



**VA'AOMANŪ PASIFIKA**  
**PACIFIC STUDIES & SĀMOAN STUDIES**

# Course Outline

## PASI 201

**COMPARATIVE HISTORY IN POLYNESIA**  
**CRN 8525: 20 POINTS: TRIMESTER 2, 2012**

*Trimester dates: 16 July to 17 November 2012*

*Teaching dates: 16 July to 19 October 2012*

*Mid-trimester break: 27 August to 9 September 2012*

*Study/Examination period: 22 October – 17 November 2012*

**Course coordinator:** Teresia Teaiwa

6 Kelburn Parade, Rm 103

Ph: 463-5110 E: [teresia.teaiwa@vuw.ac.nz](mailto:teresia.teaiwa@vuw.ac.nz)

Office Hrs: Mon-Fri, by appointment only

**Lectures:** TUES & FRI, 1:10-2pm, AM104

**Tutorials:** TUES & FRI, 2:10-3pm, more time slots tbc

(6 Kelburn Parade – Room 102)

**For additional information** Sylvietta Hanipale

6 Kelburn Parade, Rm 101

Ph: 463-5830 E: [sylvietta.hanipale@vuw.ac.nz](mailto:sylvietta.hanipale@vuw.ac.nz)

Office Hrs: 8.30am -4.30pm

**Withdrawal dates**

Information on withdrawals and refunds may be found at

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

## Teaching Learning Summary

This course will be delivered in a standard format consistent with 20 point courses in other departments within the Faculty of Humanities and Social Sciences. Scheduled sessions are comprised of two 50 minute lectures and one 50 minute tutorial per week. Students should allow an average of 13 hours per week for this course for class and tutorial sessions, reading, completion of assignments, and other preparation. Regular tutorial sessions will be held from Week 2 - Week 12.

## Communication of additional information

This course outline is to be taken as indicative of course activities only; precise details may change, subject to availability of guest lecturers and other materials. During the term, up-to-date communication about the course will be delivered primarily via Blackboard. For further details, see the paragraph about Blackboard under "Course Requirements," below.

## Welcome and Course Description

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.

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, and with a 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.

## Course Prescription

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.

## Learning Objectives

Students who pass this course should be able to:

- **Demonstrate** the ability to **reflect** on and **analyse** 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 histories;
- **Actively participate in and develop skills in reading, synthesizing, analysing and interpreting** required, recommended and relevant independently sourced primary and secondary materials for both introduced and indigenous methods and modes of historical representation in Polynesia;
- **Develop an understanding of key concepts** such as historical specificity, agency, mana and sovereignty.

- **Creatively and critically demonstrate their own understanding** of the objectives, benefits and limitations of the comparative approach to Polynesian history through both verbal and written assessments.

PASI 201 is a 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](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.

## **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 analyse 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.

## Course Requirements

You are expected to spend a total of 200 hours on this course. Given that you will have only about 36 hours of teaching contact this means that you should dedicate at least 12 hours per week to reading, revising, assignments and preparation for this course.

## 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.**

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 Vic Books, this is the main required text for PASI 201.
- All videos listed in the course outline are held in Closed Reserve section 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/](http://www.nzetc.org/pacific/) to find some rare texts on Samoa, Cook Islands, and Niue which are freely available to you on-line.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 9–27 July 2012, 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 4 of the Student Union Building. Customers 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 customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available.

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

**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!

**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.

## Assessment & Course Work

Assessment:	Coursework	60%
KCQs	15%	
Primary Source Assignment	10%	
Essay	15%	
Seminar	10%	
Field trip report	10%	
Final Examination	40%	

Written assignments must be 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. All field trips occur during normal lecture hours, and students are responsible for finding their own way to off-campus sites:

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

**Please check Bb for the marking rubric for this assignment.**

***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 **analyse** their own prior knowledge of the histories of eastern and western Polynesia;

- **Actively participate in and develop skills in reading, synthesizing, analysing and interpreting** required, recommended and relevant independently sourced primary and secondary materials for both introduced and indigenous methods and modes of historical representation in Polynesia;
- **Develop an understanding of key concepts** such as historical specificity, agency, mana and sovereignty.

