

Va'aomanū Pasifika
Pacific Studies & Samoan Studies

PASI 101 (Summer Session)
THE PACIFIC HERITAGE
20 points



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

TRIMESTER 3 2010
15 November 2010 to 19 February 2011

1. Course Organisation

Coordinator:

Teresia Teaiwa
6 Kelburn Parade
Room 103 Phone ext 5110
Teresia.Teaiwa@vuw.ac.nz

Tutors:

Emelihter Kihleng, Room 107, Prefab 4, Phone
ext 9970, emelihter.kihleng@vuw.ac.nz ;
Jacki Leota-Ete, 6 Kelburn Parade, Room 206,
Phone ext 6026, jacki.leota-ete@vuw.ac.nz .

Venue:

Lectures, Tutorials, and Field Trips:

Alan McDiarmid 106, plus field trips
9am-3pm daily, including one and a half
weekends; see attached timetable, pp.
Visit: <http://blackboard.vuw.ac.nz/>

Blackboard:

For additional information:

Diana Felagai
6 Kelburn Parade
Room 101 ext 5830
Diana.Felagai@vuw.ac.nz

Trimester dates

Teaching dates: 15 November 2010 to 27 November 2010

Last assessment due: 10 December 2010

Withdrawal dates

Information on withdrawals and refunds may be found at

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

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, Ia orana, Aloha kakou, Tena Koutou!*¹ Welcome to PASI 101, a survey course 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 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/>

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.

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;

¹ Samoan, Cook Island, Tongan, Fijian, Niuean, Tokelauan, Tok Pisin, Kiribati, Tahitian, Hawaiian and Maori greetings respectively. ☺

- ❖ 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.

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.

Key Texts:

- Multilith notes: available for purchase from VicBooks – top of Student Union Building, this is the main required text for PASI 101. - \$27.20

All textbooks and student notes (undergraduate and postgraduate) will be available for purchase from vicbooks on the top floor of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

- 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: a Xerox-copied map is in the Multilith reader, but Pacific Studies majors are encouraged to invest in a good-sized map of the contemporary Pacific.

Workloads

The workload for PASI 101 is consistent with other departments within the Faculty of Humanities and Social Sciences 20 point courses, meaning it involves a total commitment of 200 hours. 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.

Course Requirements

Students are expected to meet the following requirements:

- Attend at least 11 out of 13 days of class meetings; attendance will be taken daily
- Achieve at least 50% in coursework assignments

Please note that transportation on field trips is not provided. In most cases, the field trips are within walking distance of the university. In some cases, field trips will require the use of public or other forms of transport.

3. Assessment & Course Work

100% Internally Assessed

Required Assignments

4% Library Assignment—due Thursday Week 1 by 5 pm

6% Research Outline—due Friday Week 1 by 5pm

10% First Field Trip Report—due either Wednesday Week 1 or Monday Week 2 by 5 pm

10% Second Field Trip Report—due either day Monday Week 2 or Thursday Week 2 by 5 pm

10% Class exercises—held during scheduled tutorials

10% Seminar Presentation--these will be scheduled in the first week of classes for assessment on Saturday Week 1

20% Test—Saturday 27 November 9:00am-12:00 pm

30% Research Essay—due Friday 10 December by 5 pm

Assignments are to be handed in either directly to Teresia, Emelihter or Jacki (in class) or submitted to Diana Felaga'i in the office at 6 KP. Please attached the orange coversheet to your assignment (these are found on the assignment box outside Room 101 – 6KP)

- ❖ The Library Assignment has been especially designed for us by our Library Liaison Officer, David Kukutai Jones. In addition, 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! It is possible that there will be library tutorials from 3:30-4:30pm, November 16-18, in Rankine Brown (library building). Watch out for confirmation of this on Blackboard!
- ❖ Class exercises will be outlined during designated tutorials, and may involve a combination of physical, verbal and written participation.
- ❖ Field Trip Reports—these assignments are designed to demonstrate your powers of observation and your writing skills. Quite simply, what is required is your summary of and reflections on two of the local field trips we take during our two-week course.

Some questions to help guide your writing: Where did you go? When did you go? How did you get there? What did you learn? Who or what made an impression on you and why? Has this trip helped you learn anything about the Pacific Heritage? Explain. 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.

