

**Va'aomanū Pasifika**

*Pacific Studies & Samoan Studies*

**PASI 101**  
CRN 8524

**The Pacific Heritage**  
Course Outline – Trimester 1

**2011**  
20 points

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**Course Coordinator:**

Dr. Teresia Teaiwa  
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**Office Hours:**

Monday, Thursday & Friday 2.00–3.00pm

**Tutor:**

tbc

**Lectures:**

Monday, Thursday and Friday  
3.10 - 4.00pm in HM LT002,  
(*Hugh Mackenzie Lecture Theatre 002*)

**Tutorials:**

Monday 4:10-5:00pm                      6KP102\*  
Thursday 4:10-5:00pm                    6KP102\*  
Friday 4:10-5:00pm                      6KP102\*  
*Additional tutorial options may be added if required*  
Attend 1 tutorial session per week  
(\* 6 Kelburn Pde – Room 102)

**Trimester dates:**

Teaching dates:                      28 February - 3 June 2011  
Mid trimester break :                    18 April - 1 May 2011  
Study week:                              6 - 9 June 2011  
Examination period:                    10 June - 2 July 2011

**Administrator:**

Bruce Ma'auga – Va'aomanū Pasifika  
Room 101 – 6 Kelburn Parade  
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**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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## Course Content

This is a survey course on a range of Pacific nations, covering socio-cultural, geographical, economic, and historical issues including indigenous perspectives.

## 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!*

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 7-10 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 seeks to provide an introduction to and foundation for developing skills in critical thinking, creative thinking, communication and leadership (*see next page*). As such, the following are the learning objectives in this course.

## Learning Objectives

At the end of this course students should be able to:

- 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, to apply their 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.

### **Graduate Attributes for a BA, Majoring in Pacific Studies**

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.

#### ***Critical Thinking***

- Demonstrates knowledge of the geographic, historical, cultural, social, political and economic diversity and complexity of the Pacific as a region.
- Able to analyze and question assumptions and theories that frame representations of the Pacific.
- Able to evaluate the quality and origin of sources of information on the Pacific.
- Able to formulate and evaluate research questions that demonstrate an engagement with the broader context of the Pacific region.
- 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***

- Demonstrates awareness and appreciation of the relevance and value of creative work in enhancing understanding of Pacific societies.
- Able to apply, synthesize, and interpret ideas and concepts from research and readings in creative academic projects.
- Demonstrates an understanding of multidisciplinary approaches to studying the Pacific and is able to apply and create an interdisciplinary research project.

#### ***Communication***

- Demonstrates familiarity with a selection of key terms and concepts in Pacific languages.
- Able to formulate and defend a well-considered point of view on Pacific issues.
- Able to give and accept generous and diplomatic critique.

### ***Leadership***

- Demonstrates a sense of responsibility towards Pacific communities in the islands, in New Zealand and in the world.
- Demonstrates confidence and competence in representing Pacific perspectives when contributing to public debates.
- Demonstrates a commitment to life-long learning about the Pacific.

### **Prescribed Text**

Essential readings for this course is a prepared set of Student Notes, which you are able to purchase for \$34.20 from the Student Notes Distribution Centre.

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.

Students can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Books can be couriered to students or they can be picked up from nominated collection points at each campus. Students will be contacted when they are available.

Opening hours are 8am–6pm, Monday–Friday during term time (closing at 5pm in the holidays). Phone: 463 5515.

*Additional material related to the course that is helpful for students are:*

- 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 is 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 P.I. in New Zealand*, edited by Peggy Fairbairn-Dunlop and Gabrielle Makisi. Copies of this book are usually available from Vic Books, 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>

### **Expected Workload**

The workload for PASI 101 is consistent with other departments within the Faculty of Humanities and Social Sciences for a 20 point courses. You are expected to allow on average around 13 hours per week for reading, revision, assignments and generally engaging with the material for this course, including scheduled class times.

### **Tutorials**

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. Students are encouraged to use the opportunities in tutorials to debate and discuss issues raised in lectures. More than two unexplained absences will be noted. Irrespective of marks earned from assignments, chronic unexplained absences will affect the final grade awarded in this class.

### **Mandatory Course Requirements**

To meet mandatory course requirements for PASI 101 students must:

- Complete and submit all required course assignments
- Sit the Final Exam
- Attend at least 8 out of 10 tutorials

### **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.

### **Use of Turnitin**

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material

on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

### **Course Assessments**

PASI 101 consists of 60% internal assessment and 40% Final exam.

