

Pacific Studies: PASI 101 The Pacific Heritage 2008 18 points  
Course Outline – Trimester 1

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**Coordinator:** Dr. Teresia Teaiwa  
6 Kelburn Parade (KP), Room 103, ph: 463-5110 (ext 5110)  
*Office hours: Tuesday & Thursday 2pm-4pm*

**Tutors:** Dr. Teresia Teaiwa with Graeme Whimp & Safua Akeli

**Lectures:** Monday, Thursday, Friday 10:00-10:50pm EA LT206

**Tutorials:** Attend 1 tutorial session per week

Monday	12.00-12.50pm	6KP
Monday	1.10-2.00pm	6KP
Thursday	11:00-11:50am	6KP
Thursday	12:00-12:50pm	6KP
Friday	11:00-11:50am	6KP

**Additional information:** Diana Felagai, 6 KP, Room 101, Ext 5830

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**Introduction:**\*

*Talofa lava, Kia orana katoatoa, Malo e lelei, Bula vinaka, Namaste, Fakaalofa atu, Taloha ni, Halo olketa, Kam na mauri, Tena Koutou, tena koutou, tena koutou katoa!*

This course is a journey through the immense geographic, historical, cultural, political and economic diversity of the Pacific Islands region. Along this journey you will encounter interesting and important information about Pacific societies. You will also come to understand and appreciate how the ways one sees, studies, and reports can produce varying and sometimes contradictory images of the Pacific. A particular focus of this course is on the intellectual and academic heritage of Pacific Studies, so we explore questions of what it means to study the Pacific when the university is our anchor.

The theme of PASI 101 is “The Pacific Heritage”. By heritage we mean the taonga, or treasures passed to us. Some of these taonga have long histories, while others have shorter histories. Some of these treasures may come to us through our families or communities, while others may be entirely new gifts from people to whom we have no blood or cultural connection. Some of the

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\* Note: Details in this course outline are subject to change and this document should not be considered a legally binding contract. The information contained in this course outline is available on-line and you will continue to receive updates and supplementary material via Blackboard <http://blackboard.vuw.ac.nz/>.

heritage we explore in Pacific Studies is material (we can touch it, or feel it), while other things we inherit are in the form of ideas and ways of doing things—not physical things themselves.

Because of this diversity in the Pacific Heritage, PASI 101 aims to cater to a variety of learning styles. For this reason, you are provided with options on your major piece of assessment. This is detailed on pages 6-9 of this course outline. Pacific Studies is a dynamic field that promotes both intellectual and personal growth—and is in turn a field that is open to having its boundaries pushed and developed by its students—you!

PASI 101 is the first core course in the Pacific Studies BA Major. Below we have outlined the necessary attributes of someone who graduates with a PASI major.

## **PASI BA GRADUATE ATTRIBUTES**

### ***Critical Thinking***

- 1 Demonstrates knowledge of the geographic, historical, cultural, social, political and economic diversity and complexity of the Pacific as a region.
- 2 Able to analyze and question assumptions and theories that frame representations of the Pacific.
- 3 Able to evaluate the quality and origin of sources of information on the Pacific.
- 4 Able to formulate and evaluate research questions that demonstrate an engagement with the broader context of the Pacific region.
- 5 Demonstrates an awareness of insider/outsider debates over knowledge in the Pacific and takes care to account for indigenous perspectives when conducting analysis of material.

### ***Creative Thinking***

- 1 Demonstrates awareness and appreciation of the relevance and value of creative work in enhancing understanding of Pacific societies.
- 2 Able to apply, synthesize, and interpret ideas and concepts from research and readings in creative academic projects.
- 3 Demonstrates an understanding of multidisciplinary approaches to studying the Pacific and is able to apply and create an interdisciplinary research project.

### ***Communication***

1. Demonstrates familiarity with a selection of key terms and concepts in Pacific languages.
2. Able to formulate and defend a well-considered point of view on Pacific issues.
3. Able to give and accept generous and diplomatic critique.

### ***Leadership***

- 1 Demonstrates a sense of responsibility towards Pacific communities in the islands, in New Zealand and in the world.
- 2 Demonstrates confidence and competence in representing Pacific perspectives when contributing to public debates.
- 3 Demonstrates a commitment to life-long learning about the Pacific.

PASI 101 therefore seeks to provide an introduction to and foundation for developing all of the above subject-specific skills in critical thinking, creative thinking, communication and leadership. As such, the following are the learning objectives in this course.

