

World History and Culture
Kailua High School
Social Studies Elective
2022-2023
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 phenomenon "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]." (274:1)

Colonizing an Oceanic World

6. Identify the direction of "human expansion into the Pacific" and the approximate year that "colonization of islands farther out into the ocean...beg[an]". (274:2)
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 "[n]ear 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)
13. How many years passed before the Pacific "pioneers" began to settle "Remote Oceania"? (277:2)
14. Using arrows, diagram the movement of "[t]he seafarers who colonized Remote Oceania". (277:2)
15. Define the term "Austronesian". (277:2)
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 Eniwitok 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" "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 "*Hökūle'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)