On the following page is a grid with all the assessments visible at a glance. Please see pp. 7 - 11 of 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.

### ***Assessment Requirements***

Coursework **60%**

Tutorial Seminar 8%

Event Review 8%

KCQs 20%

Library Assignment 4%

Major Assessment 20%

Final Examination **40%**

The 3 hour exam will be held during the examination period, 10 June – 2 July 2011. More details closer to the time.

### **Where To Find More Detailed Information**

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://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](http://www.victoria.ac.nz/home/study/academic-progress).

Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://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](http://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](http://www.victoria.ac.nz/home/about_victoria/avcacademic).

### **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 ASSESSMENTS TRIMESTER 1.2011

<b>Assignment</b>	<b>Who</b>	<b>Worth</b>	<b>Week Due</b>	<b>Date Due</b>	<b>Comment</b>	<b>Prep time (minimum)</b>
<b>Tutorial Seminars</b>	All	<b>8%</b>	Week 3-11	<b>18 March-3 June</b>	Depends on individual sign-up	<b>3 hours</b>
<b>KCQs</b>	All	<b>20%</b>	Weeks 2-6, 8-11	<b>Weekly</b>	Due at tutorial, 7x during term	<b>7 hours</b>
<b>Event Reviews</b>	All	<b>8%</b>	Week 4	<b>25 March</b>	Submit on-line via Bb	<b>4 hours</b>
<b>Essay Proposal</b>	Only Essay students	<b>5%</b>	Week 6	<b>8 April</b>	Submit on-line via Bb	<b>3 hours</b>
<b>Akamai Proposal</b>	Only Akamai students	<b>4%</b>	Week 6	<b>8 April</b>	Submit on-line via Bb	<b>3 hours</b>
<b>Library Assignment</b>	All	<b>4%</b>	Week 6	<b>8 April</b>	Hardcopies only, please	<b>2 hours</b>
<b>Final Essay</b>	Only Essay students	<b>15%</b>	Week 12	<b>3 June</b>	Submit on-line via Bb	<b>14 hours</b> (1 hour attending an essay writing workshop, 2 hours identifying sources, 4 hours reading, 6 hours drafting your essay, 1 hour proofreading)
<b>Akamai journal</b>	Only Akamai students	<b>6%</b>	Week 13	<b>4 June</b>	Submit on-line via Bb	<b>14 hours</b> (3 hours for journaling, 1 hour for workshops, 6 hours for independent rehearsals/prep, 1 hour for dress rehearsal, 3 hours at Akamai night)
<b>Akamai workshop</b>	Only Akamai students		Weeks 9-12	<b>tbc</b>	In person	
<b>Akamai performance</b>	Only Akamai students	<b>10%</b>	Week 12	<b>3 June</b>	Evening performance, no alternate schedule	
<b>Final Exam</b>	All	<b>40%</b>	tbc	<b>Tbc</b>	Requests for alternate sitting dates must be made through FHSS	<b>10 hours</b>



**KCQs****Due between Weeks 2 and 11****20%**

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KCQ stands for “Key Concepts and Questions”, and is constituted by a short paper that students have to bring with them and turn in at seven (7) tutorials throughout the term, between Weeks 2 and 11. All KCQs reflect back on the previous week and should cover ALL the required reading, and at least one of the following: a lecture, field trip, or video. The format for a KCQ is:

1. For each reading/lecture/field trip/video, identify:
  - a. something that is *interesting* to you personally from it, and explain why;
  - b. an *important* point from it, and explain why that point seemed important to you;
  - c. the most *essential* point from it, and explain why you think it is.
  - d. at least one *question* that came up for you while you were reading/during the field trip/while viewing a video.
2. *Identify and define* between one and three (1-3) *key terms or concepts* from that week. (If you use any sources for your definition, please provide references for them.)
3. A *comment or visual representation* summarizing what you’ve learned about the Pacific Heritage that week.

The word limit for each KCQ is 300 words or one typed page long. A total of 7 KCQs must be turned in—these will only be accepted in hardcopy, and only when you come to tutorial, because they will serve as the basis for tutorial discussions. In the weeks that students elect not to turn in KCQs, they will be asked to discuss supplementary discussion questions from the course outline. Your overall mark for this assignment will be based on your best 5 KCQs.

