

Va'aomanū Pasifika
Pacific Studies & Samoan Studies

PASI 201 COMPARATIVE HISTORY IN POLYNESIA
Trimester 2: 11 July-12 November 2011

CRN 8525

20 points

Coordinator: Dr. Teresia Teaiwa
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teresia.teaiwa@vuw.ac.nz

Lectures: Tuesday, Friday 11:00-11:50 HMLT 001
Tutorials: Tuesday 12:10-1:00, Friday 12:10-1:00, 1.10-2.00pm
6 Kelburn Pde – Room 102

For additional information: Administrator, Va'aomanū Pasifika
6 Kelburn Parade, Room 101, Telephone: 463-5830
Email: pacific-studies@vuw.ac.nz

Trimester dates

Teaching dates: 11 July to 14 October 2011
Mid-trimester break: 22 August to 4 September 2011
Study week: 17–21 October 2011
Examination/Assessment period: 21 October to 12 November 2011

Blackboard: A copy of this course outline is available on Blackboard (Bb). To access Bb, visit: <http://blackboard.vuw.ac.nz/>. Bb will also be used for posting course announcements, and relevant supplementary material. Lecture notes will be posted on Bb to help you with revision. If Bb is to be used for any other purpose in this course, your lecturer will inform you in class.

Email: Course updates, announcements and assessments feedback is often communicated by email via Bb through to your VUW student email accounts. If you do not use your student email account and have another preferred email account, you need to let ITS or SCS know so that they can make sure that all official communications from the university are directed to your preferred email account. This will ensure that you do not miss out on vital information relating to PASI 201. Vinaka!

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

1. Welcome

From the cradle of Polynesia: *Talofa lava, Malo e lelei, Bula vinaka!* From Western or Older Polynesia: *Talofa, Taloha ni, Noaia e mauri, Malo le kataki, Malo e lelei, Fakaalofa atu!* From Eastern or Younger Polynesia: *Kia orana, Ia orana, Kaoha nui, Wat-a-way You, 'Iorana, Aloha, Tena Koutou katoa!* From Liminal Polynesia: *Bula vinaka, Kam na bane ni mauri!* From the Polynesian Outliers: *Halo olketa, Yu orait no moa, Danuaa, Malia goe!* Welcome to PASI 201 Comparative History in Polynesia.

2. Course Prescription and Course Content

This course compares and contrasts pre-colonial, colonial and 'post-colonial' experiences of eastern and western Polynesian societies. Students are introduced to a range of sources for historical research, including indigenous sources.

With this course we build on PASI 101 to deepen our understanding both of Pacific pasts and ways of studying the Pacific. PASI 201 provides an opportunity for students to reckon with a portion of the Pacific's diversity, with the disciplinary focus. The title "Comparative History in Polynesia" refers to our aim of developing an understanding of similarities and differences between eastern and western or younger and older Polynesian societies through an investigation of the continuities and ruptures in cultural and political developments that have become evident over time. This course combines a thematic and chronological approach focusing on "pre-colonial", colonial and "post-colonial" experiences, introducing students to primary sources (including oral traditions and archival material) through a range of field-trips.

3. Learning Objectives

The specific learning objectives of PASI 201 are to:

- **Demonstrate** the ability to **reflect** on and **analyze** their own prior knowledge of the histories of eastern and western Polynesia;
- **Recall** the geographical, cultural and historical distinctions between Eastern and Western Polynesia and be able to **evaluate** the possible reasons for similarities or differences in the unfolding of history in eastern and western Polynesian societies;
- **Demonstrate an understanding** of the objectives and benefits of the comparative approach to history and apply this through their own comparative investigation of Polynesian history;
- **Accurately associate** particular authors and personalities with ideas covered in the course and **appropriately summarize** readings and other course material;
- **Actively participate in and develop skills in assessing different learning opportunities** for the purpose of valuing both introduced and indigenous methods and modes of knowing (in) the Polynesia;
- **Become familiar with methods of accessing primary sources on Polynesia** through the Turnbull Library and Archives NZ and other scholarly resources.
 - **Apply** this knowledge in order to **select, synthesize, analyse and interpret** relevant and appropriate materials.
 - **Creatively and critically demonstrate their own understanding** of comparative issues in Polynesian history through both verbal and written assessments.

PASI 201 is the second core course in the Pacific Studies BA Major. In this course you will develop skills and attributes that are highly sought after by employers, including: strong verbal communication skills, strong written communication skills, sound academic achievement, team player, analytical and conceptual skills. See the Vic Careers website for more on employability: http://www.victoria.ac.nz/st_services/careers/resources/employment_skills_survey.aspx#skills
Below we have outlined the necessary attributes of someone who graduates with a PASI major.