There will be three field trips taken during the course, and three deadlines offered for field trip reports, but only two field trip reports are required. The deadlines for field trip reports have been staggered so that teaching staff are able to spread out their marking workload.

So, for your first field trip report, most of you will write on Te Papa. Some of you may choose not to write about this trip. A first or second field trip report can be done on the visit to Ekalesia Kerisitiano Kuki Airani in Porirua. A final field trip report can be done on our visit to parliament. Your field trip reports should be approximately 400-600 words, word processed or, if necessary, 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. To accommodate our large class this year, you have the option of working in pairs or groups for this assignment. If you work in pairs or groups, you may divide responsibility however you wish, but be sure that everybody contributes equally to the preparation and delivery of the presentation. You will receive one, shared mark. We will designate the presentation schedule in our first class meeting.
- ❖ The Test 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 test is available 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. This is composed of a 250-300 word outline of the essay, key resources to be used, and key evidence and questions to be explored. This outline is worth 6%

In the final research essay, which is due – 10 December, two weeks 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 topic: THE PACIFIC HERITAGE: LOST CAUSE OR CAUSE CELEBRE?* In *addition to* written materials, you may also incorporate other course materials such as videos and guest lectures, as well as 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 book chapters or journal 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). The final essay is worth 30%.

Use of Turnitin

Student work provided for assessment in this course will be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

Below is a grid with all the assessments visible at a glance.

PASI 101 ASSESSMENTS TRIMESTER 3.2010

Assignment	Worth	Specifications	Date Due	Comment	Prep time (minimum)
Class Exercises	10%	Depends on schedule	Daily	Attendance is recorded daily, feedback on participation provided verbally in class	2 hours (skimming, reading, and revising course materials)
Field Trip Report #1	10%	400-600 words	Wednesday 17 November or Monday 22 November	Submit either in hard copy or on-line via Bb	2 hours
Library Assignment	4%	Assignment with handout	Thursday 18 November	Hardcopies only, please	2 hours
Research Outline	6%	250-300 words	Friday 19 November	Submit in hard copy or on-line via Bb	3 hours
Seminar Presentations	10%	7-10 minutes	Saturday 20 November	Scheduling and topic depends on individual sign-up	3 hours

Field Trip Report #2	10%	250-300 words	Monday 22 November or Thursday 25 November	Submit either in hard copy or on-line via Bb	2 hours
Final Internal Test	20%	3 hours	Saturday 27 November	No alternate sitting dates	5 hours
Final Essay	30%	2000 words	Friday 10 December	Submit on-line via Bb	15 hours (6 hours reading, 8 hours drafting and writing your essay, 1 hour proofreading)

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.

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

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

The AVC(Academic) 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. This website can be accessed at:

http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

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>

5. Overview of Weekly Timetable SUBJECT TO CHANGE, AS PER COURSE NEEDS

Mon 15 NOV <i>Introduction; Aotearoa/Niu Sila as a Pacific Nation + Field Trip: Te Papa</i>	Tue 16 NOV <i>Geography + Library Tutorials tbc</i>	Wed 17 NOV <i>Research & Resources; Languages + Library Tutorials tbc + Field Trip Report 1 due</i>	Thurs 18 NOV <i>Education; Pacific Studies: + Library Tutorials tbc, Library Assignment due</i>	Fri 19 NOV <i>History; Sociology of Religion and Pacific Studies + Research Outline due</i>
SAT 20 NOV <i>Student Seminar Assessment/Reading Revision</i>	SUN 21 NOV <i>Field Trip: Ekalesia Kerisitiano Kuki Airani (EKKA)</i>			
Mon 22 NOV <i>Anthropology + Field Trip Report 1 or 2 due</i>	Tue 23 NOV <i>Health and Gender</i>	Wed 24 NOV <i>Politics + Field Trip: NZ Parliament</i>	Thurs 25 NOV <i>Globalization and Economics</i>	Fri 26 NOV <i>Our Sea of Islands and An Oceanic Imaginary + Field Trip Report 2 due</i>
SAT 27 NOV <i>Final Internal Test</i>				
				Fri 10 DEC <i>Final Essay Due</i>

6. Daily Schedule

DAY 1: MONDAY 15 NOVEMBER: 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? Reflect on how Pacific cultures and histories are being presented at the Museum of New Zealand Te Papa Tongarewa. Does the Tangata o le Moana exhibit give you a sense of New Zealand’s historical, political and cultural relationships with the Pacific Islands? Does the Tangata o le Moana exhibition give you a sense of New Zealand as a Pacific nation?