## PASI 101 Learning Objectives

### PASI 101 Students

- **Demonstrate** the ability to **reflect** on and **analyze** their own prior knowledge of the Pacific;
- **Understand** that there are historical and ongoing relationships between Pacific communities and Pacific Studies as an academic field of practice;
- **Accurately associate** particular authors and personalities with ideas covered in the course and **appropriately summarize** readings and other course material (e.g. videos);
- **Ask appropriate questions** about the origins of and assumptions behind media and scholarly representations of the Pacific Islands and Pacific people;
- **Memorize** at least one poem in a Pacific Islands language for the purpose of valuing both memory and language as important aspects of Pacific heritage;
- **Become familiar with methods of accessing university library and other scholarly resources** on the Pacific and be able to **apply** this knowledge in order to **select, synthesize, and interpret** relevant and appropriate materials to **creatively and critically demonstrate** their own understanding of the complexity and diversity of the Pacific heritage.

### Key Texts:

- Multilith reader: available for purchase from Student Notes, - ground floor of Student Union Building, this is the main required text for PASI 101. Cost: \$25.28
- All videos screened during lecture hours also constitute required texts for PASI 101. After they have been screened during class hours, videos are made available for repeat viewings at the Audio-Visual Suite in the Library.
- Reserve Readings: a selection of optional readings are held on Closed Reserve in the VUW Central Library to enhance and elaborate on topics covered in lecture.
- Handouts: occasionally, additional required readings will be handed out in lecture or tutorial.
- Map of the Pacific: a Xerox-copied map is included in the multilith, but Pacific Studies majors are encouraged to invest in a good-sized map of the contemporary Pacific.
- Recommended Reading: *Making Our Place: Growing up PI in New Zealand*, edited by Peggy Fairbairn-Dunlop and Gabrielle Makisi. Copies of this book are usually available from VUW Book Centre, and Unity Books on Willis Street, and other good book stores.
- Another useful source that contains on-line digitized texts relevant to Pacific Studies is: <http://www.nzetc.org/tm/scholarly/tei-corpus-pacific.html>

### Workloads and Mandatory Course Requirements

The workload for PASI 101 is consistent with other departments within the Faculty of Humanities and Social Sciences 18 point courses. You are expected to allow on average 12 hours per week of reading and engaging with the material for this course. Students are encouraged to use the opportunities in tutorials to debate and discuss issues raised in lectures.

Tutorials will be held between Week 2 and Week 12. We find that the students who achieve the best results in this course maintain regular attendance at tutorials. More than two unexplained absences will be noted and may affect the final grade awarded.

## Assessment

### Coursework 60%

Tutorial Seminar	7%
Event Review	8%
In-Class Test	20%
Library Assignment	5%
Major Assessment	20%

### Final Examination 40%

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#### Tutorial Seminar Slots available between Weeks 3 and 12 7%

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*This assessment builds students' communication and leadership skills, and provides an opportunity for students to explore most of the learning objectives of this course, especially the following:*

- **Demonstrate** the ability to **reflect** on and **analyze** their own prior knowledge of the Pacific;
- **Accurately associate** particular authors and personalities with ideas covered in the course and **appropriately summarize** readings and other course material (e.g. videos);
- **Ask appropriate questions** about the origins of and assumptions behind media and scholarly representations of the Pacific Islands and Pacific people;

Students will be required to sign-up for one seminar slot each. Each seminar is to be 7-10 minutes in length, and assessment will be based on organisation, relevance to course discussions, accuracy, and the provision of references. Please see the Blackboard site for a more detailed outline of assessment criteria.

Seminar topics should be organized as a focused response to the relevant readings, videos, or guest lectures in the week of your presentation. Seminars can also refer to field trips taken, or on current Pacific news topics.

Tutorials are meant to be a supportive forum for exploring new as well as familiar areas of knowledge. While all students are encouraged to participate through verbal exchanges, opportunities are provided for written and role-playing contributions during tutorials.

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#### Event Review 600 words—due Friday 4pm, Week 4 8%

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*This assessment builds students' critical thinking and communication skills, and provides an opportunity for students to especially explore the following learning objectives:*

- **Demonstrate** the ability to **reflect** on and **analyze** their own prior knowledge of the Pacific;
- **Understand** that there are historical and ongoing relationships between Pacific communities and Pacific Studies as an academic field of practice;
- **Ask appropriate questions** about the origins of and assumptions behind media and scholarly representations of the Pacific Islands and Pacific people;

Wellington is an exciting place to do Pacific Studies!! There are so many things happening here, especially with the New Zealand International Festival of the Arts on, that help us realize how much Pacific people and cultures have to offer, and how important it is for New Zealanders to engage with Pacific perspectives. So that you begin to make the links for yourselves between what we're studying and what's going on in "the real world," all students are expected to turn in one event review this term.

Here are some suggestions for places and events that you might like to choose for your review purposes.

