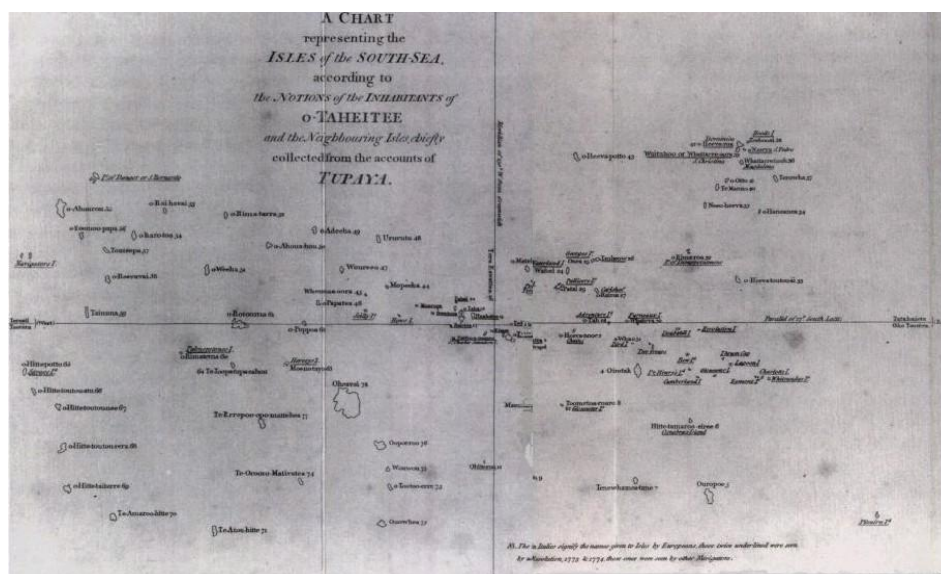


ENGL/MAOR233: Pacific Literature

Trimester 1 2011

28 February to 2 July 2011

20 Points



TRIMESTER DATES

Teaching dates: 28 February 2011 to 3 June 2011

Mid-trimester break: 18 April to 1 May 2011

WITHDRAWAL DATES

Information on withdrawals and refunds may be found at

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

NAMES AND CONTACT DETAILS

Alice Te Punga Somerville

alice.tepungasomerville@vuw.ac.nz 463 6818

Office: Rm 208, 50 Kelburn Pde

CLASS TIMES AND LOCATIONS

Lectures

Mon, Wed, Thur 4.10 pm – 5.00 pm

Murphy LT 220

COURSE DELIVERY

This course is delivered through lectures (three hours per week: two hours on Tuesdays and one hour on Thursdays) and tutorials (you attend one per week). While brief lecture notes will be added to Blackboard over the course of the trimester, you should not assume that reading those notes will be a complete replacement for that we cover in a lecture.

COMMUNICATION OF ADDITIONAL INFORMATION

- Updated information about the course, and all handouts etc relating to the course, are posted on the Blackboard site for this course.
- Joining in the discussion about texts and issues on the class blackboard site is encouraged.
- Access to the blackboard site is available through <http://blackboard.vuw.ac.nz/>
- Please contact Alice if you have any questions or need further clarification about any aspect of the course.

COURSE CONTENT

This course focuses on the literature of our neighbourhood: the Pacific. Drawing on creative texts from around the Pacific, along with critical work from and about the region, the course foregrounds the tremendous diversity of the place which hip-hop artist Oshen has described as the “liquid continent.”

You will consider these texts in relation to a number of contexts: publishing histories; the creation of the field of Pacific Studies; the articulation of Pacific feminisms; the connections and disconnections between Maori and Pacific writing, the position of writing within the broader context of cultural production in the Pacific; and the relationship between Indigenous, Diasporic and Settler communities.

