

Modern History of Hawaii
Kailua High School
Social Studies Elective
2020-2021
Mr. Wilson

Ben Finney. "The Other One-Third of the Globe." Journal of World History: Vol. 5, No. 2. Fall 1994. 273-297.

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1. What "occupies nearly one-third of the earth's surface"? (Page 273: Paragraph 1. Hereinafter written: 273:1)
2. Identify what has been "[t]he most common way" to "approach" the history of the Pacific Ocean. (273:1)
3. According to "Oscar Spate," when did the "'Pacific'" come into existence? (273:1)
4. artifact: noun: an object made by a human being. Explain what is meant by the sentence: "The Pacific is a European artifact..." (273:1)
5. Identify Finney's "approach to history of the Pacific" and place into separate questions Finney's "primar[y] interest[s]"; then identify what Finney is trying to "sketch[]." (274:1)

Colonizing an Oceanic World

6. Identify the direction of "human expansion into the Pacific" and the approximate times that both "New Guinea was settled" and the "colonization of islands farther out into the ocean...beg[a]n". (274:2)
- 6a. Write out the following: In the next paragraph Finney infers that the long time period in which New Guinea was settled—50,000 years ago—and the beginning of colonization of islands further out in the Pacific Ocean—3,500 years ago, is a "discontinuity [that] ignores "linguistic, cultural, and biological consequences."

7. Rather than divide "the Pacific island world" into "Melanesia, Micronesia, and Polynesia," what is "[a] better way to divide the Pacific"? (274:3)
8. Study Figure I. Where does Remote Oceania begin? (275:1)
9. Describe the impact of the "last glaciation" on "Near Oceania". (275:2)
10. What are "Sunda" and "Sahul"? (275:2)
11. Identify what the inhabitants of Sunda and Sahul saw from their shores. See Figure 2. (276)
12. Explain the significance of Sahul. (276:1-277:1) "...reaching Sahul was...over the globe. ... It thus represented...
13. How many years passed before the Pacific "pioneers" began to settle "Remote Oceania"? (277:2)
14. Write the instructions, but don't worry about writing on the map on page 278. Using arrows, diagram the movement of "[t]he seafarers who colonized Remote Oceania". (277:2; map is on page 278)
15. Define the term "Austronesian". (277:2) "The seafarers who colonized Remote...
16. Write out the other names for "Hawai'i, Rapa Nui, and Aotearoa." (277:2)
17. Based upon "evidence of widespread fires in pollen cores," how long ago may humans have been in "Australia"? (277: footnote⁵)
18. Identify the "vehicle that Austronesian speakers employed to expand across the South Pacific and then to find and settle every habitable island in Polynesia..." (278:1)
19. After reading 278:1-279:1, describe the pattern of Pacific colonization.
20. Identify one reason that "Austronesian seafarers may have been initially attracted to New Guinea and adjacent islands..." (279:2)
21. "Upon sailing east past the Solomon Islands," what "must have amazed and delighted" Polynesian colonizers? (279:2)

22. Identify the "four areas" of "crucial adaptations" for "Austronesian expansion". (279:2)
23. Compare the European and Austronesian method of "counteract[ing] the overturning force of the wind upon the sails." (279:3)
24. Explain why Austronesian seafarers "apparently learned to wait for periodic westerly wind shifts...to probe to the east." (279:3)
25. Make a list of the "naked-eye observations" that Pacific seafarers used to navigate "from island to island." (280:1)
26. Identify an essential characteristic of Pacific seafarers "to sustain large settled populations." (280:2)
27. Identify the items that were carried on the "canoes" of the Austronesian sailors. (ibid)
28. In reference to "Austronesian social structure," what "principle" was also "adapt[ed] for oceanic expansion." (280:3)
29. What did the "[s]mall groups of hierarchically organized kinsmen possess" that was "crucial for success of hazardous missions of exploration and colonization"? (280:3)
30. In what way did "primogeniture encourage[] migration" and "create...new chiefdom[s]"? (280:3)
31. Compare the viewpoint about the world taught to the author with the viewpoint of Austronesian "seafarers". (281:1)
32. If you "[s]ail in any direction," what "will you find"? (281:1)

Diversity and Adaptation

33. Write out the example of "human diversity in the Pacific" as illustrated by the people of "New Guinea" and the "Polynesians". (281:2)
34. How does the author account for "[t]his contrast..."? (281:2)

35. Since there are "Austronesian speakers...here and there along the coast of New Guinea," what do "[t]hese circumstances...reflect"? (281:2)

36. What are the reasons that Polynesians are "much more homogenous in language and culture than those of Micronesia and , above all, Melanesia"? (281:2 - 282:2)

37. List the variety of "island types" to which Polynesians adapted. (282:2)

38. What type of islands "sustained populations numbering anywhere from a few thousand...to many tens of thousands"? (282:3)

39. Describe the "impact of these Neolithic farmer-fishermen on the hitherto uninhabited islands of the tropical Pacific..." (282:4 - 283:1)

40. Identify the "problem" of "[t]emperate Aotearoa..." to the Polynesians. (283:2)

41. Which region of Aotearoa "could" "taro and to some extent bananas be grown"? (283:2)

42. What crop came "[t]o the rescue"? (283:2)

43. Identify what "[t]his new tuber...allow[ed Polynesians]" to do. (283:2)

44. Describe the various ways that Polynesians may have "practice[d] measures designed to protect their environment and limit their own numbers". (283:3 - 284:1)

