

VA'AOMANŪ PASIFIKA PACIFIC STUDIES & SĀMOAN STUDIES

PASI 202

GLOBALISATION AND POPULAR CULTURE IN THE PACIFIC

20 points

CRN 10427



Images, l to r: graffiti caravan image posted on "Graffiti Maoli" thread:
<http://www.maoliworld.com/group/maoliartists/forum/topics/2011971:Topic:8740>;
corned beef image: <http://www.anzfoods.com/cannedmeats.htm>;
PNG popular music forum on the Masalai blog, http://masalai.wordpress.com/rokokrok-music/rokokrok_sneak_peek/

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

1. Class times and locations

Coordinator:	April K Henderson 6 Kelburn Parade, Room 201 Ph: 463 5829 (ext 5829) E: april.henderson@vuw.ac.nz Office hrs: Mon 2 - 3pm; Tues 2 - 3pm
Lectures:	MON 1:10 – 2pm Alan MacDiarmid Rm 104 WEDS 1:10 – 2pm Alan MacDiarmid Rm 104
Tutorials:	TUES 12 – 12:50pm 6 Kelburn Pde Rm 102 TUES 1 – 1:50pm 6 Kelburn Pde Rm 102

For additional information: Sylvietta Hanipale, Administrator
6 Kelburn Parade, Room 101
Ph: 463 5830 (ext 5830)
E: 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

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.

Course Prescription

Do popular cultures matter? Why? How might they be important for learning about Pacific places and peoples? In this course, students examine processes of globalisation in the Pacific and analyse the relationship of popular cultures to global flows of capital, information, resources, and people.

2. Welcome and Course Content

*Talofa lava, Kia orana, Malo e lelei, Bula vinaka, Fakaalofa atu, Taloha ni, Yu orait no moa, Halo olageta, Kam na bane ni mauri, Noa'ia e mauri, Aloha kakou, Tena Koutou!*¹ Welcome to PASI 202.

In this course, students will examine complex processes of globalization as they relate to the Pacific Islands region, and analyse the development and influence of Pacific popular cultures and their relationships to global flows of capital, information, resources, and people. Students will be encouraged to understand contemporary Pacific popular cultures within long Pacific histories of dynamic innovation, while also questioning how current processes of globalization may present a new and different context for cultural change.

As the term unfolds, students will learn to theorise “the work of the popular.” In other words, you will learn to ask and answer questions such as: *what work do popular cultures do in Pacific societies? What are their effects? How do the histories of Pacific popular cultures*

¹ Samoan, Cook Island, Tongan, Fijian, Niuean, Tokelauan, Tok Pisin, Bislama, Kiribati, Rotuman, Hawaiian and Maori greetings respectively. Note that the greeting in Tuvalu is also *Talofa*. ☺

complicate essentializing notions about Pacific cultures? In what ways are popular cultures both a product of global processes and, sometimes simultaneously, potent spaces for critique of these processes? How can the histories of Pacific popular cultures illuminate longer histories of Pacific relationships within the region, and between the Pacific and the rest of the world? By the end of the term, students will be able to confidently argue why popular cultures *do* matter in the Pacific.

3. Learning Objectives

Students who pass this course should be able to:

- Understand key processes of globalisation;
- Understand key theories of popular culture;
- Demonstrate in oral and written form that you can apply your understanding of key processes of globalization and key theories of popular culture to examples of popular culture in the Pacific region;
- Be able to construct convincing written arguments theorising, in your own words, the significance of a particular example of Pacific popular culture in the context of globalization.

PASI 202 is a core course contributing to the Pacific Studies BA major. 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 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 202 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.

4. Course Requirements

Workloads

You are expected to allow on average 13 hours per week for this course, which might include: two hours attending class sessions; one hour attending tutorial; 4–6 hours reading and reviewing material; 2–6 hours for completing assignments. *These are approximations only, and will shift based on the specific tasks each week.*

Group work

This course will include group activities and exercises, but assessment will be based entirely on individual work.

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, and be sure that you receive confirmation back that the email has been received. 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.