The course maintains a dual focus on texts from Pacific writers based in New Zealand (‘Pasifika’ writers) and Pacific writers based in other parts of the region and/ or in other metropolises. An additional dimension of literature in the Pacific – writing produced by Europeans *about* the Pacific – provides an important context for reading these texts by writers who identify with the Pacific.

While our focus will be on Anglophone creative and critical texts, students who are able to read outside English are encouraged to pay attention to those texts in other languages as well.

LEARNING OBJECTIVES

By the end of the course you should be able to:

- discuss key features of Pacific Literature (including texts produced by Pacific writers based in New Zealand, texts produced in the Pacific outside of New Zealand, and texts produced by Europeans about the Pacific).
- articulate the place of Pacific Literary Studies within the fields of Pacific Studies and (Anglophone) Literary Studies.
- develop, through lectures, tutorial discussions, tutorial readings and assessment, an understanding of relevant literary traditions, histories of interaction and colonisation, and the politics of publication and anthologising in the region.
- critically consider specific texts by Pacific people in the light of the above understandings.

EXPECTED WORKLOAD

For a 20-point course, you are expected to commit yourself to 200 hours of work. I recommend that you spend on average 14 hours per week including class contact hours, reading, writing and preparation. The remaining time should be spent on reading and preparation during the break.

GROUP WORK

One piece of assessment for this course is group work: we will form the groups in week seven and you will be expected to present a 10 minute presentation with your group about an aspect of Wendt's novel. Your group presentation must include a verbal component (10 mins) and a 1 page handout for the rest of the class. Everyone in your group will get the same mark for this assignment: this is worth 10% of the final grade. Although everyone in your group is not expected to verbally contribute to the presentation itself, if you are not present on the day you will receive a mark of 0 for this assessment. Further details about the topic are in the assessment section of this handout.

READINGS

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 7 February to 11 March 2011, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 3 of the Student Union Building. You 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 you or they can be picked up from the shop. You will be contacted when they are available.

Essential texts (in order of reading):

- Sullivan, Wendt & Whaitiri (eds) *Mauri Ola*.
- Selina Tusitala Marsh. *Fast Talking PI*.
- Albert Wendt *The Adventures of Vela*.
- Chantal Spitz *Island of Shattered Dreams*.
- Craig Santos Perez *from Unincorporated Territory*.
- ENGL/MAOR 233 Class Notes (Student Notes) cost t.b.a.

ASSESSMENT REQUIREMENTS

Each of these assessments has been designed to focus on a different aspect of the overall objectives of the course.

Assessment	% of final mark	Due date
Tutorial reports [5@200words = 1000 words]	20	Week 1 (Friday), week 2, week 3, week 7, week 11.
Close reading exercise [1000 words]	20	4 pm Fri 1 April
Group presentation: introducing the class to an aspect of Wendt's novel	10	2 and 4 May in class
Research: Starter (10%), presentation (10%), and essay (30%) on own research topic [2000 words]	50	Starter week 9 (bring to tutorial). Presentations week 12 in class. Final essay 4pm Thurs 2 June: bring to lecture!

20% Tutorial reports

You are to write 5 short tutorial reports (200 words), which have a combined weighting of 20% of your overall mark for the course. The topics for each report are listed below. Bring reports **to your tutorial** on the week indicated above. If you are not attending your tutorial for some reason, hand in the report (email is fine) *before* the start time of your tutorial.

These reports are not researched: they are your own ideas on the topic. They will be marked on the basis of successful completion of the task and the quality of your answer. This assessment task is tied to the second and third learning objectives for our course.

- 1

In the phrase "Pacific Literature," what is the "Pacific"? In the phrase "Pacific Literature," what is "Literature"?

- 2

Find one specific representation of the Pacific you come into contact with this week: an image, and advertisement, etc. Write about how it represents the Pacific – think about the idea of perspective while you write.

- 3

Brown Wellington: what is the history of where you live or work? Choose one specific site in Wellington where you spend a lot of time, and see what you can find out about its history by focussing on how it got its present name and other names it has had. Reflect on how this makes you feel about the site.

