



Va'aomanū Pasifika

Pacific Studies & Samoan Studies

PASI 301 Framing the Pacific: Theorising Culture & Society 2008 COURSE OUTLINE* 24 points 1st Trimester

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In PASI 301, students will explore what it means to “theorise” about Pacific cultures and societies. In this paper we examine a number of critical issues in the contemporary Pacific through a consideration of the work, ideas, and writings of Pacific writers, artists, filmmakers, activists and scholars. We will discuss these with reference to established historical and narrative accounts of Pacific cultures and societies.

Artists and activists are critical in our region's field of intellectual production. However, the work of individual artists as cultural producers often gets undervalued in favour of what are accepted as timeless and authorless collective “traditions,” while activists' work for political change or historical redress often gets overshadowed by national and state leaders' domination of the archives. This paper puts artists and activists at the centre of our investigation as a way of both broadening and deepening our understanding of the region; we gain new perspectives on the region that provide alternatives to those more easily accessible through mainstream media, information channels authorized by the nation-state, or dominant academic historiography. As they engage in the work of representing and/or transforming Pacific cultures and society, we can see artists and activists as agents of both theory and praxis. Furthermore, attention to their work gives us a keener understanding of the kinds of rhetorical devices and tropes that are being used to “frame” the Pacific, highlighting the fraught processes and politics of “representation.”

This is a reading and writing intensive paper that also allows students the opportunity to undertake original research. This course outline and other information on this course are available on Blackboard: <http://blackboard.vuw.ac.nz/>

* Note: Details in this course outline are subject to change and this document should not be considered a legally binding contract.

PASI BA GRADUATE ATTRIBUTES

PASI 301 is the final core course in the Pacific Studies BA Major. Below we have outlined the necessary attributes of someone who graduates with a PASI major:

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 301 Learning Objectives

PASI 301 therefore seeks to provide an opportunity to practice all of the above subject-specific attributes of critical thinking, creative thinking, communication and leadership, with particular emphasis on the following learning objectives:

- Identify and evaluate key historical and contemporary theories about society and culture in the Pacific;
- Demonstrate understanding of the relationship between theorizing and framing;
- Demonstrate understanding of key discussions about the historical role of the intellectual in society and culture;
- Demonstrate awareness of how artists/activists are engaged as intellectuals in theorizing, framing or reframing the Pacific;
- Analyze how artists and activists negotiate social and cultural tensions in Pacific societies;
- Investigate whether and how the work of Pacific artists and activists is valued by their communities;
- Assess what we lose or gain when we consult artists and activists or look to art and activism as critical components of Pacific Studies.

PASI 301 Workloads

The workload for PASI 301 is consistent with other departments within the Faculty of Humanities and Social Sciences 24-point courses. It is recommended that you allow on average 12 hours per week of reading and engaging with the material for this paper. As senior students, you will be expected to:

- keep up with assignments and readings;
- attend seminars regularly;
- bring analytical tools and historical/cultural understanding gained from PASI 101, PASI 201, and other approved courses for the PASI major;
- become "close readers" of texts;
- contribute to seminars sincerely and conscientiously, knowing that you are enjoying the privilege of both creating and revising the field of Pacific Studies;
- produce a solidly researched and clearly written description and analysis on the theme of theorizing or framing the Pacific with reference to either art or activism.

Required Texts:

- ❖ Multilith of course readings (available for purchase from Student Notes)
- ❖ Larry Thomas, 3 Plays: Outcasts; Yours Dearly; Men, Women and Insanity. Suva: The University of the South Pacific, 1995. (loan copies to be distributed in class)
- ❖ Burn this CD, 2007 (free copies to be distributed in class)
- ❖ Videos (available for viewing at the 9th floor audio-visual suite);
- ❖ Class handouts (\$10 will be collected the first week of class to cover photocopying costs)

PASI 301.2008 Assessment

Coursework	100%
• 10 journal entries or on-line blogs	30%
• Research assignment	40%
• Seminar presentations	30%

❖ **10 journal entries or on-line blogs** **(30%)**

For this assessment, you are required to log a written response to 10 out of 11 weeks' lectures, discussions, readings, videos, and other relevant points of reference. For both journals and blogs, you must produce 10 entries of a minimum of 300 words.

