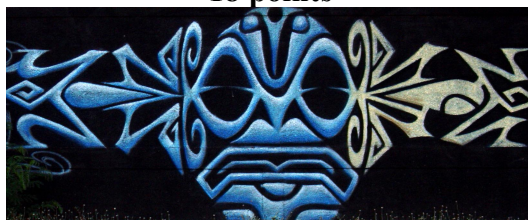


## Va'aomanū Pasifika

*Pacific Studies & Samoan Studies*

### PASI 101 (Summer Session) THE PACIFIC HERITAGE

18 points



Graffiti art on the road to Fa'a'a, Tahiti. Image courtesy of Cristina Verán ©2005

#### 1. Course Organisation

**Coordinator:**

April K Henderson  
6 Kelburn Parade  
Room 205 ext 5829  
[April.Henderson@vuw.ac.nz](mailto:April.Henderson@vuw.ac.nz)

**Venue:**

**Lectures, Tutorials, and Field Trips:**

Hugh Mackenzie Lecture Theatre 002, plus field trips  
9am-3pm daily including one weekend; see attached  
timetable, pp. 6-7

**Blackboard:**

Visit: <http://blackboard.vuw.ac.nz/>

**For additional information:**

Diana Felagai  
6 Kelburn Parade  
Room 101 ext 5830  
[Diana.Felagai@vuw.ac.nz](mailto:Diana.Felagai@vuw.ac.nz)

#### 2. Course Aims and Objectives

Talofa lava, Kia orana, Malo e lelei, Bula vinaka, Fakaalofa atu, Taloha ni, Yu orait no moa, Kam na bane ni mauri, Aloha kakou, Tena Koutou!<sup>1</sup> Welcome to PASI 101, a survey paper covering a range of topics relevant to Pacific nations and people. We will explore both indigenous and foreign perspectives on the geography, histories, cultures, economies, politics, and arts of this amazingly diverse region!

This course has been designed as a uniquely intensive, two-week version of the regular term PASI 101 paper. In the next two weeks, you will be expected to cover the same amount of material as the

<sup>1</sup> Samoan, Cook Island, Tongan, Fijian, Niuean, Tokelauan, Tok Pisin, Kiribati, Hawaiian and Maori greetings respectively. ☺

standard PASI 101 course. Additionally, a number of local field trips have been arranged to take advantage of the wealth and diversity of Pacific resources available right here in the Wellington area. It is hoped that you will draw meaningful connections between readings, lectures, class activities, and what you see and hear on your field trips. One of the challenges for Pacific Studies students is being able to identify and respect historical and cultural specificity, while also being able to detect structural commonalities and political or economic trends across the region.

Crunching a course normally taught over twelve weeks into two weeks will require, on your part, tremendous concentration and commitment to keeping up with the readings. Given our reliance on local expertise for our Wellington-area field trips, and the possibility that our seminar conversations may ebb and flow in as-yet-unpredictable ways, a certain degree of flexibility should be given to our course outline and daily timetable.

Course information is available on Blackboard. Relevant supplementary material and information updates will be posted via Blackboard. Visit: <http://blackboard.vuw.ac.nz/>

Students who pass the paper:

- ❖ Are familiar with the basic geography and demography of the Pacific region;
- ❖ appreciate that the Pacific is a complex region politically, culturally and socially;
- ❖ are aware that there are different ways of researching and understanding the Pacific;
- ❖ are able to identify and begin to use a range of local, regional, and international resources for research on the Pacific region;
- ❖ are able to summarize and discuss the ideas put forward in the required texts and lectures;
- ❖ ask thoughtful questions about the origins and effects of popular images of the Pacific;
- ❖ confidently share their own ideas and perspectives on regional issues through written work, and oral or performance presentations.

