

Va'aomanū Pasifika
Pacific Studies & Samoan Studies

PASI 301
Framing the Pacific: Theorising Culture & Society

CRN 8526

Course Outline – Trimester 1, 2011

20 points

Coordinator:

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Office Hours:

Wednesday – 1:00–3:00pm;
Tuesday & Thursday – 3:00–4:00pm

Lectures:

Tuesday – 1.10–3.00pm 6 Kelburn Pde Rm 102
Thursday – 1:10pm–3:00pm 6 Kelburn Pde Rm 102

For additional information:

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Trimester dates:

28 February to 2 July 2011 - Trimester dates
28 February – 3 June 2011 - Teaching dates
18 April – 1 May 2011 – Mid Trimester Break
6 – 10 June 2011 – Study week
10 June – 2 July 2011 – Exam/Assessment period

Withdrawal dates:

Information on withdrawals and refunds may be found at
<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

COURSE CONTENT

This course examines a number of critical issues in the contemporary Pacific through a detailed consideration of the work, ideas, and writings of Pacific writers, artists, film makers, activists and scholars. It also encourages critiques of established historical and narrative accounts

In PASI 301, students will explore what it means to “theorise” about Pacific cultures and societies. In this course we examine a number of critical issues in the contemporary Pacific through a consideration of the work, ideas, and writings of Pacific writers, artists (including visual, literary, and performing artists), filmmakers, activists and scholars. We will discuss these with reference to established historical and narrative accounts of Pacific cultures and societies.

Artists and activists are critical in our region's field of intellectual production. However, the work of individual artists as cultural producers often gets undervalued in favour of what are accepted as timeless and authorless collective "traditions," while activists' work for political change or historical redress often gets overshadowed by national and state leaders' domination of the archives. This paper puts artists and activists at the centre of our investigation as a way of both broadening and deepening our understanding of the region; we gain new perspectives on the region that provide alternatives to those more easily accessible through mainstream media, information channels authorized by the nation-state, or dominant academic historiography. As they engage in the work of representing and/or transforming Pacific cultures and society, we can see artists and activists as agents of both theory and praxis. Furthermore, attention to their work gives us a keener understanding of the kinds of rhetorical devices and tropes that are being used to "frame" the Pacific, highlighting the fraught processes and politics of "representation.”

This course is taught in a seminar format, and student preparation and participation is critical. It is a reading and writing intensive paper that also allows students the opportunity to undertake original research. This course outline and other information on this course are available on Blackboard: <http://blackboard.vuw.ac.nz/>

PASI BA GRADUATE ATTRIBUTES

PASI 301 is the final core course in the Pacific Studies BA Major. Below we have outlined the necessary attributes of someone who graduates with a PASI major:

Critical Thinking

- 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.

LEARNING OBJECTIVES

PASI 301 therefore seeks to provide an opportunity to practice all of the above subject-specific attributes of critical thinking, creative thinking, communication and leadership, with particular emphasis on the following learning objectives:

- Identify and evaluate key historical and contemporary theories about society and culture in the Pacific;
- Demonstrate understanding of the relationship between theorizing and framing;
- Demonstrate understanding of key discussions about the historical role of the intellectual in society and culture;
- Demonstrate awareness of how artists/activists are engaged as intellectuals in theorizing, framing or reframing the Pacific;
- Analyze how artists and activists negotiate social and cultural tensions in Pacific societies;

- Investigate whether and how the work of Pacific artists and activists is valued by their communities;
- Assess what we lose or gain when we consult artists and activists or look to art and activism as critical components of Pacific Studies.

EXPECTED WORKLOAD

The workload for PASI 301 is consistent with other departments within the Faculty of Humanities and Social Sciences 20-point courses. It is recommended that you allow on average 13 hours per week of reading and engaging with the material for this paper.

As senior students, you will be expected to:

- keep up with assignments and readings;
- bring analytical tools and historical/cultural understanding gained from PASI 101, PASI 201, and other approved courses for the PASI major;
- become "close readers" of texts;
- contribute to seminars sincerely and conscientiously, knowing that you are enjoying the privilege of both creating and revising the field of Pacific Studies;
- produce a solidly researched and clearly written description and analysis on the theme of theorizing or framing the Pacific with reference to either art or activism.

COMMUNICATION OF ADDITIONAL INFORMATION

Additional information will be communicated in lectures and on BlackBoard.