Journals must be turned in at the start of class on Fridays. Blogs must be loaded onto Blackboard before the start of class on Fridays.

THE JOURNAL ENTRIES SHOULD NOT SIMPLY BE SUMMARIES OF THE READINGS OR LECTURES! I am looking for your personal response to the topics and themes we explore in this class, in particular, whether and how you feel the learning objectives for this course are being achieved. Your journals or blogs at different times might explore one or more of the following questions:

- Am I able to identify and evaluate key historical and contemporary theories about society and culture in the Pacific?
- Can I demonstrate an understanding of the relationship between theorizing and framing?
- How do I understand key discussions about the historical role of the intellectual in society and culture?
- Can I demonstrate awareness of how artists/activists are engaged as intellectuals in theorizing, framing or reframing the Pacific?
- Am I able to analyze how artists and activists negotiate social and cultural tensions in Pacific societies?
- What do I lose or gain by consulting artists and activists or by looking to art and activism as critical components of Pacific Studies?

For those of you keen on keeping a written journal, it is recommended that you either purchase an exercise book or keep a ring binder in which you can place word-processed printouts of journal entries. Some of you may want to post your journal thoughts on-line via a blog on Blackboard. The blog option allows other students in the course to read your thoughts and respond to them with on-line comments. Blogs provide a good way of extending and elaborating on discussions.

You are encouraged to draw on and elaborate on your journal or blog entries in your short seminar presentations and contributions to seminar discussion.

PASI 301.2008 Assessment (cont'd)
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❖ **Research assignment****(40%)**

Your research for this course will help to build the underdeveloped literature and scholarship on artists and activists of the Pacific. Your tasks then, are to:

- 1) schedule an individual meeting with Teresia to discuss potential research essay topics; come prepared to discuss and select either an individual artist/activist or a particular art movement/social movement within the Pacific for your project. Think about your research project as the opportunity to demonstrate that you have achieved all the specific learning objectives of this course. **(Weeks 1-3)**;
- 2) undertake a review of the surrounding literature and build a reading list around your topic, providing:
 - a) copies of at least two key texts not already assigned for this course—one of the readings you choose may be selected from the recommended readings or reserve reading list. You should select the readings with a view to helping the class better understand either your specific topic or the general theme of “theorising culture and society” **(Weeks 4-5)—see First round of seminars below for marks allocated to this assignment;**
 - b) an annotated bibliography of other available sources on the individual or movement **(Due Week 7)—15%**;
 - c) a first draft of an essay discussing either
 - a. how the individual or movement expresses and acts on theories about society and culture that have been discussed in this class, or
 - b. how the artist/activist/movement participates in or resists particular "framings" of the Pacific **(Due Week 8)—10%**;
- 3) swap completed essay drafts with a partner and provide peer review according to a guide distributed in class **(Due Week 9)—5%**;
- 4) revise and edit essay according to peer review feedback, and re-submit a final draft **(Due Week 12)—10%**

Annotated bibliography**(10%)**

Your annotated bibliography should contain no less than ten entries and should provide annotations of at least 100 words for each entry (not including the title or other bibliographic information). A format for annotating bibliographies will be handed out and discussed in seminar. Your annotated bibliography will be assessed on the quality and range of your sources, the consistency and fullness of your bibliographic information, and the provision of summaries that explain the

appropriateness and relevance of each source for your topic.

Essay (10%--first draft, 15%--final draft)

Your first draft should be no less than 1000 words in length. It will be assessed on relevance of and clarity in defining your topic, coherence of the outline for your essay, accurate definition of terms, and incorporation of relevant references to illustrate and provide evidence for your discussion.

Your final draft should be no less than 2000 but not more than 3000 words in length and thoroughly proofread and copy-edited by the final draft. It will be assessed on all of the above criteria for the first draft, as well as matters of form and style, including organisation of content and use of appropriate academic citation formats. For your final draft, marks will be deducted for typographical errors at the rate of 1% for every 5 errors.

Both the first and final draft will be assessed on timeliness of draft submissions. NOTE: No final drafts will be accepted if they have not been peer reviewed.

Peer review exercise (5%)

Following completion of research essay drafts in Week 8, students will exchange essays with a partner and will be responsible for providing thorough feedback by Week 9, according to a guide sheet distributed in class. This feedback will then assist with the essay revision process, as students improve their essays for final submission in Week 12.

