rd)
Jan. 28, 30 Economic Transformations
  Readings: Oliver, chapters 3, 4, 10, 11, 12; Salmond, chapters 9, 10
Feb. 4, 6 Saving Souls, Governing Bodies
  Readings: Oliver, chapters 5, 8, 9, 14, 15; Salmond, chapters 12, 13
Feb. 11 History Quiz (midterm exam)
Feb. 13 Film: *Rising Waters* (on the impact of global warming on Pacific islands nations)

**PART III: ATOLL ETHNOGRAPHY: CULTURE AND PERSONALITY**

Feb. 25, 27 Atoll Culture
- Readings: Lutz, Parts 1 & 2 (chapters 1-4)
- **Ethnographic Profile Proposal** (Feb. 25)

March 4, 6 Persons and Emotions in Pacific Islands Cultures
- Reading: Lutz, Parts 3 & 4 (chapters 5-8)
- **Deadline for Term Paper Option** (March 4)

**PART IV: THE ETHNOGRAPHY OF MODERN POLYNESIA**

March 11, 13 The Emergence of Pacific Islands States
- Readings: O’Meara, chapters 1-4
- **Ethnographic Profile** (March 13)

March 18, 20 Neo-Tradition in the Local Economies
- Readings: O’Meara, chapters 5-8

March 25 The Pacific Diaspora: Migrations and Remittances
- Film: *Samoa: I Can Get Another Wife but I Can’t Get Any Parents* (concerns the migration of a young Samoan couple to Auckland, New Zealand)

**PART V: CONCLUSIONS**

March 27, April 1, 3 **Group Presentations**

April 8 Conclusion (class evaluation & take-home exam handed out)

April 17 **Final Take-home Exam due in Anthropology and Sociology main office**