### **Key Texts:**

- Multilith: available for purchase from Student Notes, this is the main required text for PASI 101.
- All videos screened during lecture hours also constitute required texts for PASI 101.
- Recommended Reading: *Making Our Place: Growing up PI in New Zealand*, edited by Peggy Fairbairn-Dunlop and Gabrielle Makisi.
- Reserve Readings: a selection of optional readings will be available on reserve to enhance and elaborate on topics covered in lecture.
- Handouts: occasionally required readings will be handed out in lecture or tutorial.
- Map of the Pacific: photocopied map(s) of the region may be passed out in lecture, in addition to the map that appears in the multilith, but Pacific Studies majors are encouraged to invest in a good-sized map of the contemporary Pacific.

### **Workloads and Course Requirements**

Students are expected to meet the following requirements:

- Attend at least 11 out of 13 days of class meetings
- Achieve at least 50% in coursework assignments

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 (non-class) hours per week—or in this case, at least 2 hours a day—of reading and engaging with the material for this course. Use the opportunities in tutorials to debate and discuss issues raised in lectures. For this intensive course, attendance at lectures and tutorials is mandatory.

### 3. Assessment & Course Work

100% Internally Assessed

#### Required Assignments

6% **Library Assignment**—due Thursday 4 December by 5 pm

4% **Research Outline**—due Friday 5 December by 5pm

15% **Field Trip Report**—due Tuesday 9 December by 5 pm  
(choose Te Papa or trip to EKKA)

15% **Class exercises**—held during scheduled tutorials

10% **Seminar Presentation**—these will be scheduled on first day of class

20% **Examination**—Friday 12 December 1:00-3:00 pm

30% **Research Essay**—due Friday 19 December by 5 pm

Assignments are to be handed in either directly to April (in class or in Rm 205, 6KP) or placed in April's box in the office at 6 KP.

- ❖ The **Library Assignment** has been especially designed for us by our Library Liaison Officer, Hyekyung Chun. In addition, Hyekyung and library staff have 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. The library is a treasure house and doing this assignment will help you learn how to get the maximum out of it! **To assist with completing your Library Assignment, attend one of three tutorials from 3:30-4:30pm, December 1, 2, or 3, in Rankine Brown Room 307 (library building),**
- ❖ **Class exercises** will be outlined during designated tutorials, and may involve a combination of physical, verbal and written participation. The best way to get full marks for these is to be there, follow instructions, try not to be “mä” (shy or embarrassed) and participate!
- ❖ **Field Trip Report**—this assignment is designed to demonstrate your powers of observation and your writing skills. Quite simply, what is required is your summary of and reflections on one of the local field trips we take during our two-week course.

Some questions to help guide your writing: Where did you go? How did you get there? What did you learn? Who or what made an impression on you and why? Don't hesitate to write about “the obvious”. It's amazing how trying to describe what we think is obvious can actually be more challenging sometimes than trying to describe what we find curious. The more detail you can provide, the better!

You have a choice between writing on your visit to Te Papa or the trip to Ekaretia Kerisiano Kuki Airani in Porirua. Your field trip report should be approximately 3-4 pages typed or, if necessary, 5-8 pages handwritten.

- ❖ **Seminar Presentation**—This should be a 7-10 minute discussion of a selected reading or video, highlighting the author's key points and raising questions for discussion. *Note that several of you will present on the same day, and must coordinate among yourselves prior to your presentations so that you don't present on the same material.* We will designate the presentation schedule on our first day of class.

- ❖ The **Examination** emphasizes 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! A previous year's Final Examination is available on Blackboard if you'd like to have a look at it—this year's exam will have a similar format.
- ❖ **Research Essay**—This assignment has two parts. To get you thinking ahead, an **outline and proposal** for your essay is due in the first week that we meet. In the **final research essay**, which is due a week after we've finished classes, I'd like to see how you're able to integrate the skills you've developed and the knowledge you've gained from readings, lectures, your Library Assignment, class exercises, your field trip reports, your seminar presentation and the examination.