❖ **Seminar presentations** (30%)

Class seminar participation and presentations

While there are lectures and guest lectures in this course, you will notice that it involves much more student discussion on a regular basis. Students will be assigned groups to facilitate their preparation for and participation in class discussions.

Hosting Guest Lecturers (Weeks 2-6): Groups will be assigned the task of introducing guest lecturers, leading class discussions with the guest lecturer, and offering the vote of thanks at the end of a guest lecture. Groups will be assessed on how well they hosted a guest lecturer. (10%)

Sign-ups for short seminar presentations will be taken in Weeks 1 and 2, with the first seminars taking place in Week 4. Each person should end up doing at least 2 class seminar presentations over the period of the trimester. There may also be a couple of "whole group" exercises, where everyone in the class is expected to prepare and present on the same day.

Assigning and discussing your chosen readings (Weeks 4-7): Because of the number of students enrolled in the class, and the loss of two whole class sessions due to the Easter break, the first round of seminars will take place in small groups and will involve peer and self-evaluation (rubrics to be provided by lecturer).

Each student will take responsibility for leading one discussion in their small group

by:

- a) Sharing two readings they have selected as part of their research assignment for the group to consider;
- b) summarizing and justifying why they have selected the readings;
- c) leading discussion by preparing questions or exercises based on their readings that will help the small group members to engage in and analyse the process of “theorizing” about Pacific cultures and societies.

Seminar presenters will be expected to make well-considered choices for readings to bring to class, adequately summarize the readings they assign, and draw out critical elements from each readings' arguments. All students must demonstrate an ability to engage in dialogue about and exchange views on different readings. Seminars should be no longer than 10 minutes in length, with a subsequent 10 minutes allowed for discussion. **(10%)**

Research seminars (Weeks 9-12): students will speak on their respective research projects, describing the topic, their sources, progress on research and writing, and problems that they have encountered and relating them to the assigned readings for the week in which they deliver their seminar. **(10%)**

Community seminar presentations

It has been a “tradition” in PASI 301 to make our final presentations in the form of community seminars in Week 13, usually held at various venues around Wellington and open to the public. The purpose of these seminars was to strengthen ties and promote understanding between the university and Pacific communities—and most importantly, your families and friends—about what kind of intellectual explorations are possible within Pacific Studies. This year we will unfortunately not be able to hold our community seminars. However, I hope you will find that your research on artists, activists, theorizing and framing the Pacific does inspire you to strengthen your own ties to local communities, and to actively share your ideas with family, friends and workmates.

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.

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

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.

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

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

General University Policies and Statutes (cont'd)

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) is available to provide a variety of support and services. Find out more at: 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 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 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.

Student Services

In addition, the Student Services Group (email: 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/

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) is located on the ground floor, Student Union Building.

General University Policies and Statutes (cont'd)

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) 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.

General University Policies and Statutes cont'd
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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" (Latukefu 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 (Latukefu 1992:30).

or:

Latukefu suggests that many Pacific people shy away from making choices that are unpopular even if they are right (Latukefu 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.

PASI 301.2008 Weekly Schedule

Week 1 Framing the Pacific

Readings: Kerry Howe, "The Fate of the 'Savage' in Pacific Historiography" in The New Zealand Journal of History 11(2): 137-154 (**in reader**); Epeli Hau'ofa, "Our Sea of Islands" (**on-line handout**) NOTE: Larry Thomas' *3 plays* and *Burn this CD* copies distributed, plus various in-class handouts

Mon Feb 25

2:10pm	Introductions and Course Outline
3:10pm	Course Administration
4:00pm	End

Fri Feb 29

2:10pm	Lecture: Frames
3:10pm	Lecture and class exercise: Framing the Pacific
3:40pm	Discussion
4:00pm	End

Consultations with Course Coordinator regarding Research Topics this week

Week 2 Theorizing culture and society Journals/Blogs, Consultations

Readings for Week 2: tbc (**handouts**), + Foreword, Setting and Scene One of Larry Thomas' *3 Plays*

Mon March 3

2:10pm	Announcements and Course Administration
2:15pm	Lecture: Theorizing
3:00pm	Break
3:10pm	Lecture: Theorizing culture and society
3:40pm	Discussion
4:00pm	END