**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. **Please check Bb for the marking rubrics for these 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:***

- **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 reading, synthesizing, analysing and interpreting** required, recommended and relevant independently sourced primary and secondary materials for both introduced and indigenous methods and modes of historical representation in Polynesia;
- **Develop an understanding of key concepts** such as historical specificity, agency, mana and sovereignty.

**Primary Source Assignment:** *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 the JC Beaglehole Room, Turnbull Library or 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 will be posted on Blackboard.

Please check Bb for the marking rubric for the Primary Source Assignment.

***The Turnbull/Archives assignment builds students' critical thinking and communication skills and is relevant to all the course learning objectives, especially because it provides students with the opportunity 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 histories;
- Actively participate in and develop skills in reading, synthesizing, analysing and interpreting required, recommended and relevant independently sourced primary and secondary materials for both introduced and indigenous methods and modes of historical representation in Polynesia;
- Creatively and critically demonstrate their own understanding of the objectives, benefits and limitations of the comparative approach to Polynesian history through both verbal and written assessments.

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

- **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 Assignment 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 with at least two paragraphs that reflect 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. Check Bb for the marking rubric for this assignment.

***The Comparative History Essay assignment builds students' critical and creative thinking, as well as communication skills and is relevant to all the course learning objectives, especially because it provides students with the opportunity to:***

- Actively participate in and develop skills in reading, synthesizing, analysing and interpreting required, recommended and relevant independently sourced primary and secondary materials for both introduced and indigenous methods and modes of historical representation in Polynesia;
- Creatively and critically demonstrate their own understanding of the objectives, benefits and limitations of the comparative approach to 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 at least three (3) of the following: reading/lecture/field trip/video, identify:
  - something that is interesting to you personally from it, and explain why;
  - an important point from it, and explain why that point seemed important to you;
  - The most essential point from it, and explain why you think it is.
  - 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, you must provide references for them.)
3. Make a closing statement assessing the pros and cons of the comparative method in relation to this week's topic.

The minimum word limit for each KCQ is 300 words or one 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. To meet Faculty requirements, at least four (4) of these 7 required KCQs must be turned in before 28 September. 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. Please check Bb for the marking rubric for KCQs.

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

- Demonstrate the ability to reflect on and analyse their own prior knowledge of the histories of eastern and western Polynesia;
- Actively participate in and develop skills in reading, synthesizing, analysing and interpreting required, recommended and relevant independently sourced primary and secondary materials for both introduced and indigenous methods and modes of historical representation in Polynesia;
- Develop an understanding of key concepts such as historical specificity, agency, mana and sovereignty.



- Creatively and critically demonstrate their own understanding of the objectives, benefits and limitations of the comparative approach to Polynesian history through both verbal and written assessments.

**Final Exam:** 3 hour Examination - Date and Time TBA  
 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:***

- Demonstrate the ability to reflect on and analyse 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 histories;
- Actively participate in and develop skills in reading, synthesizing, analysing and interpreting required, recommended and relevant independently sourced materials for both introduced and indigenous methods and modes of historical representation in Polynesia;
- Develop an understanding of key concepts such as historical specificity, agency, mana and sovereignty.
- Creatively and critically demonstrate their own understanding of the objectives, benefits and limitations of the comparative approach to Polynesian history through both verbal and written assessments.

The following is a grid with all the assessments for PASI 201.2012 visible at a glance.

<b>Assignment</b>	<b>Worth</b>	<b>Specifications</b>	<b>Week Due</b>	<b>Date Due</b>	<b>Comment</b>
KCQs (Key Concepts and Question papers)	15%	300 words max.	Week 3-13	@ tutorials	7 KCQ's must be turned in, 4 of which must be before 28 September; all 7 will only be accepted in hard copy, in person at tutorials. Final mark will be based on the best 5.
Primary Source Assignment	10%	600-800 words	Week 7	14 Sept	Check Bb for samples.
Seminars	10%	7-10 minutes	tbc	tbc	Depends on individual and group sign-ups
Comparative History Essay	15%	1800-2000 words	Week 12	19 Oct	PLAGIARISM WILL BE REPORTED TO UNIVERSITY AUTHORITIES !
Field trip report	10%	600-800 words	Week 12	19 Oct	Accepted any time during term
Final Exam	40%	3 hours	tbc	tbc	

## Academic Integrity and Plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

## Where to Find More 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 <http://www.victoria.ac.nz/home/study/academic-progress.aspx>. 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 Academic Office website, at [www.victoria.ac.nz/home/about\\_victoria/avcacademic](http://www.victoria.ac.nz/home/about_victoria/avcacademic).