Mandatory course requirements

To gain a pass in this course each student must:

- a) Submit the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work);
- b) Attend a minimum of 20 of 24 class sessions. In the event this is not possible due to a legitimate medical or other reason, the lecturer must be contacted as soon as possible so that alternative arrangements can be made;

- c) Attend a minimum of 9 of 11 tutorial sessions. In the event this is not possible due to a legitimate medical or other reason, the lecturer must be contacted as soon as possible so that alternative arrangements can be made.

Essential texts:

- PASI 202 course readings (available for purchase from Vic Books);
- Audiovisual materials (may be screened in class or assigned for viewing at your own convenience). Most videos and DVDs screened in class will be available at the A/V Suite following in-class screenings. Where possible, their call numbers are indicated in this outline;
- Handouts: additional required readings not included in the PASI 202 Multilith may be handed out in lecture or made available on Blackboard;
- Recommended reading materials will also be listed on Blackboard.

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 or can email an order or enquiry to 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

This course outline will be made available on Blackboard (Bb) for your convenience. All students have access to vuw email accounts. If you prefer to use an alternative email account, please ensure you have notified Student Computing Services of your preferred address, so that important university email can be forwarded there! To access Bb, visit: <http://blackboard.vuw.ac.nz/>. Assessment in this course will include required posting to Bb discussion boards. Bb will also be used for posting course announcements, and relevant supplementary material. Lecture notes will be posted on Blackboard 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 this PASI 202.

Materials and equipment

Depending on availability and interest, this course may incorporate several optional local field trips in the Wellington community. Any additional expenses associated with these field trips will be discussed and agreed upon by the class in advance.

Class Representative

A class representative will be elected in the first week of 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, and will be given opportunities during the term to speak confidentially with the class during class time.

5. Assessment & Course Work

Assessment requirements:

<i>Coursework</i>	65%
• Blackboard discussion posts	18%
• Class test	18%
• Essay	20%
• Tutorial seminar and tutorial participation	9%
<i>Final 3-hour Examination</i>	35%

Blackboard discussion posts – 18%

Discussion questions involving key concepts will be posted in our Blackboard discussion forum in Weeks 1-12. You must **post a response to at least nine of these weekly discussion questions**, but you may choose which nine weeks to post in (*hint: take a look at your schedule and see when you have assignments due or other major events in your life planned—be strategic about your time and plan which weeks will work best for you. Circle or highlight them in this course outline or set reminders in your phone!*). Posts must be posted by Friday 5:00pm of the following week to be considered for assessment (for example, to be considered for assessment in the Week 2 discussion thread, students must post by 5:00pm Friday of Week 3). Posts should be a minimum of 250 words, and will be assessed on relevance (how well you address the question), organisation and clarity of writing, and accurate references to course materials (be sure to reference readings and other materials, and course learning objectives—comment on if, and how, the week's materials get you any further towards understanding any of our course learning objectives).

These weekly discussion questions will give you an opportunity to work through some of the basic concepts found in course materials (e.g. lectures, readings, and audiovisual materials). Thus, they relate directly to several of our course objectives, namely: understand key processes of globalization; understand key theories of popular culture; and demonstrate in written form that you can apply your understanding of key processes of globalization and key theories of popular culture to examples of popular culture in the Pacific region. These discussion questions will provide part of the basis of our tutorial discussions. By completing them diligently and in a timely fashion, you will lay a good foundation of knowledge for the test, exam, and essay.

Class Test – 18% In-class Monday August 20

Composed of short identification section; and reading and video summary section.

This 50-minute test will be held during class midway through the term. The format of this test is comparable to those in other Pacific Studies 100- and 200-level courses (e.g. PASI 101; PASI 201). Note that there will be NO ESSAY portion to this test.

- 1) Section I (8%) requires identification of key terms and short answers to questions drawn from readings and lectures.
- 2) Section II (10%) requires four 150-200 word summaries of course readings and audiovisual materials, selected from a list provided.

By testing students' familiarity and comprehension of course materials to this point, the class test relates directly to the first two of our course objectives: understand key processes of globalization; and understand key theories of popular culture.