- 4

Taking it to the people. Decide on a public venue for your insights into Pacific Literature: Wikipedia; an amazon.com review; a 'comments' section or a blog or website; a poster or handout; a facebook quiz; a contribution to a church or school newsletter; or come up with another idea (run it past me first – and keep it legal!). Make a contribution of at least 50 words, and be prepared to show this to the class. (We will discuss this further in tutorials during week five.)

- 5

At some point in the trimester, attend a Pacific event/ gallery exhibition/ performance/ etc. Write about how it connects with the literature we're reading in our class. Come and check with me if you're not sure the event etc you're going to write about is appropriate. (Feel free to think outside the square!)

These reports are not researched: they are your own ideas on the topic. They will be marked on the basis of successful completion of the task and the quality of your answer.

20% Close reading exercise

Write a 1000 word close reading of one text (poem or short story) that has not yet enjoyed published critical treatment. You'll be able to check Google or the MLA bibliography to see whether it's been critically examined yet.

This isn't a long formal essay: it's a close reading. Hand in a copy of your text, with all of your annotations and notes scrawled over it, along with your 1000 word close reading. We will talk about what a 'close reading' might look like in class.

Your close reading should identify key literary features of the text, drawing on your knowledge of literary terms and Pacific contextual material. (Although this is not a research exercise, you may want to do specific research if there is a word or image you cannot understand.) Your close reading should be arranged in clear paragraphs and you need to proofread for grammar and spelling. This assessment task is tied to the first and fourth learning objectives for our course.

10% Group presentation

With your group (we'll sort these out in the Tuesday lecture of week 7), introduce the class to Albert Wendt's *The Adventures of Vela* by paying attention to one specific aspect of the text. Your group will do your presentation on one of the following:

- Wendt as a writer
- Genre: the novel and the epic poem
- Nafanua
- The role of a tulafale
- Samoan religion
- Mobility, movement
- The concept of the va
- Tagaloa
- Aotearoa in the novel
- Various artistic forms
- How people have responded to the book ('reception')
- Another idea (discuss with me first)

Make sure your group prepares a 1 page resource to distribute to the class (I can do the photocopying if you get it to me at least a day early). Your group will have a maximum of TEN minutes for your presentation.

Your presentation will be marked on the basis of successful completion of the task (including keeping within the ten minute time limit) and the quality of your verbal and written contributions. Your group verbal presentation should identify key aspects of the topic you have chosen, and clearly link this to relevant aspects of Wendt's novel. Your written contribution should clearly support your verbal

presentation, and must be proofread for grammar and spelling. This assessment task is tied to the first, third and fourth learning objectives for our course.

50% Research

Presentation (10%) Starter (10%) Essay (30%)

Produce an essay about some aspect of Pacific Literature which appeals to you. You may wish to focus on a particular text, author, nation-state, island, region, critical claim etc. Your essay needs to demonstrate engagement with the themes of the course, and treatment of specific texts (critical and/or literary).

Starter: Write between 1 and 2 pages about your research essay. The writing does not need to be overly formal but needs to be clear. It may include mindmaps, lists, images, etc. Make sure you *name the texts* on which you will focus, and show *how your topic relates to the overall themes of the course*.

Presentation: Prepare to talk to the class about your topic during the last week of class. This is a chance to share your 'angle' on Pacific Literature with everyone else, and gives us as chance to marvel at the range of literary studies in the Pacific. This will not be a long presentation (depending on class size, 3-4 mins) so you will need to be very selective about what you share with us.

Essay: (2000 words)

Your research essay will be marked on the basis of successful completion of the task and the quality of your answer. Your essay must demonstrate that you have developed a clear and relevant research question, completed appropriate research about the topic, and produced careful readings of specific Pacific texts. At this level of study, there is an expectation that your essay is well structured, clearly expressed, proofread for grammar and spelling, and correctly referenced. Each argument you make should be well supported by specific textual references.