This is your research assignment: *Drawing on readings done for the course and at least five new sources*, write an essay of at least 2,000 words that *effectively responds to the following question*: WHAT IS THE MOST IMPORTANT ISSUE CURRENTLY AFFECTING PACIFIC PEOPLES AND/OR THE PACIFIC REGION? In *addition to* written materials, you may also incorporate other course materials such as videos and guest lectures, as well personal observation or experience to illustrate your argument in the essay. Remember: a compelling argument is carefully constructed and thoroughly supported with references to relevant resources! You must provide a bibliography (detailing the author's full name, the full title of a work, place of publication, publisher and date of publication, as well as page references if only chapters or articles were used) for your essay. Please arrange your bibliography in the ascending order of author's last names (i.e. from A to Z).

#### 4. General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hardcopy or under "about Victoria" on the Victoria homepage at:

[http://www.victoria.ac.nz/home/about\\_victoria/calendar\\_intro.html](http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html)

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Student and Staff Conduct
- Academic Grievances
- Academic Integrity and Plagiarism
- Meeting the Needs of Students with Impairments
- Student Support

#### **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. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning,
- cancellation of your mark for an assessment or a fail grade for the course,
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

[www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html)

### **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 contacts are **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 Māori, Manaaki Pihipihinga or Victoria International.

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

This programme offers:

- Academic mentoring for all Māori & Pacific students at all levels of undergraduate 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
- Postgraduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities
- 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.

### ***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.

**5. Overview of Weekly Timetable**

**WEEK ONE**

	<b>Mon 1 Dec</b> <i>Introduction; Aotearoa/Niu Sila as a Pacific Nation</i>	<b>Tue 2 Dec</b> <i>Geography; When &amp; Where Do We Begin?</i>	<b>Wed 3 Dec</b> <i>Research &amp; Resources; Pacific Languages</i>	<b>Thur 4 Dec</b> <i>Education; Pacific Studies: What/Why/ How?</i>	<b>Fri 5 Dec</b> <i>Pacific History</i>
<b>9:00</b>	-Go over course outline -Intro's -House-keeping matters	Features of Pacific Islands geography	Lecture: Looking ahead to your research projects	Lecture: Learning the Hard Way	Lecture: 40,000 Years, 1200 Cultures, 7 Million People...and We've Got 2 Weeks to Cover It?
<b>10:00</b>	Break	Tutorial exercise: "Body-mapping the Pacific" outside (weather permitting) & discussion)	Break	Break	Break
<b>10:10</b>	Lecture: Aotearoa/Niu Sila– A Pacific Island Nation?		Lecture: Pacific Languages: Roots and Relationships, Declines and Revivals	Videos: Sons For the Return Home (excerpt) and A Day in the Life (10 min)	Video: Then There Were None (27 mins) & Discussion
<b>11:00</b>	Video: Children of the Migration (71 min)	Lecture: When and Where Do We Begin? A Survey of Origin Stories	Tutorial Exercise: "O 'Oe Se Ä?" + Video: E Ola Ka 'Olelo Hawai'i (15 mins)	Lecture: What (the heck) is "Pacific Studies"?	Tutorial Exercise: Writing History, Writing Representation: Who is Robea Taso?
<b>12:00</b>	12:15pm Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
<b>1:00</b>	1:15pm Video: Pacific Passages (30 min); Discussion	Video: Wayfinders (approx 50 mins)	Tutorial Exercise: Pacific Language Quiz Nite (in the Day!)	Lecture: Interdisciplinary + Indigenous + Comparative = PASI	Tutorial and Student Seminars
<b>2:00</b>	Go over Tue. Schedule, Seminars, Addtl. Assignmts, Questions?	Tutorial/Group work	Tutorial and Student Seminars	Tutorial and Student Seminars	Guest speaker Ngavaine Tautua-Henry will brief class on EKKa field trip
<b>2:50</b>	Wrap-up and reminders	Wrap-up and reminders	Wrap-up and reminders	Wrap-up and reminders	Wrap-up and reminders
<b>3:30-4:30</b>	Library Tutorial RB 307 ( <b>attend only one</b> )	Library Tutorial RB 307 ( <b>attend only one</b> )	Library Tutorial RB 307 ( <b>attend only one</b> )		
<b>What's Due?</b>				<u>Lib. Assign due</u> in by 5 pm today	<u>Research outline due</u> in by 5pm today