MANDATORY COURSE REQUIREMENTS

To pass the course, students must:

- attend at least 80% of class sessions (a minimum of 20 of our 24 sessions)
- complete all major assessment items.

REQUIRED TEXTS:

PASI 301 requires you to purchase a book of readings from Student Notes. All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 7 February to 11 March 2011. 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 or can email an order or enquiry to 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.

- ❖ Book of course readings (available for purchase from Student Notes – approx \$20);
- ❖ Videos (available for viewing in the library’s audio-visual suite on Level 9);
- ❖ Any additional class handouts will be posted on Blackboard.

ASSESSMENT

PASI 301 is fully internally assessed with the following coursework:

Individual research assignment	40%
Online reflection and assessment posts	30%
Group seminar presentations	15%
Group seminar responses	15%

Assessment in this course will be based on group work (in-class seminar presentations and responses) and individual work (individual research assignment; online assessment and reflection posts). An explanation of each of these components follows:

GROUP WORK:

Group seminar presentations	Weighting: 15%
Group seminar responses	Weighting: 15%

The class will be divided in our first week into three groups. Group membership will be determined by a brief exercise in our first class to gauge individual student preferences regarding group dynamics. You will remain with your group for the duration of the term. In designated weeks (see weekly graphs), groups will be responsible for one of the two following tasks:

Group seminar presentations **Weighting: 15%**

Presenting on that week’s materials (including all readings, and introducing guest speakers and AV material if applicable). Each group will present multiple times over the term, with sign-ups occurring in Weeks 1 and 2.

- Weeks 2–8, presentations will cover materials assigned by the lecturer and will typically be scheduled for our first hour of class on Thursday;
- Weeks 9–11, members of the presenting group will be responsible for selecting and assigning 1–2 readings for the class, as well as presenting on their individual research topics. Readings assigned may relate to one or more of the group’s research topics, and/or may be drawn from the recommended reading list. Research presentations should describe the research topic, discuss it with regard to the requirements of the assignment and relevant course learning objective, describe sources used, progress on research and writing, and problems that you have encountered. Research presentations will

- be scheduled for both Tuesday and Thursday sessions these weeks;
- All presentations will be assessed on relevance, organization, and accuracy, (see further elaboration of these assessment criteria below). Participation of all group members will be a consideration;

Group seminar responses

Weighting: 15%

Responding, in-class, to the presenting group, including an oral review of key points raised and any critiques you may have; asking questions based on your own thorough review of the material and understanding of the course learning objectives; and leading class discussion. Responding group will also be responsible for giving a vote of thanks to any guests we may host that week.

- Weeks 2–8, responses and discussion will typically be scheduled for the second hour of class on Thursdays;
- Weeks 9-11, responses and discussions will take place in both Tuesday and Thursday sessions;
- Group responses will be assessed on relevance, organization, and accuracy (see further elaboration of these assessment criteria below). Participation of all group members will be a consideration;

Scheduling of group responsibilities will take place the first and second weeks of class.

Further elaboration of assessment criteria for presentations and responses:

- **Relevance** pertains to whether and how presenting and responding groups were able to discuss the week’s materials with regard to our specific learning objectives in this course (see *Learning Objectives*, above);
- **Organization** pertains to whether and how presenting and responding groups conveyed their ideas in a clear and orderly fashion, kept to time, and kept to task;
- **Accuracy** pertains to whether the presenting and responding groups conveyed information from the weekly materials accurately and thoroughly, and brought theoretical nuance and insight to their discussion, including building on other course materials where appropriate.

INDIVIDUAL WORK:

Online seminar reflection and assessment posts

Weighting: 30%

Individual research assignment

Weighting: 40%

Online seminar reflection and assessment posts

Weighting: 30%

Due Date: within 7 days of lecture

Word Limit: 250 words

As a rule of thumb, whenever you are not in a designated presenting or responding group, you will be required to submit an **online reflection and assessment post (minimum 250**

words) critically reflecting on the week's materials. This is *due within seven days* (so by the following Thursday).

- If you are posting about a week that included group presentations and responses, your post must comment on and critique that week's presenting and responding groups and assess the relevance, organization, and accuracy of their presentation and response (see further elaboration of these assessment criteria above).
- If you are posting about a week when there were no designated group presentations, you must critically reflect on the week's materials.