Essay – 20% Friday 19 October by 12:00pm [TIME WILL BE STRICTLY ENFORCED]

Approximately 2000 words, analysing an example of Pacific popular culture according to the following criteria.

Your essay will:

- A) Identify and describe an example of Pacific popular culture. This might be something covered in class that you would like to examine in further detail, or something that you wish we covered but we didn't! You'll have a chance to go over your topic ideas in tutorial. Don't hesitate to discuss potential topic ideas with your lecturer and/or tutor. Additionally, there is a "Potential essay topic" file on Blackboard in the "Assignments" folder which may spark some inspiration;
- B) Situate this example of Pacific popular culture within a geographical, historical, political, and economic context. In other words, where are people engaging in this popular cultural practice? How long have they been engaging in it and how has it changed over time? What relationships does the practice have to popular cultures practiced elsewhere in the world? What is the social, economic, and political significance of the practice? Why does it matter that people are engaging in it?;
- C) Analyse the popular cultural practice in terms of key theories about globalization. How does this practice fit within debates over whether globalization entails homogenization, heterogenization, hybridization, or polarization? Does it look like an example of globalization "from the top-down" or "from the bottom-up," or both, or neither? How? Why?;
- D) Utilizing proper citation formats, incorporate course materials, especially course readings, into your analysis, and include a bibliography for the written or audiovisual sources used in your analysis. Your bibliography should have at least five sources. At least four of these must be published sources (books, journal articles, etc). The remaining sources can include internet sites or audiovisual materials. Your bibliography should include authors' names, full title of publication, place of publication, publisher, year of publication, and page numbers if it is a magazine, journal article, or chapter in a book. The bibliography should be presented in the alphabetical order of the authors' last names. Try to avoid consulting encyclopaedic reference books or substandard information off the net. As a university student you

have access to so many more specialized sources—take advantage of your university privileges!

The essay will be assessed on its relevance to the requirements of the assignment, the accuracy of its definition and use of key terms and ideas, the effectiveness of its exposition and analysis, the effectiveness of its organization and formatting, and its ability to incorporate references convincingly and correctly.

The essay assignment is designed to assess your fulfilment of all four course objectives: understand key processes of globalization; understand key theories of popular culture; demonstrate in written form that you can apply your understanding of key processes of globalization and key theories of popular culture to examples of popular culture in the Pacific region; and be able to construct convincing written arguments theorising, in your own words, the significance of a particular example of Pacific popular culture in the context of globalization.

Seminar Presentation and Tutorial Participation 9%

Students will sign-up for all presentation slots in the first tutorial session.

Seminar Presentation: One 7-10 minute seminar presentation on a selected course reading, to be delivered in tutorial between Weeks 3-12. In this presentation, you will outline the key themes raised in the reading, explicitly relate the reading to course themes and objectives, and pose several discussion questions to the group based on your understanding and analysis of the material. Assessment will be based on relevance to course themes and objectives; accuracy in the presentations of key ideas, terms, and definitions; organisation; and the effective provision of references to the reading and other course materials. (7%).

Tutorial Participation: Based on oral participation in tutorials, including asking informed questions of presenters, offering perspectives on readings and weekly worksheets, and reporting on research progress. The best way to earn full participation marks is to attend the required number of tutorials (9 of 11), keep up with readings, lectures, assignments and course materials, and make informed contributions to tutorial discussions. (2%)

The tutorial seminar presentation and other contributions to tutorials should be treated as opportunities to demonstrate your developing ability to meet the oral components of this course's key objectives: understand key processes of globalization; understand key theories of popular culture; demonstrate in oral form that you can apply your understanding of key processes of globalization and key theories of popular culture to examples of popular culture in the Pacific region.

Final Examination – 35% 3 hour Examination-Date/Time tba (the examination period for Trimester 2 is 26th October to 17th November 2012)

Composed of short identification section; reading and video summary section; and two short essays.

The final examination is similar in format to the class test, but is lengthier, includes essay questions, and requires more time for response. Materials from the first half of the term will

be relevant to this examination—especially the essay section—but the majority of the content for the short identification and summary sections will be drawn from the second half of the term.