This assessment task is tied to the first, third and fourth learning objectives for our course.

ASSIGNMENT COVER SHEETS

Assignment cover sheets and extension forms can be found on Blackboard or outside the Programme office. Remember to fill in your tutor's name.

PENALTIES AND EXTENSIONS

Extensions will be granted only in exceptional and unforeseen circumstances. Issues of workload do not constitute exceptional and unforeseen circumstances. If you require an extension, you must complete an extension request form (available on your course Blackboard site) prior to the assignment due date. This must be accompanied by relevant documentation (e.g. a doctor's certificate) where appropriate. Tutors cannot grant extensions.

Work submitted after the deadline will be penalised by a 2.5 percent deduction from your total mark per work day. Late work also receives only minimal comments from your marker.

MANDATORY COURSE REQUIREMENTS

To gain a pass in this course you must:

- Submit the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work)
- Attend a minimum of 8 tutorials.

CLASS REPRESENTATIVES

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.

STATEMENT ON LEGIBILITY

You are expected to present work that meets appropriate standards. Work submitted during the course (i. e. work that is internally assessed) should be typed or prepared on a computer. Work submitted in the final examination will obviously be handwritten. You are expected to write clearly. Where work is deemed 'illegible', you will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) within a specified time frame.

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>

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study.

Find out how academic progress is monitored and how enrolment can be restricted at

www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at

www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic.

COURSE PROGRAMME

Week 1 M Introduction: Where are we? When are we? Writing in the Pacific.
W Creativity and knowledge in the Pacific
Th Sinavaiana. "introduction: a kind of genealogy"
rpt 1 due Friday

Week 2 M Representations of the Pacific
W Representations of the Pacific
Th Representations of the Pacific
rpt 2 due in tutorial

Week 3 M Aotearoa is in the Pacific: Brown Wellington
W Aotearoa is in the Pacific: Brown Wellington
Th Aotearoa is in the Pacific: Brown Wellington
rpt 3 due in tutorial

Week 4 M Aotearoa is in the Pacific: *Mauri Ola*
W Aotearoa is in the Pacific: *Mauri Ola*
Th Aotearoa is in the Pacific: *Mauri Ola*

Week 5 M The Pacific is in Aotearoa: Pasifika writing
W The Pacific is in Aotearoa: *Mauri Ola*
Th The Pacific is in Aotearoa: *Mauri Ola*
close rdg due Friday 4pm

Week 6 M The Pacific is in Aotearoa: *Fast Talking PI*
W The Pacific is in Aotearoa: *Fast Talking PI*
Th The Pacific is in Aotearoa: *Fast Talking PI*

Week 7 M Inside us the Dead: Wendt & Mila
W Albert Wendt
Th Albert Wendt
rpt 4 due in tutorial

Mid Trimester Break: Monday 18 April– Sunday 1 May 2011

Week 8 M *Vela*
W *Vela* – student presentations
Th *Vela* – student presentations

Week 9 M Region: linking *Vela* to the region – Wendt’s and Hau’ofa’s ‘Oceania’
W *Island of Shattered Dreams*

School of English, Film, Theatre, & Media Studies
ENGLISH PROGRAMME COURSE OUTLINE ENGL/MAOR 233

	Th	<i>Island of Shattered Dreams</i> **essay starter due**
Week 10	M	<i>Island of Shattered Dreams</i>
	W	Writing about writing: workshop session on final essays
	Th	Lecture cancelled: work on research essays
Week 11	M	Diaspora
	W	<i>from Unincorporated Territory</i>
	Th	<i>from Unincorporated Territory</i> **rpt 5 due in tutorial**
Week 12	M	Student presentations
	W	Student presentations
	Th	Student presentations & wrapping up **final essay due Thursday 4 pm**