



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

# Course Outline

## PASI 403

**NEW ZEALAND POLICY & PACIFIC PEOPLE**  
**CRN 18801: 30 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*

### 1. Course Organisation

Coordinator:	Tamasailau Suaalii-Sauni Room 203 – 6 Kelburn Parade Ph: 463 6867 E: <a href="mailto:Sailau.suaalii-sauni@vuw.ac.nz">Sailau.suaalii-sauni@vuw.ac.nz</a>
Lectures:	MON, 9am-9.50am WEDS, 9am-10.50am 6 Kelburn Parade – Seminar Room 102
Individual Supervision Hour:	Mondays, 10am-10.50am or at an alternative time arranged between course coordinator and student
For additional information:	Sylvyetta Hanipale, Administrator Rm 101 – 6 Kelburn Parade Ph: 463-5830 (ext. 5830) E: <a href="mailto:Sylvyetta.hanipale@vuw.ac.nz">Sylvyetta.hanipale@vuw.ac.nz</a>

## WITHDRAWAL DATES

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

## COURSE PRESCRIPTION

This course explores the history of New Zealand government policy relating to Pacific nations and people, and analyzes contemporary policy developments in terms of their political, cultural and economic contexts. Students will be exposed to a variety of guest lectures by former and current policy makers and policy analysts to gain a nuanced sense of the challenges of such work.

## COURSE CONTENT

The course will consider a number of key policy issues for Pacific people by focussing on a variety of themes and contemporary issues as sites where Pacific interests and concerns emerge. These themes will include:

- The health of Pacific peoples (including maternal and mental health)
- Creative arts policy and its significance for Pacific people
- New Zealand's foreign policy in the Pacific
- Pacific youth development policy initiatives
- New Zealand's immigration and employment policy and its significance for Pacific peoples

Presentations by guest speakers working within these and related policy fields form a core component of the course content, offering students an invaluable insight into mechanics of Pacific policy work 'at the coalface'.

As background to the analysis of specific policies, the course will also explore the *socioeconomic* context of current statistics around Pacific peoples, and consider some of the barriers to equal opportunity which persist within New Zealand society at large, and also within the Pacific community.

The course encourages students to think critically about policy processes, and to consider such questions as:

- Is this the best or most appropriate way to address this issue?
- Whose interests are reflected in this policy, and what interests might be excluded?
- What political ideologies might underpin this policy response?

A key focus of the course content will be reflection on issues such as equality of access and opportunity for Pacific peoples, the cultural appropriateness of policy responses and the impact of New Zealand public policy on Pacific Island nations. Issues of cultural identity and representation will also be considered in relation to the development and implementation of recent public policy in New Zealand.

## **TEACHING LEARNING SUMMARY**

Scheduled sessions comprise of 50 minute seminars by the course convenor or a guest lecturer, class discussion time hosted by student groups, group presentations, individual and group written work, and individual one on one weekly student-course convenor sessions. Students should allow an average of 16 hours per week for this course for lectures, class discussion sessions, reading, one-on-one meetings with course convenor, completion of assignments, and other preparation.

## **LEARNING OBJECTIVES**

By the end of this course students should:

1. Be able to show through written work and oral presentations a basic understanding of key governmental factors that influence the development of New Zealand public policies, especially those designed specifically for Pacific peoples; and
2. Be able to apply relevant research techniques to bring together different literatures (e.g. policy documents, technical reports, media releases, unpublished government and NGO materials, and academic publications) on New Zealand public policy and Pacific peoples; and
3. Be able to comment intelligently on the substance and relevance of different arguments presented within the above literatures on the relationship between New Zealand public policy and Pacific peoples; and
4. Be able to trace and evaluate significant changes in New Zealand public policy discourses across time and the impact of these changes on Pacific peoples.

As senior students, you will be expected to:

- Keep up with assignments and readings;
- Become “close readers” of texts;
- Engage actively in class discussion.

## **PASI BA HONS GRADUATE ATTRIBUTES**

Students who pass this course should be able to:

### ***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.

## **WORKLOAD AND MANDATORY REQUIREMENTS**

The workload for PASI 403 is consistent with other 30 point courses within the Faculty of Humanities and Social Sciences. It is recommended that you spend approximately 300 hours for this course over the trimester period.

Mandatory requirements for this course include 80% minimum attendance of convened sessions, timely submission of written assignments, and any other specific mandatory requirements laid out by the course coordinator in the course outline.