- "Tangata o le Moana"—permanent exhibition at Museum of New Zealand Te Papa Tongarewa. (FREE)
- "Migration and Settlement", "Local Industry"—Permanent Exhibitions of the Petone Settlers Museum (FREE)
- "Samoa contemporary"—Pataka, Porirua, 16 February-8 June (FREE)
- "The Trial of the Cannibal Dog" by Matthew Suttor and John Downie—The Opera House, 2, 4, 5 March (\$)
- "Bro' Town live on Stage"—St. James Theatre, 4-5 March (\$)
- "Keeping it real", Samoan writer Sia Figiel and Wellington writer Susan Pearce—Embassy Theatre, 11 March (\$)
- "Where we once belonged" by Dave Armstrong—Downstage Theatre, 8-15 March (\$)
- "Creekfest '08"—Cannons Creek, Porirua 15 March (FREE)

This Event Review assignment requires you to attend or visit a Pacific event outside of class hours and write up a 600-word report covering:

- a) the "what, where, when, who" of the event;
- b) whether and how the event shed any light for you on our course theme of "The Pacific Heritage";
- c) whether and how the event changed any of your understanding of the Pacific;
- d) whether you would or wouldn't recommend that your classmates went to the event, and why.

Please see the Blackboard site for a more detailed outline of assessment criteria. Your Event Reviews must be turned in electronically via Blackboard. A demonstration will be held in lecture the week preceding the due date. Once the deadline of 4pm Thursday 20 March is passed, no late reviews will be accepted.

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<b>Library Assignment</b>	<b>--due Friday 4pm, Week 6</b>	<b>5%</b>
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*This assignment builds students' critical thinking skills and in particular provides students with the opportunity to:*

- **Become familiar with methods of accessing university library and other scholarly resources** on the Pacific and be able to **apply** this knowledge in order to **select, synthesize, and interpret** relevant and appropriate materials to **creatively and critically demonstrate** their own understanding of the complexity and diversity of the Pacific heritage.

The Library Assignment has been especially designed for us by our Library Liaison Officer, Sue Hirst. In addition, Sue will offer special extra tutorials for PASI 101 students in Week 5 and Week 6. Furthermore, she has compiled an extremely useful Subject Guide to the Vic library's Pacific Studies resources for you—ask the Reference Desk for one when you're at

the library or visit: <http://www.vuw.ac.nz/library/liaison/pacific-studies/index.shtml> . The library is a treasure house and doing this assignment will help you learn how to get the maximum out of it!

## MAJOR ASSESSMENT

To take into account the diversity of learning strengths among us and the variety of intellectual engagements the Pacific demands, PASI 101 offers a range of options for major assessment.

**Option P:** Individual Assessment: Essay with Library Assignment and bibliography;

**Option A:** Individual Assessment: Journal or Blog

**Option S:** Individual Assessment: Individual Akamai! Exhibition/Performance with Library Assignment, synopsis, bibliography and journal

**Option I:** Combination Assessment: Group Akamai! Exhibition/Performance with individual Library Assignment, synopsis and bibliography and individual journals

### Essay Option

**20% 2,000 words**

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- **Ask appropriate questions** about the origins of and assumptions behind media and scholarly representations of the Pacific Islands and Pacific people;
- **Become familiar with methods of accessing university library and other scholarly resources** on the Pacific and be able to **apply** this knowledge in order to **select, synthesize, and interpret** relevant and

• appropriate materials to **creatively and critically demonstrate** their own understanding of the complexity and diversity of the Pacific heritage.

5% for Essay Proposal—**due Friday 4pm Week 6**

15 % for final Essay—**due Friday 4pm Week 12**

1. “A Pacific Studies Whakapapa”: You have now been exposed to several thinkers, researchers, writers and educators in Pacific Studies. Some of these you have only met through the written word, or moving image, and others you have met in person as guest lecturers in this class. Who would you describe as your closest intellectual “kin” within Pacific Studies? Put another way, whose ideas do you find most compatible? In an essay of 2,000 words explain who, how and why with reference to at least five scholarly sources by and/or about this person. Conclude by describing what you hope your contribution to those that come after you in Pacific Studies will be.

Or:

2. Building on the “interesting piece of information” you sourced for your Library Assignment (Question 8), write a 2,000 word report detailing everything you’ve been able to

find out about this topic from library sources and why you think it's important to understand as a factor in the Pacific.

Your bibliography should have no less than five (5) sources, only one of which can be a required reading for this course. As much as possible, use sources accessed through the VUW Library. Your bibliography should include authors' names, full title of publication, place of publication, publisher, and year of publication. The bibliography should be

presented in the alphabetical order of the authors' last names. Your bibliography may include a few references to information technology sources like internet sites or URLs. Try to avoid consulting encyclopedic reference books—as a university student you have access to so many more specialized sources. Take advantage of your university privileges.

Your essay will be assessed on organization, relevance, accuracy and referencing. Please see the Blackboard site for a more detailed outline of assessment criteria.

