

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

**PASI 301 Framing the Pacific: Theorising Culture & Society 2010**  
Course Outline – Trimester 1 \* **20 points**

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**Coordinator:**

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**Lectures:**

Monday - 2.10-4.00pm      6 Kelburn Pde Rm 102  
Friday - 2:10pm-4:00pm      6 Kelburn Pde Rm 102

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**Trimester dates:**

**Monday 1 March** – First trimester begins  
Friday 2 April – Good Friday  
5–18 April – Mid Trimester Break  
Monday 19 April – First trimester resumes  
**Friday 4 June – First trimester ends** – Lectures cease.  
7–11 June – Study week  
11 June – 4 July – Examination / Assessment period

**Withdrawal dates:**

**Information on withdrawals and refunds may be found at**

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

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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'

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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.

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 course is taught in a seminar format, and student preparation and participation is critical. It 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/>

## **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.

### 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.

### Workloads and Mandatory Course Requirements

The workload for PASI 301 is consistent with other departments within the Faculty of Humanities and Social Sciences 20-point courses. It is recommended that you allow on average 12 hours per week of reading and engaging with the material for this paper. To pass the course, you must attend at least 80% of class sessions (a minimum of 19 of our 23 sessions), and complete all major assessment items.

As senior students, you will be expected to:

- keep up with assignments and readings;
- 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)
- ❖ Videos (available for viewing at the 9th floor audio-visual suite);
- ❖ Class handouts (**NOTE: \$5 will be collected the first week of class to cover photocopying costs**)

## Assessment

Coursework	100%
• Individual research assignment	40%
• Group seminar presentations	20%
• Group seminar responses	20%
• Online seminar reflection and assessment posts	20%

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Assessment in this course will be based on individual work (research assignment), group work (in-class seminar presentations and responses), and work where both individual contributions and performance of the group as a whole are taken into account (online assessment and reflection posts). An explanation of each of these components follows.

❖ **Seminar presentations (20%); Seminar responses (20%); Online seminar reflection and assessment posts (20%)**

The class will be divided on our first day into three groups—you will remain with your group for the duration of the term. Each week, a group will be responsible for one of the three following tasks:

- **Presenting** on that week's materials (including all readings, and introducing guest speakers and AV material if applicable). Each group will present multiple times over the term. **(20%)**
  - Weeks 2-9, presentations will cover materials assigned by the lecturer and will typically be scheduled for our first hour of class on Friday;
  - Weeks 10-12, members of the presenting group will also be responsible for selecting and assigning 1-2 readings for the class, as well as presenting on their individual research topics. Readings assigned may relate to one or more of the group's research topics, and/or may be drawn from the recommended reading list. Research presentations should describe the topic, sources used, progress on research and writing, and problems that you have encountered. Research presentations will be scheduled for both Monday and Friday sessions these weeks;
  - All presentations will be assessed on relevance, organization, and accuracy, (see further elaboration of these assessment criteria below). Participation of all group members will be a consideration;
- **Responding**, in-class, to the presenting group, including an oral review of key points raised and any critiques you may have; asking questions based on your own thorough review of the material and understanding of the course learning objectives; and leading class discussion. Responding group will also be responsible for giving a vote of thanks to any guests we may host that week. **(20%)**
  - Weeks 2-9, responses and discussion will typically be scheduled for the second hour of class on Fridays;
  - Weeks 10-12, responses and discussions will take place in both Monday and Friday sessions;
  - Group responses will be assessed on relevance, organization, and accuracy (see further elaboration of these assessment criteria below). Participation of all group members will be a consideration;

- **Posting** to a group reflection and assessment discussion thread on Blackboard within seven days of the conclusion of that week's presentation and response, commenting on and critiquing that week's presenting and responding groups and assessing the relevance, organization, and accuracy of their presentation and response (see further elaboration of these assessment criteria below). Posts are also encouraged to include personal reflection and response to the material. All members of the group are expected to post a minimum of 250 words within one week. Posts will be assessed on relevance and attentiveness to providing both assessment and critique, as well as quality of personal reflection. Failure to post will negatively affect your group mark. **(20%)**
- Further elaboration of assessment criteria for presentations and responses:
  - **Relevance** pertains to whether and how presenting and responding groups were able to discuss the week's materials with regard to our specific learning objectives in this course (see *Learning Objectives*, above);
  - **Organization** pertains to whether and how presenting and responding groups conveyed their ideas in a clear and orderly fashion, kept to time, and kept to task;
  - **Accuracy** pertains to whether the presenting and responding groups conveyed information from the weekly materials accurately and thoroughly. To assess this, it is imperative that all members of the reflection/assessment group have also thoroughly read and understood the material.

