Pacific History explores the many interconnected stories of peoples, animals, and places around and in the world’s largest ocean. It offers an overview of the way human cultures have impacted and drawn inspiration from the Pacific over the last 500 years. The course also assesses the mutual impacts Pacific people and outsiders had on each other during this same period. Specific topics covered will include the history of Pacific voyaging and migration, encounters with Europeans and Asians, the impact of missionaries and disease, new forms of labor and environmental exploitation, the globalizing power of world war and tourism, and the forces and voices of decolonization. Throughout it all we will keep an eye on the important lines of connection bringing people and environments together from New Zealand to Hawai’i to Alaska and every point in between.

In Pacific History you will be exposed to the various ways that Western and Pacific historians attempt to reconstruct the past, from oral histories to written works to archaeology. You will also be introduced to various interpretations and explanations of the key events and developments of Pacific history.
This course meets the criteria for a group satisfying course in the social sciences. This course meets the criteria for the general education requirement in social sciences. As a history course, it is liberal rather than narrowly professional in content. The subject matter is very broad, covering 500 years of history across a huge part of the earth's surface (the Pacific Ocean and the islands and coastal areas across and around it), as well as the diverse peoples who have interacted with the ocean and its resources and animals, as well as with each other. The course brings together several modes of historical analysis, from environmental history to ethnohistory to economic and political histories of colonialism and subsequent independent states.”

This course also meets the criteria for multicultural course in IC (International Cultures) because it focuses in large part on how different groups of people have interacted with their environments and with outsiders, how they perceive history and culture, and how they have struggled for independence in a colonial world. Throughout the course we will consider how Pacific people have shaped unique cultural attributes, defended them against colonial intrusion, and changed their cultures in response to changing times.

Learning Outcomes

By the end of the term, you should be able to:

• Identify major themes and turning points in the history of the Pacific
• Analyze and interpret primary and secondary sources of historical information
• Identify an author’s argument or thesis
• Write and develop your own argument, supported by evidence

Readings

History is a literary field, and thus this course is reading-intensive. Historians, however, do not read books to commit data or formula to memory, as scientists might. They look for arguments, persuasive evidence, and cogent analysis. Reading assignments are listed at the end of each day for which they should be completed. Anticipate reading of 60-150 pages per week, though the actual number of pages may be more or less in a particular week.

Required Texts


Classroom Policies and Late Work

No electronic devices are to be used in class without the permission of the professor. Late work will be penalized 5% per day.
Coursework Requirements
Assessment in this course consists of coursework (65%) and an exam (35%).

1. Map quiz 5%

2. Eight quizzes 20%
   Every Wednesday you will be given a short quiz covering material from that week’s lectures and readings. Possible questions will be distributed in advance. Your lowest quiz score for the quarter will not be counted against you.

3. First essay. 800 –1000 words. 15%
   An analysis of a primary source in light of the themes of the course developed thus far.

4. Second essay. 1200 words. 25%
   An analysis of a primary source and a chosen secondary source in light of the themes of the course developed thus far.

5. Exam. 2 hours. 35%
   The exam will consist of a number of terms to define plus a longer essay asking you to synthesize material from the entirety of the course. A list of final exam questions and terms will be distributed several weeks before the exam takes place. Through prior arrangement with the professor a research essay may be substituted for the final exam.

Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>97 – 100</td>
<td>A+</td>
<td>Work of unusual distinction. This grade is rarely awarded.</td>
</tr>
<tr>
<td>93 – 95</td>
<td>A</td>
<td>Work that distinguishes itself by the excellence of its grasp of the material and the precision and insight of its argument, in addition to being well-executed and reasonably free of errors.</td>
</tr>
<tr>
<td>90 – 92</td>
<td>A-</td>
<td>Work that satisfies the main criteria of the assignment and demonstrates command of the material, but does not achieve the level of excellence that characterizes work of A quality.</td>
</tr>
<tr>
<td>87 – 89</td>
<td>B+</td>
<td>Work that demonstrates a rudimentary grasp of the material and satisfies at least some of the assigned criteria at least reasonably well.</td>
</tr>
<tr>
<td>83 – 85</td>
<td>B</td>
<td>Work that demonstrates a poor grasp of the material.</td>
</tr>
<tr>
<td>77 – 79</td>
<td>C+</td>
<td>Work that is weak in every aspect, demonstrating a basic misunderstanding of the material and/or disregard for the assignment, or it is plagiarized.</td>
</tr>
<tr>
<td>73 – 75</td>
<td>C</td>
<td>Work that is weak in every aspect, demonstrating a basic misunderstanding of the material and/or disregard for the assignment, or it is plagiarized.</td>
</tr>
<tr>
<td>67 – 69</td>
<td>D+</td>
<td>Work that is weak in every aspect, demonstrating a basic misunderstanding of the material and/or disregard for the assignment, or it is plagiarized.</td>
</tr>
<tr>
<td>63 – 65</td>
<td>D</td>
<td>Work that is weak in every aspect, demonstrating a basic misunderstanding of the material and/or disregard for the assignment, or it is plagiarized.</td>
</tr>
<tr>
<td>60 – 62</td>
<td>D-</td>
<td>Work that is weak in every aspect, demonstrating a basic misunderstanding of the material and/or disregard for the assignment, or it is plagiarized.</td>
</tr>
<tr>
<td>59 and below</td>
<td>F</td>
<td></td>
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</tbody>
</table>