Students must complete and turn in all required assignments for this course. Students who achieve a pass mark for coursework at the end of the term, but fail to turn in their major assignment, will not get a "C", but will get a "K" grade, indicating that they have not passed the course due to a failure to meet requirements.

All grades received for courses taken as part of the Honours programme, cannot be assumed to predict the final grade for the degree. The external examiner will make the final recommendations for overall grades for the Honours degree, e.g. First Class Honours (1 or 2), Second Class Honours (1 or 2), etc. At Honours level we expect our students to be producing work at B+ standards and above.

## ASSESSMENT

PASI 403 is 100% internally assessed and there is no examination for this course. Hardcopies of all written assignments are to be submitted to our administrator, Sylvietta Hanipale by the due date.

<b>PASI 403 Coursework</b>	<b>100%</b>
1. 6 Pacific Policy Watch mini reports (6x200 words each; 1200 words in total)	15%
2. Host & Chair a class discussion on a guest lecture topic	10%
3. 15 minute Individual In-Class Oral Presentation	15%
4. Annotated Bibliography (1500 words)	15%
5. 5000 word essay (reference list & footnotes/endnotes included)	40%
6. Attendance and actual participation in individual one-on-one 15 minute supervision sessions with course convenor from Week 3	5%

### **1) Pacific Policy Watch Mini Reports (Six 200 word reports worth 2.5% each and 15% of coursework total)**

Policy both arises from, and responds to, current issues and events within society. Students in PASI 403 are expected to be proactive in keeping abreast of Pacific news, issues and current affairs, and to be able to reflect on the significance of these for New Zealand policy. From Week 5, classes will begin with a 15 minute discussion on a current (or at least recent) issue or event of Pacific significance (domestically or internationally). While keeping an eye out for obviously 'Pacific- oriented' issues, news and policies, remember to also consider the impact of *broader* government policies on Pacific peoples (for example, the way an increase in GST might be likely to negatively impact Pacific families more significantly than other groups).

Each student is expected to be prepared to briefly talk about a news item that has come to the attention of one or more in the class (including the lecturer) that week and to comment on the policy significance of the issue/s raised by the item. This might be a current affairs news item (for example sourced from a newspaper clipping, TV or radio news item from mainstream or Pacific media, or internet search), or an interesting Pacific community initiative (local or international), or a specific campaign or piece of government policy. The key point is to consider what *significance for Pacific peoples* these news items may have and how we might think about them in relation to current policy development.

After each Pacific policy watch session each student is to write a 200 word mini report:

- (a) Summarising the news item discussed;
- (b) Explaining what they saw to be of significance to Pacific peoples in that item;
- (c) Offering suggestions for how we might think about the issues discussed and its likely or unlikely impact on current policy development in the areas concerned.

All mini reports to be handed in to the essay box outside the administrator's office by the due date (see schedule below). Marking criteria for this assignment will be posted on Blackboard at the start of the course.

This assignment offers students opportunity to meet learning objectives 3 and 4.

**2) *Host and Chair a class discussion on designated lecture topic (worth 10% of coursework total)***

The designated student will lead class discussion on the designated topic (see schedule below) using information gained from the relevant lecture and its required and recommended readings. The object of the exercise is to provide students with the opportunity to develop leadership skills and to experience first-hand the challenges and joys of preparing and leading a group discussion on a topic of interest. This exercise also offers students opportunity to be creative in garnering class interest and participation. Students are to discuss in detail with the course convenor what they propose to do for this assignment before their designated hosting/chairing session and during their weekly individual supervision sessions. This is in order to help adequately prepare students for this assignment.

Marking criteria for this assignment will be posted on Blackboard at the start of the course.

This assignment offers students opportunity to meet learning objectives 1, 3 and 4 of this course.

**3) *15 minute individual class oral presentation on proposed essay topic (worth 15% of coursework total)***

The individual class oral presentation offers students opportunity to pre-test ideas they are developing for their major essay assignment. The topic students choose to present on may not be the final topic they choose to write their essay on. However, the assignment is timed to allow students maximum opportunity to carry out preliminary research and development tasks necessary to produce a quality essay. The earlier you engage in such tasks the more likely it will be that you will be able to produce a quality essay. This assignment, along with the annotated bibliography and essay, are designed to give students opportunity to "get their teeth into" at least one key issue that can illustrate the complex relationship between pan-Pacific concerns and policy development and implementation.