**WEEK TWO**

	<b>Sat 6 Dec</b> <i>Tutorial at HMLT 002; Field Trip: Te Papa Tongarewa</i>	<b>Sun 7 Dec</b> <i>Field Trip: EKKA</i>	<b>Mon 8 Dec</b> <i>Anthropology</i>	<b>Tue 9 Dec</b> <i>Health &amp; Gender</i>	<b>Wed 10 Dec</b> <i>Pacific Politics</i>	<b>Thur 11 Dec</b> <i>Economics and Globalization</i>	<b>Fri 12 Dec</b> <i>Our Sea of Islands; Final exam</i>
9:00	Tutorial and Student Seminars  (your lecturer may bring treats to compensate for being at uni so early on Sat morning :)	<b>Field Trip: Meet at Welli train station at 9:10am for trip to Porirua Ekalesia Kerisitiano Kuki Airani</b>  <b>**OR**</b>  <b>if you plan on meeting us at the Porirua Station (9.50am) or at the church itself (10:20am) please let April know.</b>	Lecture: The Pacific in Anthropology, Anthropology in the Pacific	Lecture: Our Lives, Our Health	Lecture Structures Created in the Past Carry Us into the Future? Leadership & Sovereignty in the Post-Colonial Era	Lecture: Global/Village: Impact of Globalization in the Pacific	Lecture: Ways of Seeing: Islands in a Far Sea? Or, a Sea of Islands?
10:00	<b>Field Trip: We will walk to Te Papa at 10am for our field trip to the Tangata o le Moana exhibition</b>		Break	Break	Break	Break	Break
10:10			Video: Trobriand Cricket (53 minutes)	Video: Compassionate Exile (60 min)	Lecture: Leadership & Sovereignty, Contd.	Video: Since the Company Came (52 mins)	Tutorial and Student Seminars
11:00			Lecture: Debating Culture	Video: Maire (40 min)	Video: Fiji, A Year After the Coup (50 mins)	Tutorial exercise: Navunavuci, a Pacific Island Board Game	Revision for Final Exam
12:00	<b>Debrief in the Te Papa Amphitheatre (weather permitting). Bring lunch or purchase something there.</b>		Lunch Break	Lunch Break	Lunch Break	<b>Bring item for shared lunch</b>	Lunch Break
1:00			Video Excerpts: Margaret Mead and Samoa	Lecture: Gender 101 + Video: Happy Birthday Tutu Ruth (27 min)	Tutorial Exercise: Mock Trial	Video: Living on Islands (47 mins)	<b>Final Exam</b>
2:00			Tutorial and Student Seminars	Tutorial and Student Seminars	Tutorial and Student Seminars	Tutorial and Student Seminars	<b>Final Exam</b>
2:50			Wrap-up and reminders	Wrap-up and reminders	Wrap-up and reminders	Wrap-up and reminders	
<b>What's Due?</b>			<u>Field Trip Report</u> due in by 5 pm today				<b>6:00pm Shared Meal, 6KP (optional)</b>

## 6. Daily Schedule

### DAY 1 MONDAY 1 DECEMBER: INTRODUCTIONS; AOTEAROA/NIU SILA AS A PACIFIC NATION

*What is the local context for “Pacific Studies”? What is the history of New Zealand in the Pacific? What are the histories of Pacific peoples in New Zealand?*

**Videos:** Children of the Migration (71 min); Pacific Passages (30 min)

#### **Readings for today:**

- Multilith #1: “Political Entities of the Pacific Islands.” Map prepared for the Center for Pacific Islands Studies, University of Hawai’i at Manoa by Manoa Mapworks, 1987. Revised 1991
- Multilith #2: “When the hula meets the haka” from *Mana* (magazine) 10:14-27, 1995; “When the hula meets the haka—and settles down” from *Mana* (magazine) 11:34-39, 1996.
- Multilith #3: “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.