Fri March 7

2:10pm	Announcements and Course Administration
2:15pm	Guest lecture: Larry Thomas, Secretariat for the Pacific Community

	Chairs: _____ + _____
3:00pm	BREAK
3:10pm	Discussion with Larry Thomas

Discussants: _____ + _____ + _____

3:50pm	Vote of thanks: _____ + _____
4:00pm	END

Journals/Blogs due, Consultations with Course Coordinator regarding Research Topics this week

PASI 301.2008 Weekly Schedule cont'd

Weeks 3-4 The Intellectual

Readings for Week 3: Antonio Gramsci, "The Intellectuals" in Selections from the Prison Notebooks of Antonio Gramsci edited and translated by Quintin Hoare and Geoffrey Nowell Smith. New York: International Publishers, 1999: 3-23; Edward Said, "Representations of the Intellectual" and "Holding Nations and Traditions at Bay" in Representations of the Intellectual. New York: Vintage Books, 1996: 25-46; + *Burn this CDI*: Pala Molisa, Selina Tusitala Marsh.

Recommended for Week 3: (Said's Reith Lectures on which these chapters were based are also available as sound recordings in the 9th Floor Audio Visual Suite).

Mon March 10

2:10pm	Announcements and Course Administration
2:15pm	Guest Lecture: Dr. Selina Tusitala Marsh, University of Auckland
	Chairs: _____ + _____
3:00pm	Break
3:10pm	Discussion with Dr. Marsh
	Discussants: _____ + _____
3:50pm	Vote of thanks: _____ + _____
4:00pm	END

Friday March 14

2:10pm	Announcements and Course Administration
2:15pm	Lecture: Intellectuals, art, activism and resistance
3:00pm	Break
3:10pm	Lecture cont'd
3:30pm	Visit: Terence Wood, DevZone
4:00pm	END

Journals/Blogs due, Consultations with Course Coordinator regarding Research Topics this week

PASI 301.2008 Weekly Schedule cont'd

Reading for Week 4: "Introduction" and "The Forgotten Wars" from David Robie's Blood on their Banner: Nationalist Struggles in the South Pacific. Quezon City: Malaya Books, 1989:13-25, 41-65.

Recommended for Week 4— Brij Lal, "Apolosi Nawai" in 20th Century Fiji: People Who Shaped this Nation. Suva: USP Solutions, 2001: 49-50. **(in reader)** "Introduction" and excerpt from "Chapter 1: Political Protest" by Peter Hempenstall and Noel Rutherford in Protest and Dissent in the Colonial Pacific. Suva: The University of the South Pacific, 1984:1-17 **(Closed Reserve)**

Mon March 17

2:10pm	Announcements and Course Administration
2:15pm	Guest Lecture: Dr. Robert Nicole, University of Canterbury
	Chair: _____ + _____
3:00pm	Break
3:10pm	Discussion with Dr. Nicole
	Discussants: _____ + _____
3:50pm	Vote of thanks: _____ + _____
4:00pm	END

Fri March 21 PUBLIC HOLIDAY: NO CLASSES

Journals/Blogs due

Weeks 5-7 Artists and Activists: shifting/breaking/exploding frames

Readings for Week 5: Paul Gilroy, "It ain't where you're from, it's where you're at: The dialectics of diaspora identification," in Small Acts: Thoughts on the Politics of Black Culture. New York: Serpent's Tail, 1993:120-145; Nicholas Thomas, "National Independence, Indigenous Minorities and Migrants" in Oceanic Art. London: Thames and Hudson, 1995:184-208; **(in reader)**

Recommended readings for Week 5: Frantz Fanon, "On National Culture" in The Wretched of the Earth. New York: Grove Weidenfeld, 1963:206-248; Vilsoni Hereniko, "Representations of Cultural Identities" from 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, 1994:406-433. **(Closed Reserve)**

Mon March 24 PUBLIC HOLIDAY

Fri March 28

2:10pm	Announcements and Course Administration
2:15pm	Lecture: Why art and activism, why artists and activists?
3:00pm	Break

3:10pm	Lecture: cont'd
3:40pm	Discussion
3:50pm	Large group Wrap-up
4:00pm	END

Journals/Blogs due

Readings for Week 6: Readings for Week 3: Te Ahu,(aka Evan Poata-Smith) "The Evolution of Contemporary Maori Protest"
<http://maorinews.com/writings/papers/other/protest.html> **(in reader)**; + *Burn this CD1*: Moana Jackson, Hinemoana Baker and Christine White, Tame Iti, *Burn this CD2*: Maria Bargh, Alice Te Punga Somerville, Marama Mete.