- 1) Section I (7.5%) requires identification of key terms and short answers to questions drawn from readings and lectures.
- 2) Section II (12.5%) requires five 150-200 word summaries of selected course readings and audiovisual materials.
- 3) Section III (15%) requires two 500-600 word essays.

The final examination is designed to gauge your fulfilment of the written components of all four of this course's objectives: understand key processes of globalization; understand key theories of popular culture; demonstrate in written form that you can apply your understanding of key processes of globalization and key theories of popular culture to examples of popular culture in the Pacific region; and be able to construct convincing written arguments theorising, in your own words, the significance of a particular example of Pacific popular culture in the context of globalization.

6. 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>

7. Where to Find More 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

8. 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

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

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/

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 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 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.

PASI 202 Weekly Schedule

WEEK	WEEK 1	WEEK 2	WEEK 3	WEEK 4
TOPIC	Intro & Overview	Globalisation & Pacific Islands	Globalisation & Pacific Islands, contd.	The Work of Popular Culture
MONDAY 1:10-1:15pm	Welcome	Announcements & Admin	Announcements & Admin	Announcements & Admin
1:15-2:00pm	Intro to course & admin	Guest Lecture: Prof. Warwick Murray (Geography VUW) Theories of Globalisation <i>tbc</i>	Guest Lecture: Dr. Geoff Bertram (Senior Associate, Institute of Policy Studies) <i>tbc</i>	Lecture: What is Popular Culture?
WEDNESDAY 1:10-1:15pm	Announcements & course admin	Announcements & Admin	Announcements & Admin	Announcements & Admin
1:15-2:00pm	Lecture: The Global Now	[video] <i>Living on Islands</i> (directed by Victoria Keith, 1997) [Vis 3517]	Lecture: Globalization from the top down, or globalization from the bottom up? Labour, migration, and diaspora	Lecture: The Work of the Popular
READINGS Be sure to familiarize yourself with all readings for each week before our first class session.	<p>1. Rasmussen, Vaine. "Our Pacific." In Robert Borofsky, ed., <u>Remembrance of Pacific Pasts: An Invitation to Remake History</u>. Honolulu: University of Hawai'i Press, 2000: 399-400</p> <p>2. Kihleng, Emelihter. "Destiny Fulfilled?" In <u>My Urohs</u>. Honolulu, HI: Kahuaomānoa Press 2008: 6-7.</p> <p>3. Molisa, Grace Mere. "Vatu Invocation." In <u>Black Stone</u>. Suva Fiji: Mana Publications, 1983: 66-68.</p> <p>4. Cruickshank, Samuel. "urban iwi: tihei mauri ora!" In Albert Wendt, Reina Whaitiri, and Robert Sullivan, eds, <u>Whetu Moana: Contemporary Polynesian Poems in English</u>. Honolulu: University of Hawai'i Press, 2003: 46-47.</p>	<p>5. Lockwood, Victoria S. "The Global Imperative and Pacific Islands Societies." In Victoria S. Lockwood, ed., <u>Globalization and Culture Change in the Pacific Islands</u>. Upper Saddle River, NJ: Pearson Prentice Hall, 2004: 1-39.</p>	<p>6. Firth, Stewart. "Pacific Islands Trade, Labor, and Security in an Era of Globalization." <i>The Contemporary Pacific</i> Vol. 19 No. 1, (Spring 2007): 111-135.</p> <p>[video] <i>Since the Company Came</i>, directed by Russell Hawkins (Ronin Films 2000) [Vis 4381]</p>	<p>7. Storey, John, "What is Popular Culture?" In <u>An Introduction to Cultural Theory and Popular Culture</u>. Athens: University of Georgia Press, 1998: 1-20; 221-223.</p>