## Support Services

### ***Pasifika Students Study Room***

The Pasifika Students Study Room (Rm 104) at 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, and can be a quiet place to study in between classes.

### ***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](mailto:sera.gagau@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 Ruth for a one-to-one appointment, tel 04-463 7455, or email [Ema.Sanga@vuw.acnz](mailto:Ema.Sanga@vuw.acnz)

### ***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, and Wellington. Visit their website: [http://www.vuw.ac.nz/st\\_services/slss/](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!

### ***Te Putahi Atawhai***

This programme offers:

- Academic mentoring for all Māori & Pacific students at all levels of undergraduate study for the faculties of Commerce & Administration and Humanities & Social Sciences. Contact [te-putahi-atawhai-mentoring@vuw.ac.nz](mailto:te-putahi-atawhai-mentoring@vuw.ac.nz) or 463 6015 to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses
- Postgraduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities
- Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; [Pacific-Support-Coord@vuw.ac.nz](mailto:Pacific-Support-Coord@vuw.ac.nz) or phone 463 5842.

Te Putahi Atawhai is located at: 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring & some first year Commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Māori Studies mentoring is done at the marae.

WEEK	WEEK 1	WEEK 2	WEEK 3	WEEK 4
<b>TOPIC</b>	<b>What is History in Polynesia?</b>	<b>Why the Comparative Method?</b>	<b>Contact and Commerce</b>	<b>Conversion and Native Missionaries</b>
<b>TUESDAY 1:10-1:15pm</b>	Welcome	Announcements & Admin	Announcements & Admin	Announcements & Admin
<b>1:15-2:00pm</b>	Lecture: Can you have a Past without History in Polynesia? Mana and Polynesian Social Systems (and how Anthropology can help us understand History in Polynesia)	Field Trip: Te Tumu Te Herenga Waka Marae <i>tbc</i> and Lecture: Why (Comparative) Methods Matter	Lecture: First Encounters	Field Trip: Beaglehole Room <i>tbc</i>
<b>FRIDAY 1:10-1:15pm</b>	Announcements & Admin	Announcements & Admin	Announcements & Admin	Announcements & Admin
<b>1:15-2:00pm</b>	Lecture: Not Polynesian History, not the history of Polynesia, History <i>in</i> Polynesia	Lecture: Comparison through Counterfactuals	Lecture: Port Towns in Polynesia	Group Seminars: Missions and Missionaries in Polynesia
<b>REQUIRED COURSE MATERIALS</b>	Greg Dening, "History "in" the Pacific." <i>The Contemporary Pacific</i> 1(1-2): 134-39; Niel Gunson, "Understanding Polynesian Traditional History." <i>The Journal of Pacific History</i> . 28(2): 139-158; I.F. Helu, "South Pacific Mythology". In <i>Critical Essays: Cultural Perspectives from the South Seas</i> . Canberra: The Journal of Pacific History, 1999: 251-260 (all on Bb).	Huntsman, Judith (ed.), Introduction, <i>Tonga and Samoa: Images of Gender and Polity</i> , Macmillan Brown Centre for Pacific Studies, Christchurch, 1995: 7-18 (on Bb); Additional Required Reading on Counterfactual Histories and Comparative Histories <i>tbc</i>	David Chappell's <i>Double Ghosts: Oceanian Voyagers on EuroAmerican Ships</i> . London: ME Sharpe, 1997: 3-21, 78-97. David Samwell, "Some Account of a Voyage to the South Seas" in JC Beaglehole (ed), <i>The Journals of Captain James Cook, Volume 3, The Voyage of the Resolution and Discovery</i> . Glasgow: University Press, 1777: 1059-1085. (in reader)	RG Crocombe and Marjorie Crocombe (eds), <i>The Works of Ta'unga: records of a Polynesian traveler in the South Seas 1833-1896</i> . Suva: University of the South Pacific, 1984: 1-26. (in reader)
<b>KCQ?</b>				
<b>WHAT'S DUE?</b>		<b>Tutorials start this week</b>		<b>Group Seminar #1</b>
<b>REMINDERS</b>	<b>Get your reader! Tutorials: You must sign up for a Tutorial Group this week. Sign-up sheets on PASI board at 6 KP.</b>	<b>You will be assigned to a group this week for Group Seminars</b>	<b>Your Group will be assigned its first Group Seminar topic this week</b>	

