



SYLLABUS

OCEANS OF HISTORY: HUMANS AND ENVIRONMENTS IN THE PACIFIC

Instructor: Ryan Tucker Jones

Language of Instruction: English

UO Credits: 4

Contact Hours*: 40

Total Hours of Student Engagement (THSE) in all course activities*: 180

Rarotonga, Cook Islands

COURSE DESCRIPTION

Oceans of History: Humans and Environments in the Pacific examines the environmental history of the world's largest geographical feature – the Pacific Ocean. This class is simultaneously an investigation into the origins of the Pacific's current ecological crises, the foundations of oceanic identities, and the multiple ways of understanding the ocean. We will be reading historical, anthropological, and scientific research and weighing the merits of each approach. Lectures will be supplemented by several site visits and guest speakers.

COURSE OBJECTIVES

The course will: Introduce students to key topics in the history of the Pacific Islands as well as the global environment. It will teach them, both through lecture and first-hand experience, how to critically analyze the environmental history of the region and apply these insights to current environmental issues. Students will examine Western and non-Western approaches to environmental epistemologies and conservation strategies, especially as applied to the ocean.

Student Outcomes. Students who successfully complete this course will:

- be able to locate key locations in the Pacific on a map
- relate the most important developments in the ocean's history over the past 500 years
- identify various scholarly arguments about the Pacific's history
- identify and analyze various ways humans have understood the ocean environment
- identify and analyze contemporary practitioners' approach to managing the Pacific Ocean

INSTRUCTIONAL METHODOLOGY

This course combines traditional engagement with written texts on the Pacific with intensive hands-on experience with local Rarotongan environments and environmental practitioners. Each week, Monday through Wednesday, class will meet for two hours for a short lecture and a detailed discussion of reading material. Thursdays are reserved for all-day field trips to locate sites such as the Cook Islands Cetacean Conservation Center, where we will meet local people engaged in studying and managing the surrounding ocean environment.

Required Texts:

Matt Matsuda, *Pacific Worlds: A History of Seas, Peoples, and Cultures*. Cambridge, 2012.

Jennifer Newell, *Trading Nature: Tahitians, Europeans, and Ecological Exchange*. Honolulu, 2010.

David Chang, *The World and All the Things Upon It: Native Hawaiian Geographies of Exploration*. Minneapolis, 2016.

METHOD OF EVALUATION (GRADING)

Assignments

- 1) 1 Map Quiz (10%)
- 2) Participation (35%)
Students are expected to actively participate in class discussion and attend all field trips.
- 3) 1 Essay (45%)
The essay involves both readings from the class and at least 5 outside readings procured in the Cook Islands Research Library. Topics should be chosen in consultation with the professor and relate to one of the themes of the class. Papers should be 5-7 pages long, double-spaced.
- 4) Presentation (10%)
You should prepare a formal 10-minute presentation on the subject of your final essay, to be presented to class on the last week of our time in Rarotonga.

COURSE OUTLINE

Class 1 Introduction

🌀 Paul D'Arcy, "Oceania: The Environmental History of One-Third of the Globe," in J.R. McNeill and Erin Steward Maudlin, eds., *A Companion to Global Environmental History* (Chichester, 2012), pp 130 - 185

Class 2 Ecologies of Colonization

🌀 Tim Flannery, "When Thou Hast Enough Remember the Time of Hunger," in *The Future Eaters* (New York, 1994), pp 22 - 35

🌀 Atholl Anderson, "Faunal Collapse, Landscape Change and Settlement History in Remote Oceania," *World Archaeology* 33:3 "Ancient Ecodisasters" (Feb., 2002): 375 - 390.

Class 3. Pacific Cultural Ecologies

🌀 Frederic Torrente, "Ancient Magic and Religious Trends of the *Rahui* on the Atoll of Anaa, Tuamotu," in Tamatoa Bambridge, ed., *The Rahui: Legal Pluralism in Polynesian Traditional Management of Resources and*

Territories (Canberra, 2016). <http://press->

files.anu.edu.au/downloads/press/p337293/html/cho2.xhtml?referer=&page=9# pp 144 – 201.

© Paul D’Arcy, “Local Worlds: the Sea in Everyday Life,” in *Peoples of the Sea: Environment, Identity, and History in Oceania* (Honolulu, 2006) pp 34 – 66.