Posts are encouraged to include personal reflection and response to the material, but will be expected to demonstrate familiarity with readings and other course materials. Posts will be assessed on relevance and attentiveness to providing both assessment and critique, as well as quality of personal reflection.

Research assignment

Weighting: 40%

Due Date: Part I no later than Friday 8 April, 4pm Word Limit: 3000 words

Part II no later than Friday 3 June, 4pm

Your research for this course will help to build the underdeveloped literature and scholarship on artists and activists of the Pacific. Your tasks are to:

- 1) schedule an individual meeting with April to discuss potential research essay topics; come prepared to discuss and select either an individual artist/activist or a particular art movement/social movement within the Pacific for your project. Think about your research project as the opportunity to demonstrate that you have achieved all the specific learning objectives of this course. **(Weeks 1-3);**
- 2) undertake a review of the surrounding literature and build a reading list around your topic, providing an annotated bibliography of available sources on the individual or movement. Your annotated bibliography should contain no less than ten entries and should provide annotations of at least 100 words for each entry (not including the title or other bibliographic information). A format for annotating bibliographies will be handed out and discussed in seminar. Your annotated bibliography will be assessed on the quality and range of your sources, the consistency and fullness of your bibliographic information, and the provision of summaries that explain the appropriateness and relevance of each source for your topic. **(Due Week 6)—10%;**
- 3) provide a well-organized, thoroughly proofread analytical essay discussing **EITHER**
 - a. how the individual or movement expresses and acts on theories about society and culture that have been discussed in this class, or

OR

 - b. how the artist/activist/movement participates in or resists particular "framings"

of the Pacific

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

PENALTIES

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

Students who achieve at least 50% of total marks in the course but fail to turn in their final essay will not pass.

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.

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.

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>

A NOTE AND INVITATION TO FRIENDS, FAMILY, AND COMMUNITY

In previous years, it was a "tradition" in PASI 301 to make our final research presentations in the form of community seminars in Week 13, usually held at various venues around Wellington and open to the public. The purpose of these seminars was to strengthen ties and promote understanding between the university and Pacific communities—and most importantly, your families and friends—about what kind of intellectual explorations are possible within Pacific Studies. Because of university regulations we are no longer able to hold community seminars outside of official term time. However, I hope you will find that your research on artists, activists, theorizing and framing the Pacific does inspire you to strengthen your own ties to local communities, and to actively share your ideas with family, friends and workmates. Please feel free to invite family and friends to come hear you giving your seminars during the term—they would be most welcome!

FURTHER READINGS & AV MATERIAL

Readings:

- Frantz Fanon. "On National Culture" in *The Wretched of the Earth*. New York: Grove Weidenfeld, 1963: 206-248 DT33 F214 D E

- Paul Gilroy. "It ain't where you're from, it's where you're at: The dialectics of diaspora identification," in *Small Acts: Thoughts on the Politics of Black Culture*. New York: Serpent's Tail, 1993:120-145 (see April for a copy)
- Ambury Hall. *Below the Surface: Words and Images in Protest at French Nuclear Testing on Moruroa*. PR9652 B452
- Vilsoni Hereniko. "Representations of Cultural Identities" in K.R. Howe, Robert C. Kiste and Brij V. Lal (eds). *Tides of History: The Pacific Islands in the Twentieth Century*. St. Leonards, NSW: Allen & Unwin, 1994:406-433. (Closed Reserve)
- Zohl de Ishtar. *Pacific women speak out for independence and denuclearisation*. HQ1865.6 P117 1998
- Zohl de Ishtar, *Daughters of the Pacific*. HQ1865.6 D325 D
- Sione Latukefu. "The Making of the First Tongan-born Professional Historian," in Brij V. Lal (ed). *Pacific Islands History: Journeys and Transformations*. Canberra: The Journal of Pacific History, 1992:14-31
- Jacqueline Leckie. *To labour with the state: the Fiji Public Service Association*. HD 6937.7 L461 T
- Sean Mallon. *Samoan art and artists*. N7410 M221 S
- Sean Mallon and Pandora Fulimalo Pereira, *Pacific Art Niu Sila*. N7406.5 P117
- Edward Said. *Representations of the Intellectual*. HM213 S132 R
- Josephine Tankunani Sirivi and Marilyn Taleo Havini, (eds), *As Mothers of the Land: The Birth of the Bougainville Women for Peace and Freedom*. DU740.9 B75 A797
- Nicholas Thomas. "National Independence, Indigenous Minorities and Migrants" in *Oceanic Art*. London: Thames and Hudson, 1995:184-208 N7410 T459 0
- Albert Wendt. *The Songmaker's Chair*. PR9397 S19 W473 S6