Written assignments are to be turned in to the Pacific Studies Administrative Assistant at 6 Kelburn Parade no later than 4pm on the Friday of the week that they are due. Late assignments will have marks deducted at the rate of one percentage point a day.

## **JOURNAL OR BLOG**

**20%**

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Journal: Students who choose this option are encouraged to use a filler file for their journal.

Blog: Using the Blackboard site for PASI 101, or the blog function on a social networking site such as Bebo, Facebook or MySpace.

In this option, the minimum requirement is that you will keep a journal or blog, with a minimum entry of 300 words a week, reflecting on material covered in and relevant to PASI 101. Students taking this option can use their journal or blog entries as the basis for tutorial discussion and seminars. A good journal or blog entry will reflect and explore issues covered in class and assigned readings; a poor journal or blog entry will simply regurgitate information. Students will not be penalized for going over the minimum word requirement.

Journals must be turned in weekly. Blogs must be uploaded weekly. Blogs and journals are **due every Friday no later than 4pm.**

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- **Ask appropriate questions** about the origins of and assumptions behind media and scholarly representations of the Pacific Islands and Pacific people;
- **Become familiar with methods of accessing university library and other scholarly resources** on the Pacific and be able to **apply** this knowledge in order to **select, synthesize, and interpret** relevant and appropriate materials to **creatively and critically demonstrate** their own understanding of the complexity and diversity of the Pacific heritage.

4% synopsis/proposal and bibliography—**due 4pm Friday Week 6**

6% reflective journal/on-line blog on creative process—**due 4pm Friday Week 12**

8% final product—exhibited/performed and assessed **Friday June Week 12**

For the eighth year in a row, PASI 101 students are being offered the opportunity to exhibit or perform their major assignment in an artistic medium. Students who select this option come together to present their work in a production entitled “Akamai” (meaning “smart, clever”) at the end of the term.

You may compose an original or “cover” a song or rap; you may choreograph a dance; you may write and dramatize a short play; you may present a painting, a collage or do an installation work; or you may choose to integrate different art forms. You may choose to be assessed individually or as a group. Your performance must be conceptualized around themes raised in PASI 101. You will be required to present a 300-word synopsis (i.e. summary or description) of your performance, and a bibliography of at least five sources that you've consulted for the production.

You will also be required to attend two workshop sessions in lieu of tutorials at the end of the term.

You will be assessed on the care and attention to detail shown in the overall production and presentation of your work; the relevance of your work to the course themes; and the quality of your synopsis and bibliography. See Blackboard for more details on the assessment criteria.



**IN-CLASS TEST                    50 MINUTES—WEEK 7, FRIDAY 11 APRIL    20%**

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*This assignments builds students' critical thinking and communication skills and in particular encourages students to:*

- **Accurately associate** particular authors and personalities with ideas covered in the course and **appropriately summarize** readings and other course material (e.g. videos).

10% summaries of selected readings

5% identifications and short answer questions

5% 1 short essay

See samples of past mid-term tests and Final Examinations on Blackboard <http://blackboard.vuw.ac.nz/> .

**FINAL EXAM                    3 hour Registry Examination – Date and Times tba**

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- **Accurately associate** particular authors and personalities with ideas covered in the course and **appropriately summarize** readings and other course material (e.g. videos).
- **Ask appropriate questions** about the origins of and assumptions behind media and scholarly representations of the Pacific Islands and Pacific people;

15% identifications and short answer questions

10% summaries of selected readings

15% 2 short essays

The test and examination emphasize a familiarity with the readings and discussions in lecture and tutorial. If you're up-to-date on your work, you'll be all right! Last year's final examination is available in the Library, on the Library website under and on the Blackboard site if you'd like to have a look at it.

## **GENERAL UNIVERSITY POLICIES AND STATUTES**

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

### ***Student Conduct and Staff Conduct***

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at:

[www.vuw.ac.nz/policy/StudentConduct](http://www.vuw.ac.nz/policy/StudentConduct).

The policy on Staff Conduct can be found on the VUW website at:

[www.vuw.ac.nz/policy/StaffConduct](http://www.vuw.ac.nz/policy/StaffConduct).

### ***Academic Grievances***

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean of your faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website:

[www.vuw.ac.nz/policy/AcademicGrievances](http://www.vuw.ac.nz/policy/AcademicGrievances).

### ***Academic integrity and Plagiarism***

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times. Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

*Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.*

‘Someone else’s work’ means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

### ***Plagiarism is not worth the risk.***

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct ([www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning

- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course

Find out more about plagiarism and how to avoid it, on the University's website at:  
[www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html).