4. Graduate Attributes

PASI BA GRADUATE ATTRIBUTES

Critical Thinking

1. Demonstrates knowledge of the geographic, historical, cultural, social, political and economic diversity and complexity of the Pacific as a region.
2. Able to analyze and question assumptions and theories that frame representations of the Pacific.
3. Able to evaluate the quality and origin of sources of information on the Pacific.
4. Able to formulate and evaluate research questions that demonstrate an engagement with the broader context of the Pacific region.
5. Demonstrates an awareness of insider/outsider debates over knowledge in the Pacific and takes care to account for indigenous perspectives when conducting analysis of material.

Creative Thinking

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

Communication

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

Leadership

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

PASI 201 therefore seeks to provide an opportunity for developing and strengthening all of the above subject-specific skills in critical thinking, creative thinking, communication and leadership.

5. Workload

The workload for PASI 201 is consistent with other 20-point courses within the Faculty of Humanities and Social Sciences. You are expected to spend a total of 200 hours on this course. Given that we will have about 36 hours of teaching contact this means that you should dedicate at least 13 hours per week to reading, revising, assignments and preparation for this course.

6. Mandatory Course Requirements

To pass this course, students need to: attend at least 9/11 tutorials, and achieve at least 30% total from their combined coursework assignments; KCQs and the final essay are mandatory.

7. Course Materials

Students are encouraged to use the opportunities in tutorials to debate and discuss issues raised in readings and lectures. Tutorials will be held between Week 2 and Week 13. Unexplained absences will result in your grade being moderated downwards in spite of your overall coursework tally.

Key Texts:

- Multilith: available for purchase from Student Notes, this is the main required text for PASI 201.
- All videos listed in the course outline are held in the 9th Floor Audio-Visual Suite of the Library, and constitute required texts for PASI 201; a few of them will be screened in class, but all others must be viewed in student's own study time. You will be examined on your knowledge and understanding of videos in the same way that you will be examined on your knowledge and understanding of the readings for this course.
- Library Reserve Readings: a selection of recommended readings will be placed on Closed Reserve and 3-Day Loan in the Library.
- Handouts: additional required readings not included in the PASI 201 Multilith may be handed out in lecture or tutorial, or made available on Blackboard.
- Map of the Pacific: a Xerox-copied map will be handed out in lecture, but Pacific Studies majors are encouraged to invest in a good-sized map of the contemporary Pacific.
- Supplementary reading: Pacific and Samoan Studies Project: visit www.nzetc.org/pacific/ to find some rare texts on Samoa, Cook Islands, and Niue which are freely available to you on-line.

The required text for this course is a book of Student Notes. Suggestions for further readings as well as links to relevant internet sites will be posted on BlackBoard.

For the first two weeks of trimester all undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer, 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 all textbooks will be sold from vicbooks and student notes from the Student Notes Distribution Centre on the ground floor 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.

8. Assessment & Course Work

Assessment: Coursework **60%**

KCQs	15%
Primary Source Exercise	10%
Essay	15%
Seminar	10%
Field trip report	10%

Final Examination **40%**

Written assignments can be handed in at the Va'aomanū Pasifika office at 6 KP, placed in the drop box outside the office door, or electronically submitted via Bb by the due date. Late assignments will not be accepted except by special arrangement with the lecturer. If you have extenuating circumstances, you **MUST** request an extension **BEFORE** the assignment is due.

Please check the assessment criteria and marking guidelines for all coursework before you begin your assignments or turn them in. These are all available on Bb.

Field trip report: You are required to submit a report on one of our class field trips. You may turn your report in at any time during the trimester, but definitely before Friday 4pm of Week 12. It is recommended, however, that you do your report soon after the field trip you've chosen to write about. Your report may be presented in a formal expository style, or as a more personal discussion. You must however, clearly describe where you've been, when you went, what you've seen and heard, what stood out particularly for you, and how whether the field trip has shed light on histories in Polynesia for you. The purpose of the field trip report is to focus your powers of observation and allow you to share your reflections--both critical and complimentary--on what you have learned from these outings.

There are **four (4) required field trips** for this course. Three field trips occur during normal lecture hours, and students are responsible for finding their own way to off-campus sites:

1. Class Time: Wharenuī o Te Tumu Te Herenga Waka Marae
2. Class Time: Archives New Zealand, 10 Mulgrave Street
3. Class Time: Museum of New Zealand Te Papa Tongarewa, Pacific Collection (back of house)

The fourth field trip must be organized by students at their own convenience. This field trip simply requires a 50-minute visit to or examination of a bush, garden, urban, or domestic environment, with dedicated attention to the details. How much historical, botanical, spiritual, architectural knowledge or Polynesian symbology can you identify in this space?