**Tutorial Seminar****Slots available between Weeks 3 and 11****8%**

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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 based on KCQs and 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, and engage relevant 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.

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**Event Review                      600 words—due Friday 4pm, Week 4 (March 25)                      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)
- "Nuku Tewhatewha"—Ongoing exhibition at the New Dowse, Lower Hutt (FREE)
- "Ngatu Tu 'Uli, the past is now: Kulimoe'anga Stone Maka"—Pataka Museum, Porirua, until early May (FREE)

- “Big Trouble in Little Newtown” starring Bianca Seinafo and Jennifer Martin—28 February and 1 March, 8:00pm, Bats Theatre, 1 Kent Terrace, Wellington (\$14 students)
- “Mana Takatāpui: Taera Tāne”—Wellington City Art Gallery, until 10 April (FREE)
- “Creekfest ‘11”—Cannons Creek, Porirua, 12 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 25 March is passed, no late reviews will be accepted.

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### **Library Assignment --due Friday 4pm, Week 6 (April 8)**

**4%**

*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, the library offers extra tutorials for all students during the first few weeks of the trimester—please take advantage of these. 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.vuw.ac.nz/library/liason/pacific-studies/index.shtml> . The library is a treasure house and doing this assignment will help you learn how to get the maximum out of it!

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## 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 two options for the major assessment.

**Option 1:** Individual Assessment: Essay with Library Assignment and bibliography;

**Option 2:** Individual Assessment: Individual Akamai! Exhibition/Performance with Library Assignment, synopsis, bibliography and journal

**Option 2a:** Combination Assessment: Group Akamai! Exhibition/Performance with individual Library Assignment, synopsis and bibliography and individual journals

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### Essay Option (2,000 words)

20%

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*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 (300 words) + bibliography—**due 4pm Friday, Week 6 (April 8)**

15 % for final Essay—**due 4pm Friday, Week 12 (June 3)**

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. “My curiosity = the Pacific Heritage.” Building on something that you have found “interesting” from one of the course materials covered in your KCQs, write a 2,000 word essay detailing everything you’ve been able to find out about this topic *from library sources*. In your essay reflect on why and how your curiosity was sparked by the topic, and why you think it might be important or even essential to understand as part of the Pacific Heritage.

Your bibliography should have no less than five (5) library sources. 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 (APA and Chicago are common referencing styles in Pacific Studies). 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.*

**AKAMAI! Exhibition/Performance Option**

**20%**

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*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 (300 words) and bibliography—**due 4pm Friday, Week 6 (April 8)**
- 6% reflective journal/on-line blog on creative process—**due 4pm Saturday Week 13 (June 4)**
- 10% final product—exhibited/performed and assessed **Week 12 (June 3)**

For the 11th 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 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.

<b>Final Exam (3 hours)</b>	<b>Date and Time tba</b>	<b>40%</b>
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*This exam builds students’ critical thinking and communication skills and in particular encourages students to:*

- **Demonstrate** the ability to **reflect** on and **analyze** their 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 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. The examination will be scheduled during the examination period 10 June – 2 July 2011.

## PASI 101 THE PACIFIC HERITAGE Course Schedule

### **Week 1      28 February-4 March: Starting Where “You’re At...”: Eke**

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<b>M</b>	Course Outline
<b>Th</b>	Lecture: Beginnings
<b>F</b>	Video: Excerpt from “Children of the Migration”, DVD 900

**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      7-11 March: Pacific Studies: Our Heritage**

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

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

**Tutorial exercise: Icebreakers, KCQs and/or Supplementary Questions** (*What is Pacific Studies? What kind of knowledge do we expect to gain from 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 raise.*)

**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)**



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**Week 3      14-18 March ‘Olelo Pakipika: Speaking the Pacific**

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<b>M</b>	Lecture: Inheriting the Tower of Babel?
<b>Th</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 exercise: Memorizing “O ‘oe se a?” and KCQs, and/or Student Seminars and/or Supplementary Questions** (*How does language shape our perceptions of reality and our imagination of other possibilities? How does the linguistic diversity of the Pacific affect cross-cultural relations? What are the key factors that contribute to the decline or death of Pacific languages? What are some effective ways of learning Pacific pronunciation and terminology?*)

**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      21-25 March: Reading the Pacific      *EVENT REVIEWS DUE***

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<b>M</b>	Lecture: Our literary heritages
<b>Th</b>	Guest Lecture: Emelihter Kihleng, PASI PhD student, tbc
<b>F</b>	Lecture: An Oceanic Imaginary