AV Material:

- *Advertizing Missionaries*, Vis 4242, 60mins
- *The art of tapa*, Vis 3674, 46 mins
- *Brothers and Others*, DVD 706, 54 min
- *Crqcks in the Mask*, Vis 3598, 57 mins
- *The Feathers of Peace*, DVD 3730, 5 mins
- *GE: A world of unreality*, Vis 3712, 21 mins
- *Globalisation: Focus on Pacific Women*, (WJ Scott Library, Karori) 305.40995 GLO, 25 mins
- *Globalisation and Maori*, Vis 3522, 51 mins
- *Growing Up Koori, Race: the power of an illusion*, California Newsreel (prod.), DVD 653, 168 mins
- *Half life*, Dennis O'Rourke (dir.), Vis 2480, 86 mins

- *Hell in the Pacific*, Vis 2188, 55 mins
- *Living on Islands*, Vis 3517, 47 mins
- *Mabo: Life of an Island Man*, Vis 2816, 87 mins
- *The Massie Affair*, DVD 06703, 60 mins
- *Morning Comes So Soon*, DVD 06841, 86 mins
- *Nuclear Guinea Pig*, DVD 04199, 59 mins
- *Pacific Paradise?* Vis 2563, 30 mins
- *Patu*, Vis 366, 84 mins
- *Sacred Vessels: Navigating tradition and identity in Micronesia*, Vis 3427, 28 mins
- *Samoan Siapo: Art Tradition, and Change*, Vis 3622, 26 mins
- *Since the Company Came: A story from the rainforests of the Solomon Islands*, Vis 4381, 52 mins
- *Sugar Slaves*, DVD 2201, 60 mins
- *Trobriand Cricket*, Vis 2914, 53 mins
- *Wake*, Annie Goldson (dir.), Vis 2237, 30 mins
- *Where the Rivers Meet*, Vis 3796, 36 mins
- *Whole World is Watching: the land rights issue at the 1982 Commonwealth Games*, Vis 1679, 24 mins

Further recommended resources will be posted on Blackboard throughout the course.