45. Where is the "loneliest outpost of Polynesia" located? (284:2)

46. In what way did "the people of Rapa Nui progressively desiccate[] their island so that crops could be grown only in small areas sheltered from the omnipresent wind"? (284:2)

47. Why didn't "the people of Rapa Nui...escape"? (284:2)

48. What happened to the "ancestral pattern" of social structure "where populations expanded into the tens of thousands"? (285:1)

49. Summarize how social structure in Polynesia became transformed in "ancient Hawaiian society". (285:2)

Intruders from Another Ocean

50. What does "[t]he introduction of the sweet potato to eastern Polynesia indicate[]"? (285:3)
51. What event "marked the beginning of the end of [the] isolation...of Oceania to the outside world..."? (286:2)
52. Describe "Magellan's" preparation for the Pacific. (286:2)
53. Concerning the Pacific Ocean, what was the goal of "European navigators"? (286:2)
54. Identify the "first Pacific islanders to suffer systematically from [European]colonial occupation." (287:1)
55. Identify the "myth" that was "demolished" by "Cook". (287:2)
56. Who laid "the groundwork for the first accurate map of the Pacific[?]" (287:2)
57. Identify the "most extensive Nation spread over the face of the earth." (287:2)
58. In what way did "Cook and company ma[k]e Hawai'i and so many other islands accessible to the parade of sea captains, whalers, missionaries, and colonists..."? (288:1)
59. In what way are "Pacific islanders" members of "the world economy"? (288:2)
60. Identify the "cousin" of "[w]orld-systems theory". (288:2)
61. Write out the two types of "imperialism" that emerged as "the inevitable result of the voyages of Magellan" and other explorers. (288:2)
62. Who are the theorists of "The Modern World-System" and "dependency"? (288: footnote¹⁸)

The New Pacific

63. What were the immediate effects of "Pacific islander[] entanglement with global society?" (288:3 - 289:1)
64. Identify what happened to "the Hawaiian and Maori" as a result of U.S. and European take over of Hawai'i and Aotearoa." (289:2)
65. In what way has "lack of local economic opportunities" affected populations in Samoa, "Tokelau, Niue, and the Cook Islands"? (289:3)
66. Identify the effect of "out migration" in Samoa, Tokelau, Niue, and the Cook Islands. (289:3)
67. Write out the "Faustian bargain" between "islands of French Polynesia" and France. (290:1)
68. Make a list of the effects of "nuclear testing" in French Polynesia. (290:1)
69. Which "part of the Pacific" did "World War II" have the most impact. (290:2)
70. Using arrows and names, trace the history of Micronesia with European, American, Asian, and U.N. powers. (290:2)
71. Identify the fate of "Bikini and Eniwetok atolls" that began "in the Kennedy administration". (290:3)
72. Describe what happened to the "people of the Marshalls and Carolines". (290:3 - 291: 1)
73. Which part of the Pacific "remained truly a blank upon the world map until the 1930s"? (291:2)
74. Explain the "intriguing hypothesis" concerning population growth and "the sweet potato" in "New Guinea highlands". (291:3)
75. What is the reason that the sweet potato grew well in the "highlands" of New Guinea? (291:3)
76. Explain how the people of New Guinea were "spared some of the worst effects of

contact with the West". (292:1)

77. Do foreign companies own the coffee industry in the New Guinea highlands? (292:1)

78. Identify the European and Asia powers who have controlled New Guinea. (292:2)

79. In what way were "pessimists confounded" about the politics of New Guinea? (293:1)

80. What do the "regional secessionists" of New Guinea want? (293:1)

81. In what ways have mining and agriculture affected the populations of "New Caledonia" and "Fiji"? (293:2)

Pacific Basin, Pacific rim, Pacific Islands?

82. Identify the elements of the notions of "Pacific Basin" and "Pacific Rim" that make them a "trendy conception". (293:3 - 294:1)

83. "Where does this basin/rim conception leave the Pacific islands and islanders?" (294:2)

84. How does the author "prefer to close this essay"? (294:3)

85. Identify the exceptions to "'peripheralization'" and "'underdevelopment'" within the "world-system" that overshadows the Pacific nations. (294:3 - 295:1)

86. Describe the relationship between "[l]arge Samoan communities...in Auckland, Sydney, Honolulu, San Francisco, and other major cities" to "the homeland." (295:1)

87. What do "Samoans, Tongans, and smaller migrating Polynesian groups" have in common? (295:1)

88. Describe "cultural renaissance movements" in "Hawai'i and Aotearoa". (295:2)

89. In what way does the author "read" participation of Pacific islanders "in the wider world"? (295:3 - 296:1)

90. Identify what the "lead[ers of] the renaissance in Polynesian voyaging are betting" on. (296:2)
91. Describe the role of the "Höküle'a" and its "experimental research" for the "people throughout the islands" of Polynesia. (296:3 - 297:1)
92. Who is "Nainoa Thompson" and what did he "relearn[]"? (297:1)
93. Identify the role of "this voyaging experience" for "Polynesian youths". (297:1)
94. In what way will a modern understanding of "Polynesian expansion into the Pacific and colonization of the islands" help "Hawaiian students"? (297:2)