Mon March 31

2:10pm	Course Administration and Announcements
2:15pm	Guest lecture: Dr. Alice Te Punga Somerville, English
	Chairs: _____ + _____
3:10pm	Discussion with Dr. Te Punga Somerville
	Discussants: _____ + _____
3:50pm	Vote of thanks: _____ + _____
4:00pm	END

Fri April 4

2:10pm	Course Administration and Announcements
2:15pm	Seminars in small groups (2 x 10 minutes each)
2:55pm	Large group Check-in
3:00pm	Break
3:10pm	Seminars in small groups (2 x 10 minutes each)
3:50pm	Large Group Wrap-up
4:00pm	END

Journals/Blogs due

Readings for Week 7: tbc (handouts)

Mon April 7

2:10pm	Course Administration and Announcements
2:15pm	Seminars in small groups (2 x 10 minutes each)
2:55pm	Large group Check-in
3:00pm	Break
3:10pm	Seminars in small groups (2 x 10 minutes each)
3:50pm	Large Group Wrap-up
4:00pm	END

Fri April 11

2:10pm	Course Administration and Announcements
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2:15pm	Teaching Evaluation
2:25pm	Video: tbc
3:10pm	BREAK
3:20pm	Discussion
4:00pm	END

Journals/Blogs due, Annotated Bibliographies due

MID-TERM BREAK 14-25 APRIL

Week 8 Theorize this!

Readings for Week 8: tbc (handouts)

Mon April 28	“Race” and racism in our societies, our cultures
2:10pm	Video: <i>Race for Rights</i> , dir. Larry Thomas, 60 mins
3:10pm	Break
3:20pm	Group Discussion: How do ideas of “race” frame the Pacific? How have Pacific artists and activists addressed issues of racism?
3:50pm	Wrap-up
4:00pm	END
Fri May 2	Militarization in our societies, our cultures
2:10pm	Course Administration and Announcements
2:15pm	Video: Excerpts from <i>Fahrenheit 9/11</i> , dir. Michael Moore
3:00pm	Break
3:10pm	Discussion: How do ideas of militarism frame the Pacific? How have Pacific artists and activists addressed issues of militarization?

Journals/Blogs due, First Draft Research Paper due

Weeks 9-12 Smart as...: students as intellectuals, framers, theorizers

Readings for Week 9: tbc (handouts)

Mon May 5	
2:10pm	Course Administration and Announcements
2:15pm	Lecture: University as culture and society
3:00pm	BREAK
3:10pm	Group Discussion: Pacific Studies and student culture at VUW
3:30pm	Whole Group Discussion
3:50pm	Wrap-up
4:00pm	END

Fri May 9

2:10pm	Course Administration and Announcements
2:15pm	Seminar _____
2:30pm	Discussion
2:40pm	Seminar _____
2:55pm	Discussion
3:10pm	Seminar _____
3:25pm	Discussion
3:35pm	Seminar _____
3:50pm	Discussion

Journals/Blogs due, Peer Reviews due

Readings for Week 10: Malama Meleisea, "Ideology in Pacific Studies: A Personal View" in Class and Culture in the South Pacific edited by Antony Hooper et al. Suva and Auckland: The University of the South Pacific and Auckland University, 1987:140-152; Sione Latukefu, "The Making of the First Tongan-born Professional Historian," in Pacific Islands History: Journeys and Transformations edited by Brij V. Lal. Canberra: The Journal of Pacific History, 1992:14-31 (**in reader**).

