



**Va'aomanū Pasifika**  
*Pacific Studies & Samoan Studies*

**PASI 101**                      **The Pacific Heritage 2009**                      **18 points**  
Course Outline – Trimester 1

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Email: [jakkie.leota-ete@vuw.ac.nz](mailto:jakkie.leota-ete@vuw.ac.nz)
- Lectures:** Monday, Tuesday, Friday                      15:10-16:00  
Murphy Lecture Theatre 101
- Tutorials:** Attend 1 tutorial session per week  
Monday 13:10-13:50                      6KP  
Monday 14:10-14:50                      6KP  
Tuesday 13:10-13:50                      6KP  
Tuesday 14:10-14:50                      6KP  
Friday 14:10-14:50                      6KP
- Trimester dates:** **Monday 2 March** – First trimester begins  
Friday 10 April – Good Friday – Mid Trimester Break  
Monday 13 & 14 April – Easter Monday & *Tuesday (uni holidays)*  
Monday 27 April – First trimester resumes  
**Friday 5 June – First trimester ends** – Lectures cease.  
Monday 8 June – Mid year study break  
**Friday 12 June – Mid year Examinations begin**  
Wednesday 1 July – Mid year exams end
- Additional information:** Diana Felagai, Va'aomanū Pasifika  
6 Kelburn Parade, 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!*

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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/> .

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 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;
- **Actively participate in and develop skills in assessing different learning opportunities** for the purpose of valuing both academic and informal methods and modes of knowing (in) the Pacific;
- **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: 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. 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%**

Here are your assessments at a glance. Please see pp. 7-10 on this Course Outline to identify the options available for your major assessment. Once you've decided which option you'll take, and noted the mandatory assessments for all students, you are advised to highlight the relevant assessments and deadlines for you below.

Assignment	Required/ Optional	Worth	Week Due	Date Due	Comment
Tutorial Seminars	All	7%	Week 3-12	9 March-5 June	Depends on individual sign-up
Event Reviews	All	8%	Week 4	27 March	Submit on-line via Bb
Journal or Blog entries	Option A	20%	Week 2-12	Weekly, by Friday	On-line or hardcopy as required by tutor
Essay or Akamai Proposal	Option P/S/I	5% 4%	Week 6	9 April	On-line or hardcopy as required by tutor
Library Assignment	All	5%	Week 6	9 April	Hardcopies only
In-class Test	All	20%	Week 7	1 May	No alternate sitting dates
Final Essay	Option P	15%	Week 12	5 June	Hardcopies only
Akamai journal	Option S/I	6%	Week 12	5 June	On-line or hardcopy as required by tutor
Akamai performance	Option S/I	10%	Week 12	5 June	Evening performance, no alternate schedule
Final Exam	All	40%	tbc	tbc	Requests for alternate sitting dates must be made through the Faculty of Humanities and Social Sciences (\$ fee applies)

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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.

**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)
- "Face Value": Photography and Film Installation on Māori facial moko by Serena Giovanna Stevenson—Pataka, Porirua, 14 February-7 June (FREE)
- "Rangatiratanga: Creative Maori Leadership"—The Dowse, Lower Hutt, Ongoing exhibition (FREE)
- "Creekefest '08"—Cannons Creek, Porirua, 21 March (FREE)
- Visit Rapanui "Moai" sculpture at Lyall Bay—anytime (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.

### **Library Assignment --due Thursday 4pm, Week 6**

**5%**

*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 Officers. In addition, Hyekyung Chun will offer special extra tutorials for PASI 101 students in Week 5. Furthermore, there is a handy 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.victoria.ac.nz/library/subjectguides/pacificstudies/index.aspx>. 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**

*This assignment builds students' critical and creative thinking skills and in particular provides students with the opportunity to:*

- **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;

- **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. Please attached a cover sheet to your assignment, these are found on the assignment box outside Room 101.

### **Journal or Blog**

**20%**

*This assignment builds students’ critical and creative thinking skills and in particular provides students with the opportunity to:*

- **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;

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.**

### **AKAMAI! Exhibition/Performance Option**

**20%**

*This assignment builds students' critical and creative thinking skills and in particular provides students with the opportunity to:*

- **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;
- **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 **Week 12**

For the ninth 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.

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<b>In-Class Test</b>	<b>50 minutes—Week 7, Friday 1 May</b>	<b>20%</b>
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*This assignment 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/> .

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<b>Final Exam</b>	<b>3 hour Registry Examination—Date and Times tba</b>
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*This assignment builds students’ critical thinking and communication skills and in particular encourages students to:*

- **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;

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 Requirements

### **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* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

This website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates.