### ***Avoiding Plagiarism***

(Adopted and adapted from SAMO 111 Course Outline 1999 and Auckland University's 271.201 Pacific Worlds Course Outline 2000)

Of course, everyone uses other peoples' ideas and information (if not their exact words) to write essays. But it is important that these ideas and words are acknowledged and cited. Different academic disciplines have different conventions for citing sources. You are asked to follow those current in Pacific Studies. The proper formats for citations and references are illustrated below:

The following is a direct quote:

“Most Pacific Islanders are reluctant to make difficult decisions, even if they appear to be the right ones, for fear of giving offence” (Latukeyu 1992:30).

You could paraphrase the above quote in different ways. Here are two examples:

Many Pacific people fear offending others and as a result, even their beliefs do not seem to help them make difficult decisions (Latukeyu 1992:30).

**or:**

Latukeyu suggests that many Pacific people shy away from making choices that are unpopular even if they are right (Latukeyu 1992:30).

The following is plagiarism:

For fear of giving offence, most Pacific Islanders reluctantly make difficult decisions, even if they are the right ones.

Note: in the last example, not only was there a very simplistic paraphrasing of the original, but there was also no citation provided.

### ***Students with Impairments (See appendix 3 of the Assessment Handbook)***

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the Course Co-ordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building:

Telephone: 463-6070

Email: [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz)

The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

### ***Student Support***

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contact is **Dr Allison Kirkman, Murphy Building, room 407** and **Dr Stuart Brock, Murphy Building, room 312**. Assistance for specific groups is also available from the Kaiwawao Maori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email: [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz)) is available to provide a variety of support and services. Find out more at:

[www.vuw.ac.nz/st\\_services/](http://www.vuw.ac.nz/st_services/)

### ***Manaaki Pihipihinga Programme***

This programme offers:

- Academic mentoring for all Māori & Pacific students at all levels of under graduate study for the faculties of Commerce & Administration and Humanities & Social sciences. Contact [Manaaki-Pihipihinga-Programme@vuw.ac.nz](mailto:Manaaki-Pihipihinga-Programme@vuw.ac.nz) or phone 463 6015 to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses
- Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; [Pacific-Support-Coord@vuw.ac.nz](mailto:Pacific-Support-Coord@vuw.ac.nz) or phone 463 5842.

Manaaki Pihipihinga is located at: 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring & some first year commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Māori Studies mentoring is done at the marae.

### ***Post graduate support***

- Post graduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities

### ***Student Services***

In addition, the Student Services Group (email: [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz)) is available to provide a variety of support and services. Find out more at:

[www.vuw.ac.nz/st\\_services/](http://www.vuw.ac.nz/st_services/)

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz)) is located on the ground floor, Student Union Building.

**WEEK 1 25-29 FEBRUARY: STARTING WHERE “YOU’RE AT...”: EKE**

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<b>M</b>	Course Outline
<b>Th</b>	Lecture: Beginnings
<b>F</b>	Video: Excerpts from “Children of the Migration”, DVD 900, 71 mins

NO TUTORIALS

**Readings for this week:** “Map” and “When the hula meets the haka” from *Mana* (magazine) 10:14-27, 1995 and “When the hula meets the haka—and settles down” from *Mana* (magazine) 11:34-39, 1996. “Introduction” and “Part 1: Some Markers on the Journey” from *Making Our Place*, edited by Peggy Fairbairn-Dunlop and Gabrielle Sisifo Makisi. Palmerston North: Dunmore Press, 2000: 9-18, 19-43. **(in reader)**

**WEEK 2 3-7 MARCH: PACIFIC STUDIES: OUR HERITAGE**

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<b>M</b>	Lecture: The Victoria University of Wellington Legacy
<b>Th</b>	Guest Lecture: April Henderson, Pacific Studies
<b>F</b>	Lecture: “What the (heck) is Pacific Studies?”

**Tutorial Discussion:** *What is Pacific Studies? What kind of knowledge do we expect to gain from Pacific Studies? How are we going to proceed with learning about the Pacific? What can you tell about Pacific Studies from this week’s and last week’s readings? Identify the most important issues that each of the articles raises.*

**Tutorial exercise:** Pacific Heritage campus tour

**Readings for this week:** “Re-thinking Pacific Island Studies,” Terence Wesley-Smith in *Pacific Studies* 18(2):115-137; “Studying the Pacific,” Ron Crocombe in *Class and Culture in the South Pacific*, edited by Antony Hooper et al, Suva and Auckland: Centre for Pacific Studies, Auckland University and Institute of Pacific Studies, the University of the South Pacific, 1987:115-138. **(in reader)**

**WEEK 3 10-14 MARCH ‘OLELO PAKIPIKA: SPEAKING THE PACIFIC**

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<b>M</b>	Lecture: Inheriting the Tower of Babel?
<b>Th</b>	Guest Lecture: Galumalemana Alfred Hunkin, Samoan Studies, tbc
<b>F</b>	Video and Discussion: “E ‘ola ka ‘olelo Hawai’i” (see Library AV Suite, under PASI 101 Videos)

**Tutorial Discussion:**

For this week: How does language shape our perceptions of reality and our imagination of other possibilities? How do we think the linguistic diversity of the Pacific affect cross-cultural relations?