### DAY 2 TUESDAY 2 DECEMBER: GEOGRAPHY; WHEN AND WHERE DO WE BEGIN?

*What are some key features of Pacific geography? What are some of the orthodox theories about Pacific people’s origins? What are some of the unorthodox theories? Which are you more convinced by? How much do ‘origins’ matter?*

**Videos:** Wayfinders (approx 50 min)

#### **Readings for today: <<Review map from Monday>>**

- Multilith #10: “Whence and How?” in KR Howe, *Where the Waves Fall, A new South Sea Islands history from first settlement to colonial rule*, Sydney and London: George Allen and Unwin: 3-24.

**Morning tutorial exercise:** Body-mapping the Pacific

**Afternoon tutorial: Student seminars:**

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

### DAY 3 WEDNESDAY 3 DECEMBER: RESEARCH & RESOURCES; LANGUAGE

*PART I RESEARCH: How can we use the research resources available to us to find out more about the Pacific? How are our resources and tasks different from those of Pacific people who live their lives far removed from universities?*

*PART II LANGUAGE: Is language the best window into a culture? How does language shape our perceptions of reality and our imagination of other possibilities? How are Pacific languages related? Can Pacific people claim English as their language? How have Pacific people used creative writing for social and political purposes? How much do you see poetry and creativity with words being a part of lived Pacific cultures?*

**Video:** E Ola ka ‘Olelo Hawai’i (15 min)



**Readings for today:**

- Multilith # 4: “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.
- Multilith # 5: “O oe se a?” by Tate Simi, in *A deeper Song*. Apia: Samoan Observer, 1992:42-43.
- Multilith # 30: 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.

**Morning tutorial: classroom tutorial exercise:** “O oe se a?”

**Afternoon tutorial 1 exercise:** Pacific Language Quiz Nite (in the Day!)

**Afternoon tutorial 2:** Student seminars:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

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**DAY 4 THURSDAY 4 DECEMBER: EDUCATION; PACIFIC STUDIES – WHAT/WHY/HOW?**

*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? 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 metaphors or models of learning might enhance Pacific Studies? What can you tell about Pacific Studies from this week’s readings? Identify the most important issues that each of the articles raises.*

**Videos:** Sons for the Return Home (excerpt); A Day in the Life (10 min)

**Readings for today: <<Revisit “O oe se a?”>>**

- Multilith # 6: “Education in Western Samoa: Reflections on My Experiences” by Lonise Tanielu in *Women’s Studies Journal* 13(2):45-59.
- Multilith # 7: “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.
- Multilith # 8: “Re-thinking Pacific Island Studies,” by Terence Wesley-Smith in *Pacific Studies* 18(2):115-137.
- For further reading (optional):
- Multilith # 9: “Studying the Pacific,” by 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.

**Afternoon tutorial: Student seminars:**

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

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**DAY 5            FRIDAY 5 DECEMBER: PACIFIC HISTORY**