The field trip 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 histories of eastern and western Polynesia;
 - **Actively participate in and develop skills in assessing different learning opportunities** for the purpose of valuing both introduced and indigenous methods and modes of knowing (in) Polynesia;
 - **Become familiar with methods of accessing primary sources on Polynesia through Turnbull Library and Archives NZ and other scholarly resources** and be able to **apply** this knowledge in order to **select, synthesize, analyse and interpret** relevant and appropriate materials to **creatively and critically demonstrate** their own understanding of comparative issues in Polynesian history through both verbal and written assessments;
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Seminar: Seminar presentations will take the form of two (2) sets of **group work**. Students will be assigned groups in Week 2. Your two seminars, each worth 5%, will be scheduled for designated lecture periods between Weeks 3 and 12. Seminar presentations will be based on each group's "rapid immersion" on assigned topics. The seminar is an opportunity for groups to try to convey to the rest of the class a sense of historical specificity. Each seminar is to be 7-10 minutes in length and assessment will be based on organization, accuracy, citation of sources, and a written component from each individual assessing their own contribution to the seminar and their group dynamic. All members of a group will earn the same mark for each of the two seminars.

The seminar 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:

- **Accurately associate** particular authors and personalities with ideas covered in the course and **appropriately summarize** readings and other course material;
 - **Actively participate in and develop skills in assessing different learning opportunities** for the purpose of valuing both introduced and indigenous methods and modes of knowing (in) Polynesia;
 - **Become familiar with methods of accessing primary sources on Polynesia** through the Turnbull Library and Archives NZ and other scholarly resources and be able to **apply** this knowledge in order to **select, synthesize, analyse and interpret** relevant and appropriate materials to **creatively and critically demonstrate their own understanding** of comparative issues in Polynesian history through both verbal and written assessments.
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Primary Source exercise: *Please note that this assignment is intended to feed into your essay down the line.*

- **Select a course theme that you are interested in.**
 - Consult the course outline and your lecturer/tutor to make sure you have picked a relevant course theme.
- **Find two comparable sources from either the Turnbull Library or the Archives New**

Zealand that are relevant to the course theme you have chosen.

- Make sure that one of your sources is from Eastern/Younger Polynesia and one is from Western/Older Polynesia.
 - You could select collections of myths and legends from Eastern Polynesia and from Western Polynesia. You could choose one constitution from an Eastern Polynesia nation and one constitution from a Western Polynesian nation. You could even choose to compare a historical newspaper issue from a Western Polynesian nation and one from an Eastern Polynesian nation around the same time period.
 - NOTE: if you select photographs as your sources, you will need to annotate a total of at least 10 photographs—five from Eastern Polynesia and five from Western Polynesia.
- **Provide a full bibliographic entry and 300-400 word annotations for each of your two sources.**
 - A full bibliographic entry entails author's name, full title of text, place of publication, publisher, year of publication, Turnbull Library or Archives New Zealand reference/file number, number of pages, number of illustrations, etc.
 - An annotation provides a descriptive overview of the contents of a source and highlights some of its interesting points.
 - A sample of an annotation is provided at the end of this course outline (note that your annotation must be longer than the one in the sample).

The Primary Source assignment builds students' critical thinking and communication skills and in particular provides students with the opportunity to:

- **Accurately associate** particular authors and personalities with ideas covered in the course and **appropriately summarize** readings and other course material;
- **Actively participate in and develop skills in assessing different learning opportunities** for the purpose of valuing both introduced and indigenous methods and modes of knowing (in) Polynesia;
- **Become familiar with methods of accessing primary sources on Polynesia** through the Turnbull Library and Archives NZ and other scholarly resources and be able to **apply** this knowledge in order to **select, synthesize, analyse and interpret** relevant and appropriate materials to **creatively and critically demonstrate their own understanding** of comparative issues in Polynesian history through both verbal and written assessments

Comparative History Essay: This assignment builds on your Primary Source exercise.

- **Step 1:** Look at the two sources you picked for the previous assignment. What two countries did you pick? Are you sure that one is from eastern Polynesia and the other is from western Polynesia?
- **Step 2:** Identify the historical era your two sources are from: pre-colonial, colonial, or post-colonial?
- **Step 3:** Now, construct a comparative chronology or timeline for your two countries, highlighting key events in the era that your sources are from. This will require you to consult some secondary sources and general histories of the two Polynesian countries you are focusing on. Use this chronology or timeline as an appendix or illustration for your essay. **Note:** Your essay assignment will not be considered complete without a

chronology.