**Tutorial exercise:** Memorizing “O oe se a?”

**Readings for this week:** “Pasefika Languages and Pasefika Identities: Contemporary and Future Challenges” by Afeleti Tuiletufuga-Hunkin in *Tangata o te Moana Nui: The Evolving Identities of Pacific Peoples in Aotearoa/New Zealand* edited by Cluny Macpherson, Paul Spoonley, Melani Anae. Auckland: Dunmore Press, 2000:196-211.

“O oe se a?” by Tate Simi, in *A deeper Song*. Apia: Samoan Observer, 1992:42-43. **(in reader)**

**WEEK 4 17-20 MARCH: READING THE PACIFIC****EVENT REVIEWS DUE**

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**M** Lecture: Our literary heritage

**Th** Video: "O Tamaiti" Vis 4300, 15mins

**Tutorial Discussion:** *What do you expect would be common metaphors, images, and themes in Pacific literature? How have Pacific people used creative writing for social and political purposes? Considering your event reviews—how much do you see poetry and creativity with words being a part of lived Pacific cultures?*

**Tutorial exercise:** Student Seminars

**Readings for this week:** Excerpts from *Lali: A Pacific Anthology*, Albert Wendt (ed). Auckland: Longman Paul, 1980: 16-17, 103-107, 190-193, 222-223, 270-271, 284-291. **(in reader)** *Mana: A South Pacific Journal of Language and Literature*, Volume 12, Number 2, Cook Islands Special edited by Jean Tekura Mason and Vaine Rasmussen Wichman. *Musings on Niue* edited by Larry Thomas. Suva: Pacific Writing Forum, 1997. *Haviliviliaga Manatu/Reflections*, Alofi: Tohitohi Nukutuluea, 1999. **(on reserve)**

**WEEK 5 27-28 MARCH: "A'OA'OINA OE IA LAVA...": LEARNING THE PACIFIC**

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**Th** Lecture: Learning the hard way

**F** Lecture: "Taua ma nanom" with video: Excerpts from "Sons for the Return Home", Vis 2136

**Tutorial discussion:** *What metaphors or models of learning might enhance Pacific Studies? Given the multicultural imperatives of the world we live in, and the multicultural nature of Pacific Studies—what is the role of language in our education? When we are in the classroom, how do we learn best? In what ways can the classroom be made more conducive to thinking productively and critically about the Pacific?*

**Tutorial exercise:** "O oe se a?"

**Tutorial exercise:** Student Seminars

**Readings for this week:** "Education in Western Samoa: Reflections on My Experiences" by Lonise Tanielu in *Women's Studies Journal* 13(2):45-59; "From a Native Daughter" by Haunani-Kay Trask in *The American Indian and the Problem of History*. New York: Oxford University Press, 1987:171-179. Revisit "O 'Oe Se A?" by Tate Simi. Apia: Samoa Observer, 1992:42-43. **(in reader)**

**WEEK 6 31 MARCH-4 APRIL: THINKING THE PACIFIC, MAPPING OCEANIA  
LIBRARY ASSIGNMENT akamai & essay proposals due**

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**M** Lecture: Heirs of Oceania

**Th** Lecture: Islands in a far sea? Or a sea of Islands?

**F** Video: "Wayfinders" (PASI 101 holdings in 9<sup>th</sup> Floor AV Suite)

**Tutorial discussion:** *What are some key features of Pacific geography? How do we relate to our environment? How do we envision the relationships between Pacific islands and islanders? Is Aotearoa/New Zealand a Pacific Island nation?*

*What exactly is Epeli Hau'ofa suggesting in this essay? What are the pros and cons of his proposal? Eleven weeks into this course, and thinking back to our Week 4 discussions, do you think that changing our terminology would make much of a difference in how we approach Pacific Studies?*

*Revision: What have we learned so far in PASI 101? Are we able to distinguish between what's interesting, important and essential information in what we've covered?*

**Tutorial Exercise:** Body Mapping the Pacific + Revision

**Readings for this week:** <<Revisit Terence Wesley-Smith and Ron Crocombe>> “Our Sea of Islands” by Epeli Hau’ofa in *A New Oceania* edited by Eric Waddell, Vijay Naidu and Epeli Hau’ofa. Suva: School of Social and Economic Development, the University of the South Pacific, 1993. “The Bigness of our