**Tutorial Discussion:** *What do our readings 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?*

**Video:** Then There Were None (27 min)

**Guest Speaker:** Ngavaine Tautua-Henry will provide briefing on Sunday field trip

**Readings for this week:**

- Multilith # 11: "Explorers: 1520-1780" and "Whalers, Traders and Missionaries: 1780-1850," by Douglas Oliver in *The Pacific Islands*, Honolulu: University of Hawaii, 1961:83-116.
- Multilith # 12: "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.
- For further reading (optional):
- On reserve: "Who Owns Pacific History? Reflections on the Insider/Outsider Dichotomy," by Doug Munro in *The Journal of Pacific History* 29(2):232-37.
- On reserve: "Natives and Anthropologists: The Colonial Struggle," by Haunani-Kay Trask in *Voyaging through the Contemporary Pacific*, David Hanlon and Geoffrey M. White (eds.). Lanham, Maryland: Rowman and Littlefield, 2000:255-263.
- On reserve: "The Climate Changes" in Michael King, *Being Pakeha: an encounter with New Zealand and the Maori Renaissance*. Auckland: Hodder and Stoughton, 1985: 174-193.

**Morning tutorial exercise:** Writing History, Writing Representation: Who is Robea Taso?

**Afternoon tutorial: Student seminars:**

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

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**DAY 6            SATURDAY 6 DECEMBER: FIELD TRIP – MANA PASIFIKA AT TE PAPA**

*Reflect on how Pacific cultures and histories are being presented at the Museum of New Zealand Te Papa Tongarewa. Does the Mana Pasifika exhibit give you a multi-dimensional portrayal of Pacific cultures? Does it give you a sense of the ways that Pacific culture is "made"? How can literature enhance our understanding of the lived cultures of the Pacific?*

**Morning tutorial: Student seminars** (any readings we haven't covered yet from preceding week):

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

**Field Trip: Te Papa Tongarewa National Museum**  
**Handout provided to help structure field trip**  
**Shared lunch/debrief afterward (exact location tbd)**

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**DAY 7                    SUNDAY 7 DECEMBER: FIELD TRIP – EKALEZIA KERISITIANO KUKI AIRANI, PORIRUA**

*How might this particular church service be familiar to you? How is it new or different to what you might have expected? How would you describe the social role of the church? Do you think the church functions differently in island and New Zealand contexts? Is Christianity a conservative or progressive force for Pacific people? Why?*

**Readings:**

- Handout: Brief provided by Ngavaine Tautua-Henry and the EKKA.
- Handout: Excerpts from *Cannibals and Converts: Radical Change in the Cook Islands*, Maretu, translated, annotated and edited by Marjorie Crocombe. Suva: Institute of Pacific Studies, the University of the South Pacific in association with the Ministry of Education, Rarotonga, 1983: 2-15, 198-202.

**NOTE:** Meet at Wellington train station 9:10am for 9:30 train to Porirua. **Review briefing handout provided by Ngavaine Tautua-Henry on Friday. This covers appropriate clothing and what to expect.** If you plan to meet us in Porirua, either be at the Porirua train station at 9:50am, or at the church itself at 10:20am. It is located on McKillope Street, two doors up from the RSA, Porirua East. Note that this is NOT the Cook Islands Christian Church that fronts Mungavin, but the one further up McKillope St.

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**DAY 8                    MONDAY 8 DECEMBER: ANTHROPOLOGY**

*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?*

**Videos:** Trobriand Cricket (53 min); Margaret and Samoa (excerpt)

**Readings for today:**

- Multilith #13: “The Education of the Samoan Child,” in Margaret Mead, *Coming of Age in Samoa*, New York: Morrow Quill Paperbacks, 1961:20-38.
- Multilith #14: “Cooperation and Competition,” in Derrick Freeman, *Margaret Mead and Samoa: The Making and Unmaking of an Anthropological Myth*, New York: Penguin, 1984:200-211.
- Multilith #15: “South Pacific Stories: A Photo Essay,” by Ann Stephen in *Meanjin* 53(4):679-688.