- **Step 4:** Now, building on your Primary Source exercise and your chronology, reflect on the insights into Polynesian pasts that your two primary sources have given you, and think about what further questions they raise? Do these two sources give you some clues as to why there might be similarities and differences between the countries from eastern and western Polynesian that you chose? Try to relate your two sources to a topic or series of questions covered in the course outline.
 - For example, you may have selected two missionary's accounts from the Turnbull Library for your first assignment: your essay would thus most logically be built around questions raised in Week 5 about "colonial collaborations."
- **Step 5:** The general question you are trying to answer in your essay is: Has history played out any differently between the eastern and western islands of Polynesia that you have chosen to focus on?
- **Step 6:** Conclude your essay by reflecting on what is gained or lost by taking a comparative approach to Polynesian history?

Your essay should be about 1800-2000 words. Please consult with your lecturer if you are not sure about how to go about writing your essay.

The Comparative History Essay assignment builds students' critical and creative thinking, as well as communication skills and in particular provides students with the opportunity to:

- **Demonstrate** the ability to **reflect** on and **analyze** their own prior knowledge of the histories of eastern and western Polynesia;
- **Recall** the geographical, cultural and historical distinctions between Eastern and Western Polynesia and be able to **evaluate** the possible reasons for similarities or differences in the unfolding of history in eastern and western Polynesian societies;
- **Demonstrate an understanding** of the objectives and benefits of the comparative approach to history and apply this through their own comparative investigation of Polynesian history;
- **Accurately associate** particular authors and personalities with ideas covered in the course and **appropriately summarize** readings and other course material;
- **Become familiar with methods of accessing primary sources on Polynesia** through the Turnbull Library and Archives NZ and other scholarly resources and be able to **apply** this knowledge in order to **select, synthesize, analyse and interpret** relevant and appropriate materials to **creatively and critically demonstrate their own understanding** of comparative issues in Polynesian history through both verbal and written assessments

Key Concept and Question Papers (KCQs):

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 comparative histories in Polynesia that week.

The minimum word limit for each KCQ is 300 words or one page long. A total of 7 KCQs must be turned in. To meet Faculty requirements, at least four (4) of these 7 required KCQs must be turned in before 23 September. KCQs 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. Your overall mark for this assignment will be based on your best 5 KCQs.

The KCQ's build students' critical thinking and communication skills and in particular encourage students to:

- **Recall** the geographical, cultural and historical distinctions between Eastern and Western Polynesia and be able to **evaluate** the possible reasons for similarities or differences in the unfolding of history in eastern and western Polynesian societies;
- **Demonstrate an understanding** of the objectives and benefits of the comparative approach to history and apply this through their own comparative investigation of Polynesian history;
- **Accurately associate** particular authors and personalities with ideas covered in the course and **appropriately summarize** readings and other course material;
- **Actively participate in and develop skills in assessing different learning opportunities** for the purpose of valuing both introduced and indigenous methods and modes of knowing (in) Polynesia.

Final Exam: 3 hour Examination - Date and Time tba
Examination period is 21 October to 12 November 2011

10% identification and short answers
 15% summaries of selected course texts
 15% 2 essays

The Final Exam builds students' critical thinking, creative thinking and communication skills and in particular encourages students to:

- **Recall** the geographical, cultural and historical distinctions between Eastern and Western Polynesia and be able to **evaluate** the possible reasons for similarities or differences in the unfolding of history in eastern and western Polynesian societies;
- **Demonstrate an understanding** of the objectives and benefits of the comparative approach to history and apply this through their own comparative investigation of Polynesian history;
- **Accurately associate** particular authors and personalities with ideas covered in the course and **appropriately summarize** readings and other course material

8. Assessment & Course Work

The following is a grid with all the assessments for PASI 201.2011 visible at a glance.

Assignment	Worth	Specifications	Week Due	Date Due	Comment
KCQs (Key Concepts and Question papers)	15%	300 words max.	Week 3-12	@ tutorials 4 x KCQs to be submitted before 23 September	7 KCQ's must be turned in, and will only be accepted in hard copy, in person at tutorials. Final mark will be based on the best 5.
Primary Source Exercise	10%	600-800 words	Week 7	9 Sept	Check Bb for samples.
Seminars	10%	7-10 minutes	tbc	Between weeks 3 & 12	Depends on individual and group sign-ups
Comparative History Essay	15%	1800-2000 words	Week 12	14 Oct	PLAGIARISM WILL BE REPORTED TO UNIVERSITY AUTHORITIES !
Field trip report	10%	600-800 words	Week 12	14 Oct	Accepted any time during term
Final Exam	40%	3 hours	Tbc	Tbc	Requests for alternate sitting dates must be made through the Faculty of Humanities and Social Sciences (\$ fee applies)

9. 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.