POSTING to Bb?				
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	Get your reader! Tutorials: You must sign up for a Tutorial Group this week. Sign-up sheets on PASI board at 6 KP.	Sign up for presentation slots in tutorials this week	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	WEEK 5	WEEK 6	WEEK 7	WEEK 8
TOPIC	Globalisation & Pacific Fashion	Global Marketplaces in the Pacific	Globalisation & Pacific Comedy, Clowning & Humour	Globalisation, ICT, and Our Sea of iLands
MONDAY 1:10-1:15pm	Announcements & course admin	Announcements & Admin	Announcements & Admin	Announcements & Admin
1:15-2:00pm	[video] <i>Behind the Labels: Garment Workers on U.S. Saipan</i> (Directed by Tia Lessin, 2001) [Ask at AV Suite Desk]	Class Test (content from Weeks 1-5)	Guest Lecture, Galumalemana Afeleti Hunkin (Samoan Studies VUW): Samoan <i>Fale aitua</i>	Critical exercise: group viewing and discussion of <i>A Paradise Domain</i> (produced and directed by Joost de Haas, 2000) DVD 3171
WEDNESDAY 1:10-1:15pm	Announcements & course admin	Announcements & Admin	Announcements & Admin	Announcements & Admin
1:15-2:00pm	Lecture and Class Exercise: "Identity Merchandise": Producing, Circulating, and Consuming Culture and Identity	Lecture and class exercise: Producing and Consuming Culture in Pacific Global Markets	Guest Lecture: Dr. Jo Smith (Media Studies VUW): bro'Town <i>tbc</i> -or- [video excerpts] <i>A Small Samoan Wedding</i> (Laughing Samoans Productions, 2004) [DVD 1845] and <i>bro'Town</i> (NZ TV3, 2004) [DVD 920]	Lecture and class exercise: Island(er)s in Cyberspace
READINGS Be sure to familiarize yourself with all readings for each week before our first class session.	8. Linnekin, Jocelynn, "Tradition Sells: Identity Merchandise in the Island Pacific." In Victoria S. Lockwood, ed., <u>Globalization and Culture Change in the Pacific Islands</u> . Upper Saddle River, NJ: Pearson Prentice Hall, 2004: 324-338. 9. Colchester, Chloe. "T-shirts, Translation and Humour: On the Nature of Wearer-Perceiver Relationships in South Auckland ." In <u>Clothing the Pacific</u> . Oxford: Berg, 2003: 167-191.	10. Foster, Robert J. " Globalization: A Soft Drink Perspective." In <u>Materializing the Nation: Commodities, Consumption, and Media in Papua New Guinea</u> . Bloomington, IN: Indiana University Press, 2002: 151-174; 181-182 .[notes] 11. Figiel, Sia. " The Centre," in <u>Where We Once Belonged</u> . Auckland: Pasifika Press, 1996: 65-89.	12. Hereniko, Vilsoni. "Clowning as political commentary: Polynesia – then and now." In Barry Craig, Bernie Kernot and Christopher Anderson, eds, <u>Art and Performance in Oceania</u> . Honolulu: University of Hawai'i Press, 1999: 15-29. 13. Hau'ofa, Epeli. "The Seventh and Other Days," and " The Winding Road to Heaven." In <u>Tales of the Tikongs</u> . Suva: Beake House, 1983: 1-10.	14. Franklin, Marianne I. "I Define My Own Identity: Pacific Articulations of 'Race' and 'Culture' on the Internet." <i>Ethnicities</i> Vol. 3, No. 4 (2003): 465-490. 15. Howard, Alan. "Pacific-Based Virtual Communities: Rotuma on the World Wide Web." <i>The Contemporary Pacific</i> Vol. 11 No. 1 (Spring 1999): 161-175.
POSTING TO Bb?				
WHAT'S DUE ?			Be prepared to discuss your essay project in tute this week.	Be prepared to discuss your essay project in tute this week.
REMINDERS				