Class 4. Site Visit: Rarotonga Marae and Rahui

WEEK 2 THE NATURE OF ENCOUNTER

Class 5 European Cultural Ecologies in the Pacific

- © Captain James Cook, *Journal of a Voyage of Discovery*, excerpts
- © Jennifer Newell, *Trading Nature*, Chapters 1 – 2 (pp 5 – 74)

Class 6 Dark were the Thoughts of the Missionary

- © Jennifer Newell, *Trading Nature*, Chapters 3 – 4 (pp 75 – 122)

Class 7 Pacific Voyagers

- © David Chang, *The World and All the Things Upon It: Native Hawaiian Geographies of Exploration*. Minneapolis, 2016.

Class 8 Site Visit: Te Ara Museum of History and Culture

WEEK 3. SCRAPING THE SEA

Class 9. Sandalwood

- © Dorothy Shineberg, *They Came for Sandalwood*, Chapter 3, pp 64 - 88.
- © Nick Thomas, *Islanders*, Chapter 5 pp 215 – 266.
- © Marry Wallis, Chapter V, *Life in Fiji: Five Years among the Cannibals* (Boston, 1851) pp 44 - 55. <http://nzetc.victoria.ac.nz/tm/scholarly/tei-HeaLife-t1-body-d5.html#n104>

Class 10. Guano

- © Gregory Rosenthal, “Life and Labor in a Seabird Colony: Hawaiian Guano Workers, 1857 – 1870,” *Environmental History* 17 (2012) pp 221 - 244.

Class 11. Whales

- © David Haines, “The Harpoon’s Head,” in *The Lives of Colonial Objects* (Dunedin, 2016), pp 7 – 44.

Class 12. Site Visit to Cetacean Conservation Center and Whalewatching

WEEK 4. DECOLONIZATION AND ENVIRONMENTALISM

Class 13. Ocean and Militarization

📄 John Culliney, “Decline of a Lagoon,” in *Islands in a Far Sea: The Fate of Nature in Hawaii*. Honolulu, 2005. pp 127 - 184

📄 Judith Bennett, “Legacies and Visions” *Natives and Exotics: World War II and Environment in the South Pacific*. Honolulu, 2009., pp 150 - 175

Class 14. Decolonizing the Environment

📄 Brian Bargh, *The Struggle for Maori Fishing Rights* (Auckland, 2015), pp 1 – 56.

Class 15. Climate Change and Environmentalisms in the Islands

📄 Haunani-Kay Trask, “Environmental Racism in the Pacific Basin,” *Tok Blong Pacifik: A Quarterly of News and Views on the Pacific Islands*, Sept.-Dec. 1995, 16 -33.

📄 Frank Zelko, *Make it a Greenpeace! The Rise of Countercultural Environmentalism*. Oxford, 2013, pp 4 - 55.

📄 Michael Edwards, “Parochialism and Empowerment: Responding to Eco-colonialism and Globalisation in the Southwest Pacific,” in Alexander Gillespie and William Burns, eds., *Climate Change in the South Pacific* (Dordrecht, 2003), pp 16 - 35.

Class 16. Site Visit to Te Taketumu

COURSE READINGS

see above

Standard citation needs to include: Chicago

BIBLIOGRAPHY

📄 J.R. McNeill, “Of Rats and Men: A Synoptic Environmental History of the Island Pacific,” *Journal of World History* 5 (1994): 299 – 349.

📄 Ryan Tucker Jones, “The Environment,” in David Armitage and Alison Bashford, eds., *Pacific Histories: Ocean, Land, People* (New York, 2014).

📄 Moshe Rapaport, ed., *The Pacific Islands: Environment and Society* (Honolulu, 1999).

📄 Patrick Vinton Kirch, “Flightless Ducks and Palm Forests,” in Kirch, *A Shark Going Inland Is My Chief* (Honolulu, 2012).

📄 Terry Martin and Carl Lipo, *The Statues that Walked: Unravelling the Mystery of Easter Island* (New York, 2011).

📄 A.B. McDiarmad, et al, “Taking Stock – The Changes to New Zealand Marine Ecosystems since first Human Settlement,” *New Zealand Aquatic Environment and Biodiversity Report* No. 170 (June, 2016).