Scheduling of group responsibilities will take place the first week of class.

❖ **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 are to:

- 1) schedule an individual meeting with April 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 an annotated bibliography of available sources on the individual or movement. 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. **(Due Week 6)—10%**;
- 3) provide a well-organized, thoroughly proofread analytical 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

Your essay should be no less than 2000 but not more than 3000 words in length and thoroughly proofread and copy-edited. It will be assessed on relevance and clarity in defining your topic, coherence of the exposition of your argument, accurate definition of terms, and incorporation of relevant references to illustrate and provide evidence for your discussion, as well as matters of form and style, including organisation of content and use of appropriate academic citation formats. Marks will be deducted for typographical errors at the rate of 1% for every 5 errors. **(Due Week 12)—30%.**

### Penalties

Late work will NOT be accepted, except by special arrangement with the lecturer (arranged in advance of the due date). If an extension has been conscientiously arranged, work that is submitted by the new due date will not be penalized. Emailed assignments will only be accepted by special arrangement with the lecturer prior to sending the assignment. In other words, only send through a document after your lecturer has agreed to receive it. This is for your own protection, as emails "go missing."

### A note and invitation to friends, family, and community

In previous years, it was a "tradition" in PASI 301 to make our final research 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. Because of university regulations we are no longer able to hold community seminars outside of official term time. 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. Please feel free to invite family and friends to come hear you giving your seminars during the term—they would be most welcome!

### Further Readings & AV Material

#### Readings:

- ❖ Frantz Fanon. "On National Culture" in *The Wretched of the Earth*. New York: Grove Weidenfeld, 1963: 206-248 DT33 F214 D E
- ❖ 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 (see April for a copy)
- ❖ Ambury Hall. *Below the Surface: Words and Images in Protest at French Nuclear Testing on Moruroa*. PR9652 B452
- ❖ Vilsoni Hereniko. "Representations of Cultural Identities" in K.R. Howe, Robert C. Kiste and Brij V. Lal (eds). *Tides of History: The Pacific Islands in the Twentieth Century*. St. Leonards, NSW: Allen & Unwin, 1994:406-433. (Closed Reserve)
- ❖ 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
- ❖ Sione Latukefu. "The Making of the First Tongan-born Professional Historian," in Brij V. Lal (ed). *Pacific Islands History: Journeys and Transformations*. Canberra: The Journal of Pacific History, 1992:14-31
- ❖ 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
- ❖ Malama Meleisea. "Ideology in Pacific Studies: A Personal View" in Antony Hooper et al. (eds). *Class and Culture in the South Pacific*. Suva and Auckland: The University of the South Pacific and Auckland University, 1987:140-152  
DU28.3 C614
- ❖ 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
- ❖ Nicholas Thomas. "National Independence, Indigenous Minorities and Migrants" in *Oceanic Art*. London: Thames and Hudson, 1995:184-208 N7410 T459 0
- ❖ 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
- ❖ *Crqcks in the Mask*, Vis 3598, 57 mins
- ❖ *The Feathers of Peace*, DVD 3730, 5 mins
- ❖ *GE: A world of unreality*, Vis 3712, 21 mins
- ❖ *Globalisation: Focus on Pacific Women*, (WJ Scott Library, Karori) 305.40995 GLO, 25 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
- ❖ *Living on Islands*, Vis 3517, 47 mins
- ❖ *Mabo: Life of an Island Man*, Vis 2816, 87 mins
- ❖ *The Massie Affair*, DVD 06703, 60 mins
- ❖ *Morning Comes So Soon*, DVD 06841, 86 mins
- ❖ *Nuclear Guinea Pig*, DVD 04199, 59 mins
- ❖ *Pacific Paradise?* Vis 2563, 30 mins
- ❖ *Patu*, Vis 366, 84 mins
- ❖ *Sacred Vessels: Navigating tradition and identity in Micronesia*, Vis 3427, 28 mins
- ❖ *Samoan Siapo: Art Tradition, and Change*, Vis 3622, 26 mins
- ❖ *Since the Company Came: A story from the rainforests of the Solomon Islands*, Vis 4381, 52 mins
- ❖ *Sugar Slaves*, DVD 2201, 60 mins
- ❖ *Trobriand Cricket*, Vis 2914, 53 mins
- ❖ *Wake*, Annie Goldson (dir.), Vis 2237, 30 mins
- ❖ *Where the Rivers Meet*, Vis 3796, 36 mins
- ❖ *Whole World is Watching: the land rights issue at the 1982 Commonwealth Games*, Vis 1679, 24 mins

Further recommended resources will be posted to Blackboard throughout the term.