Smallness” by Tarcisius Kabutaulaka in *A New Oceania* edited by Eric Waddell, Vijay Naidu and Epeli Hau’ofa. Suva: School of Social and Economic Development, the University of the South Pacific, 1993:91-93; “Truth or Dare?” by Douglas Borer in *A New Oceania* edited by Eric Waddell, Vijay Naidu and Epeli Hau’ofa. Suva: School of Social and Economic Development, the University of the South Pacific, 1993:84-87. **(in reader)**

**WEEK 7 7-11 APRIL HISTORY IN THE PACIFIC: TAIM BLONG MASTA OR TAIM BLONG YUMI? *TEST!***

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**M** Lecture: The past is before us

**Th** Video: “Then there were none”, Vis 3424, 27mins; discussion

**F** In-Class Test

**Tutorial Discussion:** *What does our reading tell us are some significant similarities and differences among Pacific islanders’ experiences in pre-colonial times? How does the past impact on our present? How can our understanding of the past be improved?*

**Tutorial Exercise:** Who is Robea Taso?

**Tutorial exercise:** Student Seminars

**Readings for this week:** “Explorers: 1520-1780” and “Whalers, Traders and Missionaries: 1780-1850”, Douglas Oliver in *The Pacific Islands*, Honolulu: University of Hawaii, 1961:83-116; “Pre-Colonial Times” by Robert C. Kiste in *Tides of History: The Pacific Islands in the Twentieth Century* edited by K.R. Howe, Robert C. Kiste and Brij V. Lal. St. Leonards, NSW: Allen & Unwin, 1994: 3-28. **(in reader)** Doug Munro, “Who Owns Pacific History? Reflections on the Insider/Outsider Dichotomy”, *The Journal of Pacific History* 29(2):232-37; Haunani-Kay Trask, “Natives and Anthropologists: The Colonial Struggle” in *Voyaging through the Contemporary Pacific*, David Hanlon and Geoffrey M. White (eds.). Lanham, Maryland: Rowman and Littlefield, 2000:255-263. Michael King, “The Climate Changes” from *Being Pakeha: an encounter with New Zealand and the Maori Renaissance* 1985: 174-193. **(on reserve)**

**\*\*\*\* MID TERM BREAK – 14-25 APRIL \*\*\*\***

**WEEK 8 28 APRIL-2 MAY: ANTHROPOLOGY IN THE PACIFIC: “A MIFF”?**

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**M** Lecture: “Culture and Anthropology: Pacific Perspectives”

**Th** Lecture: “The Mead-Freeman Debate and its relevance for Pacific Studies”

**F** Video: “Margaret Mead and Samoa” Vis 596, 51 mins

**Tutorial Discussion:** *What makes one approach to knowledge “native”, and another approach “anthropological”? Can we distinguish between flat, one-dimensional*

representations of a people and fuller, multi-dimensional representations? How has anthropology contributed to our understanding of Pacific cultures? How has it been misleading? Can we do better?

**Tutorial exercise:** Student Seminars

**Readings for this week:** “The Education of the Samoan Child,” Margaret Mead in *Coming of Age in Samoa*, New York: Morrow Quill Paperbacks, 1961:20-38; “Cooperation and Competition,” Derek Freeman in *Margaret Mead and Samoa: The Making and Unmaking of an Anthropological Myth*, New York: Penguin, 1984:200-211. Ann Stephen, “South Pacific Stories: A Photo Essay,” in *Meanjin* 53(4):679-688; **(in reader)** “Why Tikopia has four clans”, Antony Hooper. London: Royal Anthropological Institute of Great Britain and Ireland, 1981. *Native Peoples of the Pacific World*, Felix Keesing. New York: Macmillan, 1945. **(on reserve) HANDOUT: Library Assignment (due back with major assignment on Friday 28 April, 4pm)**

### **WEEK 9 5-9 MAY: TE MAURI! HEALTH IN THE PACIFIC**

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**M** Lecture: Our lives—Our health  
**Th** Video: “Compassionate Exile”, Vis 3590, 58 mins  
**F** Video: “Maire”, Vis 3397, 41 mins; Discussion

**Tutorial Discussion:** *What are the similarities and differences in social responses to leprosy and HIV/AIDS in the Pacific? Do we think about our health every day? What steps can we take to living healthier lives? How do our readings and the videos we have watched help us think critically about health issues in the Pacific?*

**Tutorial exercise:** Student Seminars

**Readings for this week:** Excerpts from Epeli Hau’ofa’s *Kisses in the Nederends*. Auckland: Penguin, 1987; “Pacific Women and AIDS” by Vasemaca Rarabici, and “Living with AIDS: An HIV mother’s story” in *Pacific AIDS Alert Bulletin*, No. 18, 1999:3-5; “Chapter 1: Before Makogai” and “Chapter 2: Two Dilemmas” by Sister Mary Stella, SMSM in *Makogai: Image of Hope*. Christchurch: Lepers’ Trust Board, 1978:17-47 **(in reader)**; *Pacific Studies* Volume 13(3), Special Issue on domestic violence in Oceania. **(on reserve)**