- 1 Jared Diamond, "Twilight at Easter," in *Collapse: How Societies Choose to Fail or Succeed* (New York, 2011).
- 1 Bill Gammage, *The Biggest Estate on Earth*. Melbourne, 2013.
- 1 Vincent Clement, "Star Path to a New World: Reappraising an Account of a Polynesian Voyage to the American Continent from an Environmental History Perspective," *Environment and History* 22 (2016): 29 – 48.
- 1 R.E. Johannes, *Words of the Lagoon: Fishing and Marine Lore in the Palau District of Micronesia* (Berkeley, 1981).
- 1 David Hanlon, *Upon a Stone Altar: A History of the Island of Pohnpei to 1890*. Honolulu, 1988.
- 1 Margaret Chapman, "Traditional Political Structure and Conservation in Oceania," *Ambio* 16:4 (1987): 201 - 205.
- 1 P.Wehi, M. Cox, T. Roa and H. Whaanga, "Marine Resources in Maori Oral Tradition: He Kai Moana, He Kai Ma Te Hinengaro," *Journal of Marine and Island Cultures* 2 (2013): 59 – 68.
- 1 Edvard Hviding, *The Guardians of Marovo Lagoon: Practice, Place, and Politics in Maritime Melanesia*. Honolulu, 1996.
- 1 Bronwen Douglas and Chris Ballard, eds., *Foreign Bodies: Oceania and the Science of Race*. Canberra, 2008.
- 1 Thomas Cole and Brownen Douglas, *Tattoo: Bodies, Art, and Exchange in the Pacific and the West*. London, 2005.
- 1 Sujit Sivasundaram, *Nature and the Godly Empire*
- 1 Taunga, *The Works of Ta'unga*
- 1 Andrew Bushnell, "The 'Horror' Reconsidered: An Evaluation of the Historical Evidence for Population Decline in Hawai'i, 1778 – 1803," *Pacific Studies* 16:3 (1993): 115 – 161.
- 1 John Ryan Fischer, *Cattle Colonialism: An Environmental History of the Conquest of California and Hawai'i*. Chapel Hill, 2015.
- 1 R. Hobby, "Lanai - A Case Study: The Loss of Biodiversity on a Small Hawaiian Island," *Science* 47:3 (1993): 201 – 210.
- 1 David Iglar, *The Great Ocean: Pacific Worlds from Captain Cook to the Gold Rush*. oxford, 2013.
- 1 Michael Stevens, "K ā i Tahu me te Hopu Titi ki Rakiua: An Exception to the 'Colonial Rule,'" *The Journal of Pacific History* 41:3 (December, 2006), 273 – 291.
- 1 Katerina Teaiwa, *Consuming Ocean Island: Stories of People and Phosphate from Banaba*. Bloomington, 2014.
- 1 Ted Melilo, "Making Sea Cucumbers Out of Whales' Teeth: Nantucket Castaways and Encounters of Value in Nineteenth-Century Fiji," *Environmental History* 20:3 (2015).
- 1 Mark Peattie, *Nanyo: The Rise and Fall of the Japanese in Micronesia*. Honolulu, 1988.
- 1 Dirk Spennemann, "Japanese Exploitation of Central Pacific Seabirds, 1989 – 1925," *Pacific Studies* 21:1/2 (1998): 1 – 41.
- 1 Mark Jaffe, *And No Birds Sing: The Story of an Ecological Disaster in a Tropical Paradise*. New York, 1994.
- 1 Lynette Russell, *Roving Mariners: Australian Aboriginal Whalers and Sealers in the Southern Oceans, 1790 – 1870*. Albany, NY, 2012.

- 1 Mansell Blackford, *Fragile Paradise: The Impact of Tourism on Maui, 1959 – 2000*. Lawrence, KS, 2001.
- 1 Mansell Blackford, *Pathways to the Present: US Development and its Consequences in the Pacific*. Honolulu, 2007.
- 1 Colin Michael Hall, *Tourism in the Pacific Rim: Development, Impacts, and Markets*. Melbourne, 1994.
- 1 Ben Finney and Karen Ann Watson, eds., *A New Kind of Sugar: Tourism in the Pacific*. Honolulu, 1977.
- 1 David Doulman, ed., *Tuna Issues and Perspectives in the Pacific Islands Region*. Honolulu, 1987.
- 1 Rex Weyler, *Greenpeace: How a Group of Ecologists, Journalists, and Visionaries Changed the World*. Vancouver, 2004.
- 1 David Young, *Our Islands, Our Selves: A History of Conservation in New Zealand*. Dunedin, 2004.

Academic Misconduct

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at researchguides.uoregon.edu/citing-plagiarism.

Prohibited Discrimination and Harassment Reporting

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at respect.uoregon.edu or aaeo.uoregon.edu or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at [Discrimination & Harassment](#).

The instructor of this class, as a Student Directed Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the

information be reported (unless someone is in imminent risk of serious harm or a minor). The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration.

Specific details about confidentiality of information and reporting obligations of employees can be found at titleix.uoregon.edu.

Mandatory Reporting of Child Abuse

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).