10. Support Services

Tagata Pasifika Room

The Tagata Pasifika Room (Rm 102) 6 Kelburn Parade is available for use by Pacific Islands students. It is equipped with two computers that are linked to a printer for word-processing. Pick up the key from 10 Kelburn Parade at the Liaison Office, leave your ID card and return the key to 10 Kelburn Parade after use to pick up your ID card.

Pacific Liaison Officer

The Pacific Liaison officer, Sera Gagau is available to help you with course advice and planning. She is available from Monday to Friday, 8.30am to 5.00pm. Sera can be contacted by ringing 04 463 5374 or 04 463 5233 ext 6670, dropping in to her office Rm 106 in the Hunter Building or e-mail sera.gagau@vuw.ac.nz

Maori and Pacific Islands Students

Maori and Pacific first-year students enrolled in PASI 201 are eligible for mentoring through the Faculty of Humanities and Social Sciences. For more details see Melissa Dunlop in at 16 Kelburn Parade, or contact her via email melissa.dunlop@vuw.ac.nz

Pasifika Learning Advisors

Ema Sanga is Victoria University's Pasifika Learning Adviser. She provides a weekly Pasifika Programme, where you can learn new study and learning skills along with other Pacific students. The programme runs on Wednesdays, 12-1pm at the Seminar Room, Student Learning Support Service, level 0 Kirk Wing, Hunter Courtyard. Contact Ema for a one-to-one appointment, tel 04-463 7455, or email Ema.Sanga@vuw.ac.nz.

Student Learning Support Services

All students are entitled to use Victoria's Student Learning Support Service, which offers a variety of courses, workshops and other programmes to help you develop the skills to gain maximum benefit from your studies at Victoria. It is located at Level 0, Kirk Wing, Hunter Courtyard, Kelburn, Wellington. Visit their website: http://www.vuw.ac.nz/st_services/slss/ Learning support is free, friendly and confidential. It's never too late to learn how to learn better!

Students with Impairments (see Appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building, telephone: 463-6070 email: disability@vuw.ac.nz The name of your School's Disability Liaison Person can be obtained from the School Office or DSS.

11. General University Policies and Statutes

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>

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.

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

PASI 201 Comparative Histories of Polynesia 2011

COURSE OUTLINE¹

Week 1 I ka wa mamua, I ka wa mahope

July 12 and 15

T	Lecture:	Introduction and Course Outline
F	Lecture:	History in Polynesia/Comparative Histories

Required

Bb: Greg Denning, "History "in" the Pacific." *The Contemporary Pacific* 1(1-2): 134-39;

Reader: Selections from Sir Peter Buck/Te Rangi Hiroa, *Vikings of the Sunrise*. Auckland: Whitcombe and Tombs Ltd, 1954:13-26. Selections from Sir Tom Davis, *Island Boy: An Autobiography*. Suva: University of the South Pacific, 1992:3-16.

Further Reading

3-Day Loan: Epeli Hau'ofa, "Our Sea of Islands," in *A New Oceania: Rediscovering Our Sea of Islands* edited by Vijay Naidu, Eric Waddell, and Epeli Hau'ofa. Suva: School of Social and Economic Development, USP in association with Beake House, 1993: 2-16. Douglas L. Oliver, "The Polynesians" in *The Pacific Islands*. New York: Doubleday, 1961.

NO TUTORIAL

Week 2 Pre-colonial worldviews: Into the "Po"

July 19 and 22

T	Field Trip:	Te Tumu te Herenga Waka Marae
F	Lecture:	Oral Traditions and Polynesian Ways of Knowing

Required

Reader: Selections from Robert W. Williamson, *Religious and Cosmic Beliefs of Central Polynesia*. New York: AMS Press Inc., 1933:1-45.

Bb Niel Gunson, "Understanding Polynesian Traditional History." *The Journal of Pacific History*. 28(2): 139-158; I.F. Helu, "South Pacific Mythology". In *Critical Essays: Cultural Perspectives from the South Seas*. Canberra: The Journal of Pacific History, 1999: 251-260.