**Afternoon tutorial: Student seminars:**

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

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**DAY 9                    TUESDAY 9 DECEMBER: PACIFIC HEALTH/GENDERED INTERSECTIONS**

*PART I: What are the similarities and differences in social responses to leprosy and HIV/AIDS in the Pacific? What about social responses to diet-related diseases such as Type 2 diabetes and obesity? How do the latter health concerns get normalized in popular discourses about Pacific health - i.e how do people “explain” these health concerns in relation to Pacific peoples’ genetic or cultural inheritance? Do we think about our health everyday? What steps can we take to living healthier lives? How do our readings help us to think critically about health issues?*

**Videos:** Compassionate Exile (60 min); Maire (40 min); Happy Birthday Tutu Ruth (27 min)

**Guest lecture:** Tagaloatele Dr. Peggy Fairbairn-Dunlop (Director, Va’aomanū Pasifika, VUW)

**Readings for today, PART I:**

- Multilith #16: Excerpts from *Kisses in the Nederends* by Epeli Hau’ofa. Auckland: Penguin, 1987.
- Multilith #17: “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.
- Multilith #18: “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.

*PART II: What is gender? How are understandings of gender socially constructed? 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?*

**Readings for today, PART II:**

- Multilith #19: “Gender Division of Labor,” by Jocelynn Linnekin in *The Cambridge History of the Pacific Islanders* edited by Donald Denoon et al, Cambridge: Cambridge University Press, 1997:105-112.
- Multilith #20: “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.

**Afternoon tutorial: Student seminars:**

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

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**DAY 10                    WEDNESDAY 10 DECEMBER: PACIFIC POLITICS**

*What relationships exist between national leaders and “traditional” leaders in Pacific societies? How have indigenous 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?*

**Video:** Fiji: A Year After the Coup (50 min)

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**Readings for today:**

- Multilith #21: “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.
- Multilith #22: “Coups, Conflicts, and Crises: The New Pacific Way?” by Gerard Finin and Terence Wesley-Smith, Honolulu: East-West Center Working Papers, Pacific Islands Development Series, no. 13, June 2000.
- Handout: “Beyond Governance in Samoa: Understanding Samoan Political Thought,” by Elise Huffer and Asofou S o’o. *The Contemporary Pacific* Volume 17, Number 2, Fall 2005: 311-333

**Afternoon tutorial 1 exercise:** Mock Trial

**Afternoon tutorial 2: Student seminars:**

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

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**DAY 11 THURSDAY 11 DECEMBER: ECONOMICS AND GLOBALIZATION**

*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?? What do we mean by “globalization,” and how do we situate the Pacific in our model of global flows?*

**Videos:** Since the Company Came (52 min); Living on Islands (47 min)

**Readings for today:**

- Multilith #23: “Economic Development and Dependency,” by Bruce Knapman 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.
- Multilith #24: “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.
- Multilith #25: “The MIRAB economy in South Pacific Microstates,” by I.G. Bertram and R.F. Watters in *Pacific Viewpoint* 26(3):497-519.
- Multilith #26: “Killing Me Softly” by Aziz Choudry. ZNET Daily Commentaries, 3 August 2002. <http://www.zmag.org/sustainers/content/2002-08/03choudry.cfm>

**Morning and early afternoon tutorial exercise:** Navunavuci: A Pacific Island Board Game

**Afternoon tutorial: Student seminars:**

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

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**DAY 12 FRIDAY 12 DECEMBER: OUR SEA OF ISLANDS?: IMAGINATION IN THE PACIFIC**

*What exactly is Epeli Hau’ofa suggesting in his essay “Our Sea of Islands”? What are the pros and cons of his proposal? As we are concluding this course, and thinking back to our early discussions,*

*do you think that changing our terminology would make much of a difference in how we approach Pacific Studies?*

**Readings for today;**

- Multilith #27: “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.
- Multilith #28: “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.
- Multilith #29: “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.

**Morning tutorial: Student seminars:**

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

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**FINAL RESEARCH ESSAY DUE FRIDAY 19 DECEMBER, 5PM (6 KELBURN PARADE)—NO EXTENSIONS!!**

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