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

**Tutorial exercise: KCQs, and/or Student Seminars and/or Supplementary Questions** (*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?*)

**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**)

**Recommended readings:** [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)

**Week 5      28 March-1 April: “A’oa’oina oe ia lava...”: Learning the Pacific**

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- M**            Lecture: Learning the hard way  
**Th**            Guest Lecture: Ruth Davidson-Toumu’a, Student Learning Support Services, 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 exercise: Memorising “O ‘oe se a?”, KCQs, and/or Student Seminars and/or Supplementary Questions** (*What is the purpose of education in the Pacific? What is the educational purpose of Pacific Studies? Given the 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?*)

**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      4-8 April: Thinking the Pacific, Mapping Oceania      LIBRARY**  
**ASSIGNMENT, AKAMAI & ESSAY PROPOSALS DUE**

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- M**            Lecture: Heirs of Oceania  
**Th**            Lecture: Islands in a far sea? Or a sea of Islands?  
**F**            Video: Wayfinders” (PASI 101 holdings in 9<sup>th</sup> Floor AV Suite)

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

**Tutorial exercise: Body Mapping the Pacific + KCQs, and/or Student Seminars, and/or Supplementary Questions:** (*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? Do you think that changing our terminology would make much of a difference in how we approach Pacific Studies?)*

**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)**

**Week 7      11-15 April: History in the Pacific: Taim blong masta or taim blong yumi?**

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<b>M</b>	Lecture: The past is before us
<b>Th</b>	Video: “Made in Taiwan”, DVD 1983, 60 mins
<b>F</b>	Video: “Then there were none”, Vis 3424, 27mins; discussion

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

**Tutorial exercise: “Who is Robea Taso?” and Supplementary Questions** (*What 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? Are some Pacific people’s histories more important than others? Why or why not? How so?)* **Mid-term 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?*

**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)**

**Recommended readings:** 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)

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**MID-TRIMESTER BREAK: 18APRIL -1 MAY**

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**Week 8      2-6 May: Anthropology in the Pacific: "a miff"?**

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**M**            Lecture: "Culture and Anthropology: Pacific Perspectives"  
**Th**            Lecture: "The Mead-Freeman Debate and its relevance for Pacific Studies"  
**F**            Video: "Margaret Mead and Samoa" Vis 596, 51 mins

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

**Tutorial exercise: KCQs, and/or Student Seminars and/or Supplementary Questions**  
(*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?*)

**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)

**Recommended readings:** "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      9-13 May: Te Mauri! Health in the Pacific**

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**M**            Lecture: "Our lives—Our health"  
**Th**            Video: "Compassionate Exile", Vis 3590, 58 mins  
**F**            Video: "Maire", Vis 3397, 41 mins; Discussion

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

**Tutorial exercise: KCQs, and/or Student Seminars and/or Supplementary Questions**  
(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? What role does Pacific Studies have to play in helping improve health outcomes for Pacific people?)

**Readings for this week:** Excerpts from Epeli 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**)

**Recommended readings:** *Pacific Studies* Volume 13(3), Special Issue on domestic violence in Oceania. (**on reserve**)

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**Week 10      16-20 May: Mi Mere: Women in the Pacific**

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<b>M</b>	Lecture: "Sex, Gender and Feminism in the Pacific"
<b>Th</b>	Lecture: "Sex, Gender and Feminism in the Pacific, cont'd"
<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 exercise: KCQs, and/or Student Seminars and/or Supplementary Questions**  
(What factors might 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? Would our understanding of the Pacific be different if we made women the focus of our investigations?)

**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**)

**Recommended readings:** "Microwomen: US Colonialism and Micronesian Women," Teresia 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      23-27 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”
- Th**            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 exercise: KCQs, and/or Student Seminars and/or Supplementary Questions**  
*(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? What kinds of questions can Pacific Studies empower us to ask of our leaders?)*

**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; “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. **(in reader)**

**Week 12      30 May-3 June: “Too much fa’alavelave”? Economics in the Pacific**

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***ESSAYS AND AKAMAI DUE!***

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

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

**Tutorial exercise:** Navunavuci, A Pacific Island Board Game (**NO SEMINARS**).  
**Supplementary Questions** *(What does subsistence mean in practical terms in Pacific communities? 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?)*

**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)**

**Recommended readings:** “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)**