Further Readings

3-Day Loan: Selections from *The Kumulipo: A Hawaiian Creation Chant*, Martha Beckwith (ed). Honolulu: University of Hawaii Press, 1972. Lilikala Kame'eleihiwa, *A Legendary Tradition of Kamapua`a, the Pig God/He*

¹ Please note that this course outline and class schedule is subject to change. Blackboard (Bb) will contain the most updated version of required and recommended readings, as well as details of field trips. Please check Bb regularly.

Mo'olelo ka'ao o Kamapua'a. Honolulu: Bernice Pauahi Museum Press, 1996.

Bb: Mere Roberts, Brad Haami, Richard Benton, Terre Satterfield, Melissa L Finucane, Mark Henare and Manuka Henare, "Whakapapa as a Maori Mental Construct: Some Implications for the Debate over Genetic Modification of Organisms" in *The Contemporary Pacific* 16.1, 2004: 1-28.

First Tutorial: Ice Breakers and Orientation to future tutorial structure and relationship between KCQs and tutorial discussions. **Tips on preparing for written assignments in this course will be shared in this first tutorial.**

Supplementary discussion questions: How useful are oral traditions such as "myths" and "legends"? What do they tell us about Polynesian pasts? What do they tell us about Polynesian commonalities? What do they tell us about Polynesian diversity? How are they relevant to contemporary Polynesians?

Week 3 Pre-Colonial Encounters (Native and Native)

July 26 and 29

T Lecture: He alo a he alo (Face to face)
F Lecture: Polynesian Voyages

Required

Reader: Selections from Ben Finney, *Hokule'a: the Way to Tahiti*. New York: Dodd Mead and Company, 1979:3-17; Lessin and Lessin, *Village of the Conquerors: Sawana: a Tongan Village in Fiji*. Oregon: University of Oregon, Department of Anthropology, 1970: 1-25.

Video: 9th Floor AV Suite, The Navigators (video: 58 min)

Further Readings

Bb: Jeanette Mageo, "Myth, Cultural Identity, and Ethnopolitics: Samoa and the Tongan "Empire"" *Journal of Anthropological Research*, 58.4, Winter, 2002:493-520.

Tutorial: KCQs and discussion groups. **Tips on preparing for written assignments for this course will be shared again in this tutorial.**

Supplementary discussion questions: Did Polynesians travel between Pacific Islands before the Europeans arrived? How did Polynesians maintain kinship, economic, political and spiritual ties with each other? Did Polynesians have much contact with Melanesians and Micronesians in the pre-colonial period? How would we find out?

Week 4 Pre-Colonial Encounters (Native and European)

August 2 and 5

T Lecture: The Turnbull Library's On-line Treasures
F Group Seminars: Port towns in Polynesia

Required

Readings: David Chappell's *Double Ghosts: Oceanian Voyagers on EuroAmerican Ships*. London: ME Sharpe, 1997: 3-21, 78-97. David Samwell, "Some Account of a Voyage to the South Seas" in JC Beaglehole (ed), *The Journals of Captain James Cook, Volume 3, The Voyage of the Resolution and Discovery*. Glasgow: University Press, 1777: 1059-1085.

Further Readings

3-Day Loan: Greg Denning, *The Bounty: An Ethnographic History*. Melbourne: University of Melbourne, Department of History, 1988. E.H. McCormick, *Omai: Pacific Envoy*. Auckland: Auckland University Press and Oxford University Press, 1977. Joseph Waterhouse, *The King and People of Fiji*. Honolulu: University of Hawaii Press, 1997.

Closed Reserve: Charles Wilkes, *Narrative of the United States Exploring Expedition, During the years 1838, 1839, 1840, 1841, 1842*. London: Ingram, Cooke and Co, 1852.

Tutorial: KCQs and discussion groups.

Supplementary discussion questions: What were the dominant characteristics of encounters between Polynesians and Europeans? Were there differences between the encounters in Eastern and Western Polynesia? Did it matter whether the encounters were just between elites or between commoners? Where did "first encounters" tend to take place? How did Polynesians and Europeans communicate with each other? What kinds of ideas structured their relationships? Have any of these structures survived into the present? Why or why not?

Week 5 Colonial Collaborations

August 9 and 12

T Lecture: *Liumuri*--Betrayal? Or Forward Thinking?
F Field trip: Archives New Zealand (date tbc)

Required

Reader Roger C. Thompson, "Britain, Germany, Australia, and New Zealand in Polynesia", in *Tides of History, The Pacific Islands in the Twentieth Century*. Sydney: Allen and Unwin, 1994: 71-92; RG Crocombe and Marjorie Crocombe (eds), *The Works of Ta'unga: records of a Polynesian traveler in the South Seas 1833-1896*. Suva: University of the South Pacific, 1984: 1-26.