WEEK	WEEK 5	WEEK 6	WEEK 7	WEEK 8
<b>TOPIC</b>	<b>Colonial Collaborations</b>	<b>Colonial Conflicts</b>	<b>Wars in Comparative Perspective</b>	<b>Who Makes History in Modern Polynesia?</b>
<b>TUESDAY 1:10-1:15pm</b>	Announcements & course admin	Announcements & Admin	Announcements & Admin	Announcements & Admin
<b>1:15-2:00pm</b>	Lecture: Liumuri: Is Collaboration Betrayal or Forward Thinking?	Guest Lecture: Safua Akeli, PhD Candidate in History, VUW <i>tbc</i>	Guest Lecture: Kolokesa Māhina-Tuai, Independent Curator and Researcher <i>tbc</i>	Lecture: Mana and Polynesian Modernity
<b>FRIDAY 1:10-1:15pm</b>	Announcements & Admin	Announcements & Admin	Announcements & Admin	Announcements & Admin
<b>1:15-2:00pm</b>	Field Trip: Archives NZ <i>tbc</i>	Lecture: Protest and Dissent in Colonial Polynesia	Lecture: War or Peace? Comparisons through Counterfactuals	Lecture: Great Men in Polynesian History
<b>REQUIRED COURSE MATERIALS</b>	Roger C. Thompson, "Britain, Germany, Australia, and New Zealand in Polynesia", in <i>Tides of History, The Pacific Islands in the Twentieth Century</i> . Sydney: Allen and Unwin, 1994: 71-92. (in reader) Nicholas Thomas, "Partial Texts: Representation, Colonialism and Agency in Pacific History." <i>The Journal of Pacific History</i> 25(2):139-158. (Bb)	Selections from Noel Rutherford and Peter Hempenstall, <i>Protest and Dissent in the Colonial Pacific</i> . Suva: University of the South Pacific, 1984:44-66. (in reader) Video: Act of War: The Overthrow of the Hawaiian Nation, 57 mins (Closed Reserve, DVD 4288)	Kolokesa Māhina-Tuai, FIA (Forgotten in Action): Pacific Islanders in the New Zealand Armed Forces, in <i>Tangata o le Moana: New Zealand and the People of the Pacific</i> . Wellington: Te Papa Press, 2012: 139-160. (on Bb)	Selections from Sir Tom Davis, <i>Island Boy: An Autobiography</i> . Suva: University of the South Pacific, 1992: 89-98. Ratu Sir Kamisese Mara, <i>The Pacific Way: A Memoir</i> . Honolulu: University of Hawaii Press, 1997: 34-53. (in reader)
<b>KCQ?</b>				
<b>WHAT'S DUE?</b>		<b>You need to have identified your Primary sources by now</b>	<b>*Primary Source Assignment* DUE BY FRIDAY 4PM</b>	<b>Be prepared to discuss your essay project in tute this week.</b>
<b>REMINDERS</b>				