TEACHING SCHEDULE

WEEK	WK1 28Feb-4 Mar	WK2 7-11 Mar	WK3 14-18 March	WK4 21-25 Mar
TOPIC	Diving in headfirst: re-framing <i>Mana</i>, Part I	Making sense of the swim; framing the Pacific	Diving back in!: re-framing <i>Mana</i>, Part II	Framing the Pacific, contd.
TUESDAY 1:10-1:15	Intros, Course Outline & Admin	Announcements & Admin	FIELD TRIP: Meet outside Wellington City Gallery	Announcements & Admin
1:15-2:00	Introductory Exercise	Group exercise; discussion of field trip	(Civic Square) @ 1:00pm. Presentation on <i>Mana Takatāpui: Taera Tāne</i> by Maori/Pacific Curator	Video screening: <i>Velvet Dreams</i> (199?) (47 min), dir. Simā Urale
2:00-2:10	Break	Break	Reuben Friend	Break
2:10-3:00	Course Outline & Admin, contd.	Lecture: Frames and Framing Video: <i>Then There Were None</i> (27 min)	Field Trip, contd: Group discussion	Group Exercises; Discussion; April wrap-up
THURSDAY 1:10-1:15	FIELD TRIP: Meet at Te Papa Marae, level 4, @2:00pm	Announcements & Admin	Announcements & Admin	Announcements & Admin
1:15-2:00	Field trip: Mana Maoli Collective hula workshop with <i>Kumu Hula</i> Mehanaokalā Hind	Group presentation on Week 2 materials	Lecture: Re-framing mana in the 21st century: theory, art, and activism	Group presentation on Week 4 materials
2:00-2:10	Field trip	Break	Break	Break
2:10-3:00	Mana Maoli Collective guest lecture: Keola Nakanishi and Ipo Torio	Group response to Presenters; Discussion	Group response to Presenters; Discussion	Group response to Presenters; Discussion
READINGS Be sure to familiarize yourself with all readings for each week before our first class session.	1. Jonathan K.K. Osorio (2004). "Gazing Back: Communing With Our Ancestors." <i>Educational Perspectives: Indigenous Education</i> 37.1: 14-17 2. Jonathan K.K. Osorio (1992). "Songs of Our Natural Selves: The Enduring Voice of Nature in Hawaiian Music." <i>Pacific History</i> . Mangilao, Guam: U of Guam Press: 429-432 3. Mana Maoli Collective Press Kit [all handouts].	1. Kerry Howe. "The Fate of the 'Savage' in Pacific Historiography" in <i>The New Zealand Journal of History</i> 11(2): 137-154 (in reader).	1. Niko Besnier (1994). "Polynesian Gender Liminality Through Time and Space." In Gilbert Herdt, ed. <i>Third Sex, Third Gender: Beyond Sexual Dimorphism in Culture and History</i> . New York: Zone Books: 285-328 (in reader). 2. <i>Mana Takatāpui: Taera Tāne</i> catalogue text [handout]. For further recommended reading: see Blackboard, Week 2 folder.	1. Margaret Jolly (2007). "Imagining Oceania: Indigenous and Foreign Representations of a Sea of Islands." <i>The Contemporary Pacific</i> 19.2: 508-545 (in reader) 2. Refresh on Epeli Hau'ofa. "Our Sea of Islands" (see Blackboard, Week 4 folder).
PRESENTING	XXXXXXXXXXXXXXXXXX			
RESPONDING	XXXXXXXXXXXXXXXXXX			
POSTING	ALL			
WHAT'S DUE ?	Mtg w/April to discuss essay topics	Mtg w/April to discuss essay topics	Mtg w/April to discuss essay topics	
REMINDERS	**OPTIONAL EXTRA FIELD TRIP: MANA MAOLI COLLECTIVE GIG, FRI NITE 9pm, GARDEN BAR** Got your reader? Or download PDFs on Blackboard!		FIELD TRIP MONDAY THIS WEEK, DON'T BE LATE! Make sure you've met w/April to discuss potential essay topics by today	You should have picked your topic by now, started getting sources for your annotated bibliography, and begun working on it!

WEEK	WK5 28 Mar-1 April	WK6 4-8 April	WK7 11-15 April	WK8 9-13 May
TOPIC	The Work and Role of the Intellectual	Pacific intellectuals Theorise the Pacific	Artists as Intellectuals	Activists as Intellectuals
TUESDAY 1:10-1:15	Announcements & Admin	Announcements & Admin	Announcements & Admin	Announcements & Admin
1:15-2:00	Lecture: What is an Intellectual? Begin Video screening: <i>The New Oceania</i> (2006)(75 min),	Lecture: Theory and theorising	Lecture: Artists as Intellectuals	Lecture: Activists as Intellectuals
2:00-2:10	directed by Shirley Horrocks	break	break	break
2:10-3:00	Video, contd.	Group Exercises; Discussion; April wrap-up	Guest lecture: Emelihter Kihleng (tbc)	Video screening: <i>An Evergreen Island</i>
THURSDAY 1:10-1:15	Announcements & Admin	Announcements & Admin	Announcements & Admin	
1:15-2:00	Group presentation on Week 5 materials	Guest lecture: Teresia Teaiwa: Theorising the Pacific	Group presentation on Week 7 materials	Group presentation on Week 9 materials
2:00-2:10	Break	Break	Break	Break
2:10-3:00	Group response to Presenters; Discussion	Group Exercises; Discussion; April wrap-up	Group response to Presenters; Discussion	Group response to Presenters; Discussion
READINGS Be sure to familiarize yourself with all readings for each week before our first class session.	1. Edward Said (1996). "Representations of the Intellectual" and "Holding Nations and Traditions at Bay" in <i>Representations of the Intellectual</i> . New York: Vintage Books: 25-46 (in reader); 2. Albert Wendt (1982). "Towards A New Oceania," reprinted in Guy Amirthanayagam, (ed) <i>Writers in East-West Encounter: New Cultural Bearings</i> . Macmillan Press Ltd: 202-215 (in reader).	1. Malama Meleiseä (1987). "Ideology in Pacific Studies: A Personal View." In A Hooper et. al. eds, <i>Class and Culture in the South Pacific</i> . Auckland and Suva: Centre for Pacific Studies, U of Auckland, and Institute of Pacific Studies, USP: 140-152 (in reader) 2. Teresia Teaiwa (2006). "On Analogies: Rethinking the Pacific in a Global Context." <i>The Contemporary Pacific</i> 18.1: 71-87 (in reader)	1. Selections from Emelihter Kihleng (2008). <i>My Urohs</i> . Honolulu: Kahuaomano Press. 2. Selections from Selina Tusitala Marsh (2009). <i>Fast-talking PI</i> . Auckland: AUP Press. 3. Selections from Grace Mere Molisa (1991). <i>Black Stone: Poems</i> . Suva: Mana Punlication, 1983 [all handouts] 4. Selections from Jamaica Osorio. [YouTube links posted on Blackboard]	1. Helen Hakena (2005). "Papua New Guinea: Women in Armed Conflict." In Rawwidia Baksh-Soodeen, ed. <i>Gender Mainstreaming in Conflict Transformation: Building Sustainable Peace</i> . London: Commonwealth Secretariat:(pages) 2. Selections from Josephine Tankunani Sirivi and Marilyn Taleo Havini, eds. (2004). <i>As Mothers of the Land: The Birth of the Bougainville Women for Peace and Freedom</i> . Canberra, A.C.T.: Pandanus Books: (xv-vv; 3-5; 13-16; 99-105; 139-141; 169-179)
PRESENTING		XXXXXXXXXXXXXXXXX X		
RESPONDING		XXXXXXXXXXXXXXXXX X		
POSTING		ALL		
WHAT'S DUE ?		ANNOTATED BIB		
REMINDERS	Work on Anno Bib, due in next week.			Next wk's presenting group needs to bring rdgs to April by this THUR class, for