WEEK	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TOPIC	Globalisatn & Pacific Music & Dance	Globalisation & Tatau/Tattoo	Globalisation and Sport	Globalisation and Food
MONDAY 1:10-1:15pm	Announcements & course admin	Announcements & Admin	Announcements & Admin	Announcements & Admin
1:15-2:00pm	Guest Lecture, Dr. Brian Diettrich (Music VUW) Popular music in Chuuk	Guest lecture, Sean Mallon (Senior Curator, History and Pacific Cultures, Museum of New Zealand Te Papa Tongarewa)	Guest lecture: Pala Molisa (School of Accounting and Commercial Law, VUW) Sport as individual and collective practice: A personal journey <i>tbc</i>	Lecture and class exercise: globalisation and the culture of food. BRING: one dish or food item that you feel represents "culture." Be prepared to explain why, as well discuss how the production, circulation and/or consumption of the food is impacted by processes of globalisation
WEDNESDAY 1:10-1:15pm	Announcements & course admin	Announcements & Admin	Announcements & Admin	Announcements & Admin
1:15-2:00pm	[video] <i>American Aloha</i> (Bluestocking Films, 2003) [DVD 2985]	[video] <i>Skin Stories</i> , dir. Emiko Omori (Pacific Islanders in Communications, 006) [DVD 3280]	Lecture: Power Play: Situating Sport in the Global Arena	Revision for final exam
READINGS Be sure to familiarize yourself with all readings for each week before our first class session.	16. Alexeyeff, Kalissa. "Over the Reff: Dance in a Time of Transition" in <u>Dancing From the Heart: Movement, Gender, and Cook Islands Globalization</u> . Honolulu: University of Hawai'i Press, 2009: 147-160. 17. Moyle, Richard. "Pacific Music and Dance in New Zealand." In Sean Mallon and Pandora Fulimalo Pereira, eds, <u>Pacific Art Niu Sila: the Pacific dimension of contemporary New Zealand arts</u> . Wellington: Te Papa Press, 2003: 103-115. [plus handout: Brian Diettrich reading]	19. Sean Mallon. "Samoan Tatau as Global Practice." In Nicholas Thomas, Anna Cole, and Bronwen Douglas, eds, <u>Tattoo: Bodies, Art, and Exchange in the Pacific and the West</u> . London: Reaction Books, 2005: 145-169. 20. Jean Tekura'i'imoana Mason. "TATAU: Tattoo: Mortal Art of the Maori." In <u>Akono'anga Maori: Cook Islands Culture</u> . Institute of Pacific Studies in Association with Cook Islands Extension Ctr, University of the South Pacific; the Cook Islands Cultural and Historic Places Trust; and the Ministry of Cultural Development, Rarotonga, 2003: 59-66. 21. Tusiata Avia. "Wild Dogs Under My Skirt" and "The Patterns on Her Skin." In the catalogue for the exhibition <u>Tatau: Pe'a: Photographs by Mark Adams and Measina Samoa: Stories of the Malu</u> by Lisa Taouma. Wellington: Adam Art Gallery, Victoria University of Wellington, 2003: 25-28.	22. Sean Mallon. "Conspicuous Selection: Pacific Islanders in New Zealand Sport," in Sean Mallon, Kolokesa Māhina-Tuai, and Damon Salesa, eds. <u>Tangata O Le Moana: New Zealand and the People of the Pacific</u> . Wellington: Te Papa Press, 2012: 285-303. 23. Hokowhitu, Brendan. "Understanding the Maori and Pacific Body: Towards a Critical Physical Education Pedagogy." <i>New Zealand Physical Educator</i> Vol 41 No 3 Nov 2008: 81-91.	24. Ta'ireā, Karen, "Kai: The Culture of Food," in <u>Akono'anga Maori: Cook Islands Culture</u> . Institute of Pacific Studies in Association with Cook Islands Extension Ctr, University of the South Pacific; the Cook Islands Cultural and Historic Places Trust; and the Ministry of Cultural Development, Rarotonga, 2003: 163-167. 25. Gewertz, Deborah and Frederick Errington, "What's Not On Our Plates," and "Pacific Island Flaps." In <u>Cheap Meat: Flap Food Nations in the Pacific Islands</u> . Berkeley, CA: University of California, Berkely Press, 2010: 1-11; 117-147; 185-189 [notes]. [Video]: <i>Back to the Roots</i> , Victoria Keith Productions, 1994 (ask at AV desk)
POSTING TO Bb?				
WHAT'S DUE?				*RESEARCH ESSAY* DUE FRIDAY BY 12pm
REMINDERS	Work on final essay!	Work on final essay!	Work on final essay!	