My grading standards follow those adopted by the history department.
A+ Work of unusual distinction. This grade is rarely awarded.
A Work that distinguishes itself by the excellence of its grasp of the material and the precision and insight of its argument, in addition to being well-executed and reasonably free of errors.
B Work that satisfies the main criteria of the assignment and demonstrates command of the material, but does not achieve the level of excellence that characterizes work of A quality.
C Work that demonstrates a rudimentary grasp of the material and satisfies at least some of the assigned criteria at least reasonably well.
D Work that demonstrates a poor grasp of the material.
F Work that is weak in every aspect, demonstrating a basic misunderstanding of the material and/or disregard for the assignment, or it is plagiarized.

For the department’s official standards, see: http://history.uoregon.edu/undergraduate/index.php
Class Schedule (Subject to Change)

**WEEK 1  INTRODUCING THE VAST PACIFIC**

April 2. Intro to the Pacific

April 4. People and the Pacific

Reading: Matsuda, “Introduction,” Chapter 1


**WEEK 2.  THE CREATION OF OCEANIA**

April 9. The Creation of Oceania

Reading: Matsuda, Chapter 2

April 11. The Creation of the Pacific

Reading: Lilikala Kame‘elehiwa, “Kumulipo” Selections

Patrick Vinton Kirch, *A Shark Going Inland Is My Chief*

**WEEK 3.  PACIFIC EMPIRES**

April 16. Spanish, Japanese, and Russian Encounters

Reading: Matsuda, Chapters 4, 8, 9

************* Map Quiz *************

April 18. North Pacific Empires

WEEK 4. CAPTAIN COOK’S PACIFIC

April 23. Captain Cook and All that Came Before
Reading: Matsuda, Chapter 11

April 25. Captain Cook and all that Came After
Reading: Marshall Sahlins, “Captain James Cook, or: The Dying God” in Islands of History
John Ledyard, “The Death of Captain Cook”

*************** Essay 1 due ********************* 

WEEK 5. BEACHCOMBERS, MISSIONARIES and DISEASE

April 30. Beachcombers and Missionaries
Reading: Matsuda, Chapter 12

May 2. Disease
Reading: Maretu, Cannibals and Converts

WEEK 6. SEALS, SEA OTTERS, SLUGS, AND WHALES

May 7. The World that Canton Created
Reading: Matsuda, Chapters 13, 14

May 9. Sea Slugs, Seals, and Whales
Reading: David Haines, “The Harpoon’s Head”

WEEK 7. PLANTATIONS and MIGRATIONS

May 14. Guano and other Sh*%! that Happened
Reading: Matsuda, Chapters 15, 16

May 16. Plantations
Mark Twain, Chapter VII, in Roughing it in the Sandwich Islands
WEEK 8. EMPIRE and WAR

May 21. New Age of Empire
Reading: Matsuda, Chapters 17, 18

May 23. The Pacific War - Guest speaker

****************** Essay 2 due ******************

WEEK 9. DECOLONIZATION

May 28. ********** NO CLASS – MEMORIAL DAY ************

May 30. Decolonization
Reading: Matsuda, Chapters 19

Primary Source: “Nuklia Fri Pasifik” Manifesto

WEEK 10. PACIFIC IDENTITIES

June 4. The Pacific Ways
Reading: Matsuda, Chapters 20, 21

June 6. Our Ocean, Our Future
Reading: Epeli Hau’ofa, “We Are the Ocean”

Final Exam: Date TBA