### **Week 10 12-16 May: MI MERE: WOMEN IN THE PACIFIC**

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**M** Lecture: “History in the Pacific: Where are the Women?”  
**Th** Guest Lecturer: Associate Professor Tagaloatele Peggy Fairbairn-Dunlop, Director, Va’aomanū Pasifika  
**F** Video: “Happy Birthday Tutu Ruth”, Vis 3417, 28 mins

**Tutorial Discussion:** *What are the factors that render women invisible in research and literature? Are some Pacific women more visible than others? How do different Pacific societies place cultural value on girls and women?*

**Tutorial exercise:** Re-telling History so that Women Matter

**Tutorial exercise:** Student Seminars

**Readings for this week:** <<Revisit Margaret Mead and Derek Freeman>> “Gender Division of Labour”, Jocelyn Linnekin in *The Cambridge History of the Pacific Islanders* edited by Donald Denoon et al, Cambridge: Cambridge University Press, 1997: 105-112; “The Pacific Islands: All it Requires is Ourselves” by Vanessa Griffen in *Sisterhood is Global* edited by Robin Morgan. Garden City, New York: Anchor Press/Doubleday, 1984: 517-524. **(in reader)** “Microwomen: US Colonialism and Micronesian Women,” Teresia K.



Teaiwa in *Pacific History: the papers of the 8<sup>th</sup> Pacific History Association Conference* edited by Donald Rubinstein. Mangilao: Micronesian Area Research Center and University of Guam, 1992: (on reserve)

### **Week 11 19-23 May: BIG MEN AND CHEIFS: POLITICS IN THE PACIFIC**

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**M** Lecture: "Can structures created in the past carry us into the future? Leadership and Sovereignty in the Post-Colonial Era"

**Th** Lecture: "Case studies: Cook Islands, Fiji and Solomon Islands"

**F** Video: "Fiji: A Year After", Vis 3453, 50 mins.

**Tutorial Discussion:** *What relationships exist between national leaders and "traditional" leaders in Pacific societies? How have indigenous leadership structures been impacted by colonialism? What are the*

*challenges and difficulties facing national leaders in the Pacific? How have Western notions of democracy improved or debilitated effective leadership?*

**Tutorial exercise:** Student Seminars

**Readings for this week:** "Background" in *Cook Islands Politics: The Inside Story* edited by Ron Crocombe et al, Auckland: Polynesian Press in association with South Pacific Social Sciences Association, 1979:1:22.

**(in reader)** News articles **(handouts)** "Coups, Conflicts, and Crises: The New Pacific Way?" by Gerard Finnin and Terence Wesley-Smith. Honolulu: East-West Center Working Papers, Pacific Islands Development Series, No. 13, June 2000. (on reserve)

### **WEEK 1228 MAY-1 JUNE: "TOO MUCH FA'ALAVELAVE"? ECONOMICS IN THE PACIFIC**

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**ESSAYS AND AKAMAI DUE!**

**M** Lecture: "What is wealth?"

**Th** Lecture: "MIRAB"

**F** Video: "An Evergreen Island" (PASI 101 holdings in 9<sup>th</sup> Floor AV Suite)

**Tutorial Discussion:** *Do we understand what subsistence means? What is "sustainable development"? What are the possibilities for sustainable development in Pacific Islands? How easy is it to cope with the demands of both traditional obligations and the capitalist market? How easy is it to survive as a family/as a nation under present economic arrangements?*

**Tutorial Exercise:** Navunavuci, A Pacific Island Board Game **(NO SEMINARS)**

**Readings for this week:** Bruce Knapman, "Economic Development and Dependency" in *Tides of History: The Pacific Islands in the Twentieth Century* edited by K.R. Howe, Robert C. Kiste and Brij V. Lal. St. Leonards, NSW: Allen & Unwin, 1994:325:349; "The Ghost of Nkrumah in the Seas of Oceania" by Roman Grynberg in *A New Oceania* edited by Eric Waddell, Vijay Naidu and Epeli Hau'ofa. Suva: School of Social and Economic Development, the University of the South Pacific, 1993:68-71. "The MIRAB economy in South Pacific Microstates," I.G. Bertram and R.F. Watters in *Pacific Viewpoint* 26(3):497-519. **(in reader)**; "The Discovery of the Gift: Exchange and Identity in the Contemporary Pacific," Nicholas Thomas in *Entangled Objects: Exchange, Material Culture, and Colonialism in the Pacific*. Cambridge, Massachusetts and London: Harvard University Press, 1991:184-208. (on reserve)