WEEK	WEEK 9	WEEK 10	WEEK 11	WEEK 12
<b>TOPIC</b>	<b>Who Makes History in Modern Polynesia II</b>	<b>Sovereignty and Decolonization</b>	<b>Comparative Renaissances</b>	<b>Evaluating the Comparative Method</b>
<b>TUESDAY 1:10-1:15pm</b>	Announcements & course admin	Announcements & Admin	Announcements & Admin	Announcements & Admin
<b>1:15-2:00pm</b>	Lecture: Queens of Polynesia	Lecture: What do Sovereignty and Decolonization have to do with Mana and Agency?	Lecture: Some Key Moments in Contemporary Polynesian Cultural History	Lecture and class exercise: Debate: The Comparative Method is Inappropriate for Understanding History in Polynesia
<b>FRIDAY 1:10-1:15pm</b>	Announcements & Admin	Announcements & Admin	Announcements & Admin	Announcements & Admin
<b>1:15-2:00pm</b>	Lecture and Class Exercise: Our Queens: Comparisons through Counterfactuals	Group Seminars: Tradewinds of Independence	Lecture: Historical Fiction and Cultural Renaissance in Polynesia	Revision for final exam and course evaluation
<b>REQUIRED COURSE MATERIALS</b>	Selections from Lili`uokalani, <i>Hawaii's Story by Hawaii's Queen</i> . Boston: Lee and Shepard Publishers, 1898: 267-295 (in reader); Elizabeth Ellem, <i>Queen Salote of Tonga: the story of an era</i> . Auckland: Auckland University Press, 1999: 285-301 (n reader). DVD: Women of Power (Closed Reserve, PASI 201)	Nic MacLellan and Jean Chesneau, <i>After Moruroa: France in the South Pacific</i> Melbourne: Ocean Press, 1998: 116-142 (in reader); Selections from Zohl de Ishtar, <i>Daughters of the Pacific</i> . North Melbourne: Spinifex Press, 1994 (on Bb). Video: The Tribunal, 84 min (Closed Reserve DVD 09969)	John Pule, "Tales of Life's Legends" from <i>The Shark that Ate the Sun, Koe Magone Kai e La</i> . Auckland: Penguin Books, 1992: 260-274. (in reader) Selections from Polynesian Historical Fiction, tbc (Available on Bb)	No new readings this week
<b>KCQ?</b>				
<b>WHAT'S DUE?</b>		<b>Group Seminar #2</b>		<b>*COMPARATIVE ESSAY* and * FIELD TRIP REPORT* DUE FRIDAY BY 4pm</b>
<b>REMINDERS</b>	<b>Your Group will be assigned its second Group Seminar topic this week</b>	<b>Essay Writing Workshop I</b>	<b>Essay Writing Workshop II</b>	

**Recommended Reading List—Referring to relevant interesting/important/essential points from any of these readings in your KCQs will augment your grade**

Martha Beckwith (ed), *The Kumulipo: A Hawaiian Creation Chant*. Honolulu: University of Hawaii Press, 1972. (Closed Reserve)

Sir Peter Buck/Te Rangi Hiroa, *Vikings of the Sunrise*. Auckland: Whitcombe and Tombs Ltd, 1954:13-26. (in reader)

Fay G. Calkins, *My Samoan Chief*. Honolulu: University of Hawaii Press, 1971. (Closed Reserve)

Greg Dening, *The Bounty: An Ethnographic History*. Melbourne: University of Melbourne, Department of History, 1988. (Closed Reserve)

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. (Closed Reserve)

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. (on Bb)

Lilikala Kame'eleihiwa, *A Legendary Tradition of Kamapua`a, the Pig God/He Mo'olelo ka'ao o Kamapua'a*. Honolulu: Bernice Pauahi Museum Press, 1996. (Closed Reserve)

E.H. McCormick, *Omai: Pacific Envoy*. Auckland: Auckland University Press and Oxford University Press, 1977. (Closed Reserve)

Colin Newbury, *Tahiti Nui: Change and Survival in French Polynesia 1767-1945*. Honolulu: University of Hawaii Press, 1980. (Closed Reserve)

Douglas L. Oliver, "The Polynesians" in *The Pacific Islands*. New York: Doubleday, 1961. (Closed Reserve)

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. (Bb)

Andrew Thornley, *Mai kea ki vei? Stories of Methodism from Fiji and Rotuma*. Suva: Fiji Methodist Church, 1996. (Closed Reserve)

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. (Closed Reserve)