### ***Class Representative***

A class representative will be elected in the first class and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

## **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 301.2010 Weekly Schedule**

<b>WEEK</b>	<b>WK1 1-5 March</b>	<b>WK2 8-12 March</b>	<b>WK3 15-19 March</b>
<b>TOPIC</b>	<b>Framing the Pacific</b>	<b>Intellectuals and artists reflect on urban Oceania</b>	<b>Intellectuals and artists reflect on urban Oceania, contd.</b>
<b>MONDAY</b>	Intros, Course Outline & Admin	Field Trip: Meet at Wellington City Gallery	Announcements & Admin
<b>2:10-2:15</b>	Course Outline & Admin, contd	Field Trip: <i>Urban Kainga</i>	Lecture: Livin' n the city
<b>2:15-3:00</b>	Course Outline & Admin, contd	Field Trip: <i>Urban Kainga</i>	Lecture: Livin' n the city
<b>3:00-3:10</b>	Break	Field Trip: <i>Urban Kainga</i>	Break
<b>3:10-4:00</b>	Group Introductory Exercise	Field Trip: <i>Urban Kainga</i> ; Discussion	AV: "Young, Gifted and Samoan"; Discussion
<b>FRIDAY</b>	Announcements & Admin	Announcements & Admin	Announcements & Admin
<b>2:10-2:15</b>	Announcements & Admin	Announcements & Admin	Announcements & Admin
<b>2:15-3:00</b>	Lecture: Frames	Presentation on Rdgs	Presentation on Rdgs
<b>3:00-3:10</b>	Break	Break	Break
<b>3:10-4:00</b>	Group Exercises; Discussion	Response to Presenters; Discussion	Response to Presenters; Discussion
<b>READINGS</b> Be sure that all readings for each week are thoroughly covered before our Friday class session	<p><b>1.</b> Kerry Howe. "The Fate of the 'Savage' in Pacific Historiography" in <i>The New Zealand Journal of History</i> 11(2): 137-154 (in reader);</p> <p><b>2.</b> Epeli Hau'ofa. "Our Sea of Islands" (on-line handout)</p>	<p><b>1.</b> Albert Wendt. "Towards A New Oceania." reprinted in Guy Amirthanayagam, (ed) <i>Writers in East-West Encounter: New Cultural Bearings</i>. Macmillan Press Ltd., 1982: 202-215 (in reader);</p> <p><b>2.</b> articles on <i>Urban Kainga</i> exhibition and exhibiting artists (handouts)</p>	<p><b>1.</b> Belinda Borell. "Living in the City Ain't So Bad: Cultural Identity for Young Maori in South Auckland." In James H. Liu, Tim McCreanor, Tracey McIntosh, and Teresia Teaiwa, (eds), <i>New Zealand Identities: Departures and Destinations</i>. Wellington: Victoria University Press, 2005: 191-20 (in reader);</p> <p><b>2.</b> poem(s) by Alice Te Punga Somerville (handout)</p>
<b>PRESENTING</b>			
<b>RESPONDING</b>			
<b>ASSESSING</b>			
<b>WHAT'S DUE ?</b>	Mtg w/April to discuss essay topics	Mtg w/April to discuss essay topics	Mtg w/April to discuss essay topics
<b>REMINDERS</b>	Make sure you have your reader! If you are having problems, talk to April about ways to source rdgs	<b>FIELD TRIP MONDAY THIS WEEK, DON'T BE LATE!</b>	Make sure you've met w/April to discuss potential essay topics by today