Further Readings

Bb: Nicholas Thomas, "Partial Texts: Representation, Colonialism and Agency in Pacific History." *The Journal of Pacific History* 25(2):139-158.

3-Day Loan: Selections from Colin Newbury, *Tahiti Nui: Change and Survival in French Polynesia 1767-1945*. Honolulu: University of Hawaii Press, 1980. Andrew Thornley, *Mai kea ki vei? Stories of Methodism from Fiji and Rotuma*. Suva: Fiji Methodist Church, 1996. Charles W. Forman, "Missions and Churches 1900-1942: The Eastern and Central Islands," in *The Island Churches of the South Pacific: Emergence in the Twentieth Century*. Maryknoll, NY: Orbis Books, 1982.

Tutorial: KCQs and discussion groups.

Supplementary discussion questions: Why were colonial powers interested in acquiring Polynesian territories? How did Polynesians assist in their own colonization, and the colonization of others? Why did Polynesians so readily accept Christianity?

Week 6 Colonial Conflicts

August 16 and 19

T Lecture: Trouble in Paradise: The issue of Polynesian Slavery
F Lecture: Protest and Dissent in Colonial Polynesia

Required

9th Floor AV Suite: Act of War: The Overthrow of the Hawaiian Nation (video 57 mins)
Readings: Selections from H.E. Maude, *Slavers in Paradise: The Peruvian Labour Trade in Polynesia, 1862-1864*. Suva: University of the South Pacific, 1986:63-88; Selections from Noel Rutherford and Peter Hempenstall, *Protest and Dissent in the Colonial Pacific*. Suva: University of the South Pacific, 1984:44-66.

Further Readings

3-Day Loan: Selections from Colin Newbury, *Tahiti Nui: Change and Survival in French Polynesia 1767-1945*. Honolulu: University of Hawaii Press, 1980.

Tutorial: KCQs and discussion groups. **Tips for Approaching the Turnbull/Archive Exercise will be shared in this tutorial.**

Supplementary discussion questions: What were the reasons for conflicts that occurred between Polynesians and European colonizers? Are there any similarities between colonial conflicts in Eastern and Western Polynesia? How have Polynesians tended to resist colonial domination?

MID-TRIMESTER BREAK
20 August-4 September 2011

Week 7 O Tama Toa Primary Source Exercise Due

September 6 and 9

T Lecture: *Mana*
F Video: Fit for a King (51 min)

Required

Readings: Selections from Sir Tom Davis, *Island Boy: An Autobiography*. Suva: University of the South Pacific, 1992: 89-98. Ratu Sir Kamisese Mara, *The Pacific Way: a Memoir*. Honolulu: University of Hawaii Press, 1997: 34-53.

Further Reading

3-Day Loan: Fay G. Calkins, *My Samoan Chief*. Honolulu: University of Hawaii Press, 1971.

Tutorial: KCQs and group discussion. **Tips for how to approach the Essay assignment will be shared in this tutorial.**

Supplementary discussion questions: What are the similarities and contrasts between Sir Tom Davis and Ratu Sir Kamisese Mara? How did Polynesian leaders negotiate traditional and modern values? How are the experiences of chiefly men different from other men? Why, might we speculate, is there not much scholarship which analyses Polynesian masculinity? How would we characterize the historical relationship between Polynesian men and Europeans?

Week 8 O Wahine Toa

September 13 and 16

T Lecture: *Mana Wahine*
F Lecture: *Mana Wahine (cont'd)*

Required

Readings: Selections from Lili'uokalani, *Hawaii's Story by Hawaii's Queen*. Boston: Lee and Shepard Publishers, 1898: 267-295; Elizabeth Ellem, *Queen Salote of Tonga: the story of an era*. Auckland: Auckland University Press, 1999: 285-301.

9th Floor AV Suite: Women of Power (PASI DVD)

Further Reading

Closed Reserve: Peggy Fairbairn-Dunlop, *Tamaitai Samoa, their stories*. Suva and Carson City: University of the South Pacific and KIN Publications, 1996. Tupou Posei Fonua, *Malo Tupou: an oral history*. Auckland: Pasifika Press, 1996.

3-Day Loan Haunani-Kay Trask, "Mana and Hawaiian Women" in *From a Native Daughter, Colonialism and Sovereignty in Hawai'i*. Honolulu: University of Hawaii Press, 1999. Bengt Danielsson, "The Hula Girl as Housewife" in *Love in the South Seas*. London: Allen and Unwin, 1956.