### **Academic Integrity and Plagiarism**

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as 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, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

# PASI 101 THE PACIFIC HERITAGE Course Outline

## **Week 1      2-6 March: Starting Where “You’re At...”: Eke**

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

**KEY TERMS :** Pacific, Heritage, Migration, Lapita

### **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      9-13 March: Pacific Studies: Our Heritage**

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<b>M</b>	Lecture: The Victoria University of Wellington Legacy
<b>T</b>	Guest Lecture: Jakkie Leota-Ete, Pacific Studies
<b>F</b>	Lecture: “What the (heck) is Pacific Studies?”

**KEY TERMS :** Pacific Studies, Rationales, Interdisciplinary, Indigenous, Whakapapa/Genealogy

**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      16-20 March ‘Olelo Pakipika: Speaking the Pacific**

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<b>M</b>	Lecture: Inheriting the Tower of Babel?
<b>T</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)

**KEY CONCEPTS :** diversity, literacy, hegemony (see Blackboard site for more key terms)

**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)**

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**Week 4            23-27 March: Reading the Pacific    *EVENT REVIEWS DUE***


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**M**            Lecture: Our literary heritages  
**T**            Lecture: An Oceanic Imaginary  
**F**            Video: tbc and Discussion

**KEY TERMS:** “oceanic imaginary” (see Blackboard site for more key terms)

**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)**

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**Week 5            30 March-3 April: “A’oa’oina oe ia lava...”: Learning the Pacific**


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**M**            Lecture: Learning the hard way  
**T**            Guest Lecture: Dr. Cherie Chu, Education, tbc  
**F**            Lecture: “Taua ma nanom” with video: Excerpts from “Sons for the Return Home”, Vis 2136

**KEY TERMS :** tabula rasa, edu-kare (see Blackboard site for more key terms, and questions)

**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      6-10 April: Thinking the Pacific, Mapping Oceania**  
***LIBRARY ASSIGNMENT AKAMAI & ESSAY PROPOSALS DUE***

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**M**            Lecture: Heirs of Oceania  
**T**            Lecture: Islands in a far sea? Or a sea of Islands?

**KEY TERMS:** Pangaea, Panthalussis, sea of islands, Oceania (see Blackboard site for more)

**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)**

Video: “Wayfinders” (PASI 101 holdings in 9<sup>th</sup> Floor AV Suite)—PLEASE VIEW IN YOUR OWN TIME

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**\*\*\* Mid – term Break : 13 – 24 April \*\*\***

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**Week 7      27 April-1 May: History in the Pacific: Taim blong masta or taim blong yumi?      TEST!**

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<b>M</b>	Lecture: The past is before us
<b>T</b>	Video: "Then there were none", Vis 3424, 27mins; discussion
<b>F</b>	In-Class Test

**KEY TERMS :** change, continuity, memory, empathy, agency

**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)**

**Week 8      4-8 May: Anthropology in the Pacific: "a miff"?**

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<b>M</b>	Lecture: "Culture and Anthropology: Pacific Perspectives"
<b>T</b>	Lecture: "The Mead-Freeman Debate and its relevance for Pacific Studies"
<b>F</b>	Video: "Margaret Mead and Samoa" Vis 596, 51 mins

**KEY TERMS AND CONCEPTS:** Culture/culture, biological determinism, cultural determinism (see Blackboard for more)

**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)**

**Week 9            11-15 May: Te Mauri! Health in the Pacific**

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<b>M</b>	Lecture: Our lives—Our health
<b>T</b>	Video: "Compassionate Exile", Vis 3590, 58 mins
<b>F</b>	Video: "Maire", Vis 3397, 41 mins; Discussion

**KEY TERMS AND CONCEPTS:** HIV/AIDS, Hansen's disease, health, disease, social exclusion

**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 Epele 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            18-22 May: Mi Mere: Women in the Pacific**

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<b>M</b>	Lecture: "History in the Pacific: Where are the Women?"
<b>T</b>	Guest Lecturer: Associate Professor Tagaloatele Peggy Fairbairn-Dunlop, Director, Va'aomanū Pasifika
<b>F</b>	Video: "Happy Birthday Tutu Ruth", Vis 3417, 28 mins

**KEY TERMS AND CONCEPTS:** gender division of labour, gender inequalities, gender complementarity (see Blackboard site for more)

**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,” Teresa 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      25-29 May Big Men and Chiefs: 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”
- T**            Lecture: “Case studies: Cook Islands, Fiji and Solomon Islands”
- F**            Video: “Fiji: A Year After”, Vis 3453, 50 mins.

**KEY TERMS:** inherited status, earned status, ‘arc of instability’ (see Blackboard site for more)

**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 12      1-5 June: “Too much fa’alavelave”? Economics in the Pacific**  
**ESSAYS AND AKAMAI DUE!**

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- M**            Lecture: “What is wealth?”
- T**            Guest Lecture: Dr. April Henderson, Pacific Studies, tbc
- F**            Revision and Final Exam overview

**KEY TERMS AND CONCEPTS:** MIRAB, development, dependency, globalization

**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)**