WEEK	WK9 9-13 May	WK10 16-20 May	WK11 23-27 May	WK 12 30 May-3 Jun
TOPIC	Presentations on Research	Presentations on Research	Presentations on Research	End of term synthesizing
TUESDAY 1:10-1:15	Announcements & Admin	Announcements & Admin	Announcements & Admin	Announcements & Admin
1:15-2:00	Presentations on Research	Presentations on Research	Presentations on Research	Group exercise and discussion: Reflections and highlights
2:00-2:10	Break	Break	Break	Break
2:10-3:00	Group Exercises; Discussion	Group Exercises; Discussion	Group Exercises; Discussion	Group exercise and discussion: Reflections and highlights
THURSDAY 1:10-1:15	Announcements & Admin	Announcements & Admin	Announcements & Admin	Announcements & Admin
1:15-2:00	Presentations on Research	Presentations on Research	Presentations on Research	End of course wrap up
2:00-2:10	Break	Break	Break	Wrap-up
2:10-3:00	Response to Presenters; Discussion	Response to Presenters; Discussion	Response to Presenters; Discussion	Wrap-up, contd.
READINGS Be sure to familiarize yourself with all readings for each week before our first class session.	Presenting group to decide on and assign 1-2 readings for this week. They can be drawn from the recommended reading list, or one person's research project, or be something else generally relevant to the course. Be sure to bring readings to April by Friday the week before so she can copy and distribute them on Monday this week.	Presenting group to decide on and assign 1-2 readings for this week. They can be drawn from the recommended reading list, or one person's research project, or be something else generally relevant to the course. Be sure to bring readings to April by Friday the week before so she can copy and distribute them on Monday this week.	Presenting group to decide on and assign 1-2 readings for this week. They can be drawn from the recommended reading list, or one person's research project, or be something else generally relevant to the course. Be sure to bring readings to April by Friday the week before so she can copy and distribute them on Monday this week.	TBC
PRESENTING				XXXXXXXXXXXXXXXXXX
RESPONDING				XXXXXXXXXXXXXXXXXX
ASSESSING				ALL: Post final reflections on term by next Thursday
WHAT'S DUE ?	Presentations on research topics	Presentations on research topics	Presentations on research topics	*RESEARCH ESSAY*
REMINDERS	Next wk's presenting group needs to bring rdgs to April by this THUR class, for copying.	Next wk's presenting group needs to bring rdgs to April by this THUR class, for copying.	Discuss class function to cap off term?	Class function to cap off term?