Bb Huntsman, Judith (ed.), Introduction, *Tonga and Samoa: Images of Gender and Polity*, Macmillan Brown Centre for Pacific Studies, Christchurch, 1995: 7-18

Tutorial KCQs and group discussion. **Further tips on how to approach the Essay assignment will be shared in this tutorial.**

Supplementary discussion questions: What are the similarities and contrasts between Queen Lili'uokalani and Queen Salote? How did Polynesian leaders balance traditional and modern values? How might the experiences of chiefly women be different from other women? From what we've read, is there any difference between how a Polynesian woman would represent herself, and how a foreign researcher would represent a Polynesian woman?

Week 9 Sovereignty and Decolonization

September 20 and 23

T Lecture: Contextualizing Sovereignty and Decolonization
F Group Seminars: Tradewinds of Independence in Polynesia

Required

Reader: Nic MacLellan and Jean Chesneaux, *After Moruroa: France in the South Pacific* Melbourne: Ocean Press, 1998: 116-142.

9th Floor AV Suite: Sudden Rush (cd/audio).
The Tribunal (video: 84 min)

Further Reading

3-Day Loan: Selections from Zohl de Ishtar, *Daughters of the Pacific*. North Melbourne: Spinifex Press, 1994. Haunani-Kay Trask, *From a Native Daughter, Colonialism and Sovereignty in Hawai'i*. Honolulu: University of Hawaii Press, 1999.

Tutorial: KCQs and discussion

Supplementary discussion questions: What are some of the key issues relating to national sovereignty for colonized peoples in Polynesia? How important is sovereignty for independent Pacific nations? How can people in independent Polynesian nations support formal decolonization in other parts of Polynesia? What are some of the ways that decolonization still needs to take place even after formal independence is achieved?

Week 10 Diasporas?

September 27 and 30

T Lecture: Diaspora and its Contents in Polynesia
F Field Trip: Te Papa, Back of House-Pacific Collection (tbc)

Required

Readings: Cathy A. Small, *Voyages from Tongan Villages to American Suburbs*. New York: Cornell University Press, 1997: 13-29.

9th Floor AV Suite: Video: New Zealand, An Immigrant Nation: Searching for Paradise (46 min)

Further Reading

3-Day Loan Toa Luka, *Niue Island to New Zealand*. Ruakaka: Toa Luka, 1993. Morgan Tuimaleali`ifano, *Samoans in Fiji: migration, identity and communication*. Suva: Institute of Pacific Studies, The University of the South Pacific, 1990. Klaus-Frederich Koch (ed), *Logs in the Current of the Sea: Neli Lifuka's story of Kioa and the Vaitupu Colonists*. Canberra: Australian National University, 1978.

Tutorial: KCQs and discussion

Supplementary discussion questions: Where have Polynesian people migrated to in the past? Where are Polynesian people migrating to today? What are some of the assumptions that are often made about why Polynesians migrate? How can we better understand the nature of contemporary Polynesian migrations? Do all Polynesian migrant communities abroad constitute diasporas?

Week 11 Ka mate, ka mate! Ka ora, ka ora!

October 4 and 7

T Lecture: Some Key Moments in Contemporary Polynesian Cultural History
F Lecture: Is there a Polynesian Cultural Renaissance? And what does that mean?

Required

Reader: John Pule, "Tales of Life's Legends" from *The Shark that Ate the Sun, Koe Magone Kai e La*. Auckland: Penguin Books, 1992: 260-274.

Further Reading

3-Day Loan: Nicholas Thomas, *Oceanic Art*. London: Thames and Hudson, 1995. Sean Mallon and Pandora Fulimalo Pereira, *Speaking in Colour: Conversations with Artists of Pacific Island Heritage*. Wellington: Te Papa Press, 1997.
Closed Reserve: Sean Mallon and Pandora Fulimalo Pereira, *Pacific Art Niu Sila: the Pacific dimension of contemporary New Zealand arts*. Wellington: Te Papa Press, 2002.

Tutorial: KCQs and discussion

Supplementary discussion questions: What are some of the key features of the Polynesian cultural and artistic renaissance in New Zealand? How can art stimulate social transformation or ensure social cohesion?

Week 12 Revision Field Trip Reports, Final Essay, Last KCQ Due

October 11 and 14

T *Sa rauta?* Enough?
F Revision and Course Evaluation

Tutorial KCQs and discussion. **Tips for preparing for the Final Exam may also be discussed in this tutorial.**

END