Videos: *Children of the Migration* (71 min)

Field Trip: Tangata o le Moana, Museum of New Zealand Te Papa Tongarewa

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.
- Handout provided to help structure field trip

DAY 2: TUESDAY 16 NOVEMBER: 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

DAY 3: WEDNESDAY 17 NOVEMBER: RESEARCH & RESOURCES; LANGUAGES

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?

Guest Lecture: Suliana Ve'a, "Reflections on a Library Internship"

Guest Lecture: Budi Hernawan, "Struggle in West Papua" tbc

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.

Morning tutorials: classroom tutorial exercise: "O oe se a?"

DAY 4: THURSDAY 18 NOVEMBER: 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 and last 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," Terence Wesley-Smith in *Pacific Studies* 18(2):115-137.
- Multilith # 9: "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.

DAY 5: FRIDAY 19 NOVEMBER: HISTORY; SOCIOLOGY OF RELIGION AND PACIFIC STUDIES

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: Sadat Kelo Muaiava, PASI MA candidate, "Tangata'ese ma Feagaiga: Faife'au Kids as both Strangers and Covenants"

Guest Speaker: Papa Orometua Ngatupuna Niuputa and Deacon Ngavaine Tautua-Henry of EKKA will provide briefing on Sunday field trip

Readings for this week:

- Multilith # 11: “Explorers: 1520-1780” and “Whalers, Traders and Missionaries: 1780-1850”, 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: Doug Munro, “Who Owns Pacific History? Reflections on the Insider/Outsider Dichotomy”, *The Journal of Pacific History* 29(2):232-37.
- On reserve: 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.
- On reserve: Michael King, “The Climate Changes” from *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?

DAY 6: SATURDAY 28 NOVEMBER: STUDENT SEMINAR ASSESSMENTS

(Also functions as reading revision session)

Shared lunch tbc

DAY 7: SUNDAY 21 NOVEMBER: 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 McKillop 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 McKillop St.

DAY 8: MONDAY 22 NOVEMBER: 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: *Margaret and Samoa* (51 mins) + *Chamoru Dreams* (27 mins)

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.

DAY 9: TUESDAY 23 NOVEMBER: 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)

Readings for today, PART I:

- Multilith #16: Excerpts from Epeli Hau’ofa’s *Kisses in the Nederends*. 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 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,” 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.

DAY 10: WEDNESDAY 24 NOVEMBER: 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? What is the history of political representation for Pacific people in New Zealand?

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

Field Trip: New Zealand Parliament

- 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.
- Handouts: news articles.

DAY 11: THURSDAY 25 NOVEMBER: 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: *In the Name of Growth* (approx 50 mins) + *Living on Islands* (47 min)

Readings for today:

- Multilith #23: 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.
- Multilith #24: Roman Grynberg. “The Ghost of Nkrumah in the Seas of Oceania” 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: I.G. Bertram and R.F. Watters. “The MIRAB economy in South Pacific Microstates,” 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>

Afternoon tutorial exercise: Navunavuci: A Pacific Island Board Game

DAY 12: FRIDAY 26 NOVEMBER: OUR SEA OF ISLANDS? AN OCEANIC IMAGINARY

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? How does Epeli's vision reflect and resonate with Albert Wendt's work? How have Pacific people used creative writing for social and political purposes?

Guest Lecture: Emelihter Kihleng, PASI PhD Candidate, "Writing Oceania: A Perspective from Micronesia"

Video: *New Oceania: Albert Wendt, writer* (75 mins)

Readings for today:;

- Multilith #27: Epeli Hau'ofa. "Our Sea of Islands," 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: Tarcisius Kabutaulaka. "The Bigness of our Smallness," 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: Douglas Borer. "Truth or Dare?" 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.
- 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.

DAY 13: SATURDAY 27 NOVEMBER: FINAL INTERNAL TEST

FINAL RESEARCH ESSAY DUE FRIDAY 10 DECEMBER, 5PM (6 KELBURN PARADE or via Blackboard)—NO EXTENSIONS!!