## PASI 301.2010 Weekly Schedule

WEEK	WK4 22-26 March	WK5 29 Mar-2 April	WK6 19-23 April
<b>TOPIC</b>	<b>Intellectuals and activists reflect on urban Oceania</b>	<b>What is an Intellectual?</b>	<b>Intellectuals in the Pacific Past</b>
<b>MONDAY</b> <b>2:10-2:15</b>	Announcements & Admin	Announcements & Admin	Announcements & Admin
<b>2:15-3:00</b>	Guest: Alice Te Punga Somerville (tbc)	Lecture: What is an Intellectual?	Guest: (tbc) or lecture
<b>3:00-3:10</b>	break	break	break
<b>3:10-4:00</b>	Group Exercises and/or AV, Discussion	Group Exercises and/or AV, Discussion	Group Exercises and/or AV, Discussion
<b>FRIDAY</b> <b>2:10-2:15</b>	Announcements & Admin	<b>UNIVERSITY CLOSED</b>	Announcements & Admin
<b>2:15-3:00</b>	Presentation on Rdgs	<b>UNIVERSITY CLOSED</b>	Presentation on Rdgs
<b>3:00-3:10</b>	Break	<b>UNIVERSITY CLOSED</b>	Break
<b>3:10-4:00</b>	Response to Presenters; Discussion	<b>UNIVERSITY CLOSED</b>	Response to Presenters; Discussion
<b>READINGS</b> Be sure that all readings for each week are thoroughly covered before our first class session	<b>1.</b> (excerpts) Melani Anae (ed). <i>Polynesian Panthers: The Crucible Years 1971-74</i> . Auckland: Reed Publishing, 2006: 37-38; 42-43; 58-63; 65-68; 94-95, 97-99; <b>2.</b> E.S Te Ahu Poata-Smith. "He Pokeke Uenuku Tu Ai: The Evolution of Contemporary Maori Protest," in Paul Spoonley, David Pearson, and Cluny Macpherson, (eds). <i>Nga Patai: Racism and Ethnic Relations in Aotearoa/New Zealand</i> . Palmerston North: Dunmore Press, 1996: 97-116	<b>1.</b> Edward Said. "Representations of the Intellectual" and "Holding Nations and Traditions at Bay" in <i>Representations of the Intellectual</i> . New York: Vintage Books, 1996: 25-46 (in reader) <b>2.</b> (handouts tbc)	<b>1.</b> JW Davidson. "Lauaki Namalau'ulu Mamoe: a traditionalist in Samoan Politics," in <i>Pacific Islands Portraits</i> , in JW Davidson and Deryck Scarr (eds). Wellington and Auckland: AH and AW Reed, 1976: 267-299 (in reader) <b>2.</b> Brij Lal. "Apolosi Nawai" in <i>20th Century Fiji: People Who Shaped this Nation</i> . Suva: USP Solutions, 2001: 49-50. (in reader)
<b>PRESENTING</b>			
<b>RESPONDING</b>			
<b>ASSESSING</b>			
<b>WHAT'S DUE ?</b>			<b>ANNOTATED BIB</b>
<b>REMINDERS</b>	<b>You should have your topic determined by now, and start accessing possible sources for your annotated bibliography</b>	<b>NO CLASS FRI; work on Anno Bib over mid-Tri break!</b>	