Mon May 12

2:10pm	Course Administration and Announcements
2:15pm	Seminar _____
2:30pm	Discussion
2:40pm	Seminar _____
2:55pm	Discussion
3:10pm	Seminar _____
3:25pm	Discussion
3:35pm	Seminar _____
3:50pm	Discussion

Fri May 16

2:10pm	Course Administration and Announcements
2:15pm	Seminar _____
2:30pm	Discussion
2:40pm	Seminar _____
2:55pm	Discussion
3:10pm	Seminar _____
3:25pm	Discussion
3:35pm	Seminar _____
3:50pm	Discussion

Journals/Blogs due

Readings for Week 11: tbc (handouts)

Mon May 19

2:10pm	Course Administration and Announcements
2:15pm	Seminar _____
2:30pm	Discussion
2:40pm	Seminar _____

2:55pm	Discussion
3:10pm	Seminar _____
3:25pm	Discussion
3:35pm	Seminar _____
3:50pm	Discussion

Fri May 23

2:10pm	Course Administration and Announcements
2:15pm	Seminar _____
2:30pm	Discussion
2:40pm	Seminar _____
2:55pm	Discussion
3:10pm	Seminar _____
3:25pm	Discussion
3:35pm	Seminar _____
3:50pm	Discussion

Journals/Blogs due**Readings for Week 12: tbc (handouts)****Mon May 26**

2:10pm	Course Administration and Announcements
2:15pm	Seminar _____
2:30pm	Discussion
2:40pm	Seminar _____
2:55pm	Discussion
3:10pm	Seminar _____
3:25pm	Discussion
3:35pm	Seminar _____
3:50pm	Discussion

Fri May 30

2:10pm	Course Administration and Announcements
2:15pm	Seminar _____
2:30pm	Discussion
2:40pm	Seminar _____
2:55pm	Discussion
3:10pm	Seminar _____
3:25pm	Discussion
3:35pm	Wrap-up Discussion
4:00pm	END

Journals/Blogs due, Final Draft Research Paper due

Further Readings and AV Material:
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Readings:

- ❖ Ambury Hall, Below the Surface: Words and Images in Protest at French Nuclear Testing on Moruroa, PR9652 B452
- ❖ Zohl de Ishtar, Pacific women speak out for independence and denuclearisation, HQ1865.6 P117 1998
- ❖ Zohl de Ishtar, Daughters of the Pacific, HQ1865.6 D325 D
- ❖ Jacqueline Leckie, To labour with the state: the Fiji Public Service Association, HD 6937.7 L461 T
- ❖ Sean Mallon, Samoan art and artists, N7410 M221 S
- ❖ Sean Mallon and Pandora Fulimalo Pereira, Pacific Art Niu Sila, N7406.5 P117
- ❖ Edward Said, Representations of the Intellectual, HM213 S132 R
- ❖ Josephine Tankunani Sirivi and Marilyn Taleo Havini, eds., As Mothers of the Land: The Birth of the Bougainville Women for Peace and Freedom, DU740.9 B75 A797
- ❖ Albert Wendt, The Songmaker's Chair, PR9397 S19 W473 S6

AV Material:

- ❖ *Advertizing Missionaries*, Vis 4242, 60mins
- ❖ *The art of tapa*, Vis 3674, 46 mins
- ❖ *Brothers and Others*, DVD 706, 54 min
- ❖ *GE: A world of unreality*, Vis 3712, 21 mins
- ❖ *Globalisation and Maori*, Vis 3522, 51 mins
- ❖ *Growing Up Koori, Race: the power of an illusion*, California Newsreel (prod.), DVD 653, 168 mins
- ❖ *Half life*, Dennis O'Rourke (dir.), Vis 2480, 86 mins
- ❖ *Hell in the Pacific*, Vis 2188, 55 mins
- ❖ *Pacific Paradise?* Vis 2563, 30 mins
- ❖ *Patu*, Vis 366, 84 mins
- ❖ *Trobriand Cricket*, Vis 2914, 53 mins
- ❖ *Wake*, Annie Goldson (dir.), Vis 2237, 30 mins
- ❖ *Whole World is Watching: the land rights issue at the 1982 Commonwealth Games*, Vis 1679, 24 mins

Recommended for Week 1--Closed Reserve: Jacqueline Leckie, "Introduction: The Silent History of Fiji's Public Sector Workers" in To Labour with the State: The Fiji Public Service Association. Dunedin: University of Otago Press, 1997: 11-28.

JW Davidson, "Lauaki Namalau'ulu Mamoe: a traditionalist in Samoan Politics," in Pacific Islands Portraits, edited by JW Davidson and Deryck Scarr. Wellington and Auckland: AH and AW Reed, 1976: 267-299;