**PASI 301.2010 Weekly Schedule**

<b>WEEK</b>	<b>WK7 26-30 April</b>	<b>WK8 3-7 May</b>	<b>WK9 10-14 May</b>
<b>TOPIC</b>	<b>Does (Western) Education Produce Intellectuals?</b>	<b>Intellectuals, artists, and activists reflect on climate change</b>	<b>Intellectuals, artists and activists reflect on gender and militarization</b>
<b>MONDAY 2:10-2:15</b>	Announcements & Admin	Field Trip: Global Focus Aotearoa--Sara Tamati	Announcements & Admin
<b>2:15-3:00</b>	Guest lecture: David Kukutai Jones	Field Trip: Global Focus Aotearoa	Guest lecture: Teresia Teaiwa
<b>3:00-3:10</b>	break	Field Trip contd.	break
<b>3:10-4:00</b>	Group Exercises and/or AV, Discussion	Field Trip: Global Focus Aotearoa--Library	Group Exercises and/or AV, Discussion
<b>FRIDAY 2:10-2:15</b>	Announcements & Admin	Announcements & Admin	Announcements & Admin
<b>2:15-3:00</b>	Presentation on Rdgs	Presentation on Rdgs	Presentation on Rdgs
<b>3:00-3:10</b>	Break	Break	Break
<b>3:10-4:00</b>	Response to Presenters; Discussion	Response to Presenters; Discussion	Response to Presenters; Discussion
<b>READINGS</b> Be sure that all readings for each week are thoroughly covered before our first class session	<p><b>1.</b> 'I. Futa Helu. "Education Crisis in the South Seas." <i>Directions: Journal of Educational Studies</i> no.5, 1980: p. 17-21 (handout)</p> <p><b>2.</b> Cresantia Frances Koya. "Marking Time in Pacific Schools, or, Does Art only meet Academia in the halls?" in Cresantia Frances Koya and Luisa Tora (eds). <i>Vasu: Pacific Women of Power</i>. Suva: Oceania Centre for Arts and Culture, University of the South Pacific, 2008: 17-18 (handout);</p> <p><b>3.</b> review Ruperake Petaia. "Kidnapped" (poem) in Wendt rdg from Week 2</p>	<p><b>1.</b> Climate change readings--background and artistic and activist responses (handouts tbc)</p>	<p><b>1.</b> David Robie. "Niuklia Fri Pasifik," in <i>Blood on Their Banner: Nationalist Struggles in the South Pacific</i>. Leichhardt, NSW: Pluto Press, 1989: 142-160;</p> <p><b>2.</b> Teresia Teaiwa. "bikinis and other s/pacific n/oceans." <i>The Contemporary Pacific</i> vol 6 No 1 Spring 1994: 87-109;</p> <p><b>3.</b> (artist handouts tbc)</p>
<b>PRESENTING</b>			
<b>RESPONDING</b>			
<b>ASSESSING</b>			
<b>WHAT'S DUE ?</b>			
<b>REMINDERS</b>	<b>Work on final essay.</b>	<b>FIELD TRIP MONDAY THIS WEEK; DON'T BE LATE!</b> <b>Work on presentations; final essay.</b>	<b>Next wk's presenting group needs to bring rdgs to April by this FRI class, for copying.</b>

**PASI 301.2010 Weekly Schedule**

<b>WEEK</b>	<b>WK10 17-21 May</b>	<b>WK11 24-28 May</b>	<b>WK12 31 May-4 Jun</b>
<b>TOPIC</b>			
<b>MONDAY</b>	Announcements & Admin	Announcements & Admin	Announcements & Admin
<b>2:10-2:15</b>	Announcements & Admin	Announcements & Admin	Announcements & Admin
<b>2:15-3:00</b>	Presentations on Research	Presentations on Research	Presentations on Research
<b>3:00-3:10</b>	Break	Break	Break
<b>3:10-4:00</b>	Presentations on Research	Presentations on Research	Presentations on Research
<b>FRIDAY</b>	Announcements & Admin	Announcements & Admin	Announcements & Admin
<b>2:10-2:15</b>	Announcements & Admin	Announcements & Admin	Announcements & Admin
<b>2:15-3:00</b>	Presentations on Research	Presentations on Research	Presentations on Research
<b>3:00-3:10</b>	Break	Break	Break
<b>3:10-4:00</b>	Response to Presenters; Discussion	Response to Presenters; Discussion	Response to Presenters; Discussion
<b>READINGS</b> Be sure that all readings for each week are thoroughly covered before our first class session	Presenting group to decide on and assign 1-2 readings for this week. They can be drawn from the recommended reading list, or one person's research project, or be something else generally relevant to the course. Be sure to bring readings to April by Friday the week before so she can copy and distribute them on Monday this week.	Presenting group to decide on and assign 1-2 readings for this week. They can be drawn from the recommended reading list, or one person's research project, or be something else generally relevant to the course. Be sure to bring readings to April by Friday the week before so she can copy and distribute them on Monday this week.	Presenting group to decide on and assign 1-2 readings for this week. They can be drawn from the recommended reading list, or one person's research project, or be something else generally relevant to the course. Be sure to bring readings to April by Friday the week before so she can copy and distribute them on Monday this week.
<b>PRESENTING</b>			
<b>RESPONDING</b>			
<b>ASSESSING</b>			
<b>WHAT'S DUE ?</b>	<b>Presentations on research topics</b>	<b>Presentations on research topics</b>	<b>*RESEARCH ESSAY*; Presentations on research topics</b>
<b>REMINDERS</b>	<b>Next wk's presenting group needs to bring rdgs to April by this FRI class, for copying; DISCUSS AKAMAI ITEM</b>	<b>Next wk's presenting group needs to bring rdgs to April by this FRI class, for copying; DISCUSS AKAMAI ITEM</b>	<b>Class function, then 10th Anniversary AKAMAI! show at 6pm (PASI 301 "item" and/or synopsis of research?)</b>