Students can choose to explore the development of New Zealand policies on Pacific peoples within NZ and/or within the broader Pacific region. Students are to discuss in detail with the course convenor what they propose to do for this assignment before they can give their oral presentation. This assignment will also form part of the discussion foci for the weekly individual supervision sessions between course convenor and students.

Students are welcome to include audio-visual aids (for example, a video clip, music, images), PowerPoint, or other suitable medium where appropriate for their presentation and with prior arrangement.

All presenters must submit to the course convenor on the day of the oral presentation a summary handout of their presentation or its key points for inclusion. This handout will be included in their BA Hons portfolio alongside any video copies that can be made of the actual presentation.

Marking criteria for this assignment will be posted on Blackboard at the start of the course.

This assignment offers students the opportunity to meet, in various ways, all the learning objectives of this course.

**4) *Annotated Bibliography (15% in total: 1500 words in total: Part 1: 300 words for search methodology (5%) + Part 2: 1200 combined words for annotations for 15 relevant sources (10%))***

This assignment is, as noted above, designed to assist in the production of the major essay, along with the oral presentation. The subject focus of this assignment is to align as much as possible with that anticipated for the major essay. The task of finding sources that can appropriately inform one's essay is time-consuming and best engaged in using a systematic approach.

This assignment therefore has two parts: (a) a search methodology section (which has a maximum limit of 300 words and is worth 5%); and (b) an annotations section, which offers annotations for at least 15 different sources (and has a maximum limit of 1200 words in total and is worth 10%). The annotations section of this assignment must separate each source. It is to provide a full citation for each source and a brief commentary about its contents and the relevance of those contents to the study at hand. An example of the format required for this assignment will be posted on Blackboard at the start of the course.

Students are encouraged to search published and unpublished literature, and written and non-written sources. Students are to discuss in detail with the course convenor what they propose to do for this assignment before it is due and during their weekly individual supervision sessions. Marking criteria for this assignment will be posted on Blackboard at the start of the course.

This assignment offers students the opportunity to meet learning objective 2 of this course.

**5) *Essay (5000 words, worth 40% of coursework total)***

Essays should be not more than 5,000 words and must be properly referenced. Assessment is based on the clarity and relevance of arguments presented to objectives of the course and evidence of critical thinking. Essay topics are to be discussed and approved by the course convenor during supervision time with students. A more detailed account of the marking criteria for this assignment will be posted on Blackboard at the start of the course.

This assignment offers students the opportunity to meet, to the relevant degree, all four learning objectives of this course.

**6) *Attendance and actual participation in individual one-on-one 15 minute supervision sessions with course convenor from Week 3 (5% of coursework total)***

In order to move forward on assignments 2 through to 5, it is imperative that students attend these 15 minute (minimum) supervision sessions with course convenor at the time arranged with them at the start of the course. Grades for this part of the course assessment will be based on actual attendance and ability to show progress on advice given during these sessions in relation to how best to carry out the coursework requirements for this course.

This course requirement offers a practical method for facilitating and monitoring student progress towards the successful completion of all course requirements and meeting all course learning objectives.

### PASI403: LECTURE TOPIC, LECTURER, ASSIGNMENTS & DUE DATES

Week/Day	Topic & Lecturer	Chair/Host Class Discussion Session & Individual supervision sessions	Assignment Type & Due Date
<b>PART ONE:</b> <i>Defining New Zealand public policy and Pacific peoples?</i>			
Week One: Day 1: Mon July 16	Welcome to the course & introduction to course requirements etc & (Course convenor)		
Day 2: Wed July 18	Introduction to New Zealand public policy and Pacific peoples: setting theoretical parameters (Dr Suaalii-Sauni)		
Week Two: Day 3: Mon July 23	Tracing the policy agenda in New Zealand through different theoretical frameworks (Dr Suaalii-Sauni)		
Day 4: Wed July 25	Exploring the development of a Pacific perspective on policy theory, policy making and the operationalisation of New Zealand public policy (Dr Suaalii-Sauni)	Roster for individual supervision sessions to be finalised today	
<b>PART TWO:</b> <i>Case Studies</i>			
Week Three: Day 5: Mon July 30	General Government Policy Making and Pacific peoples (Guest Lecturer)	Individual supervision sessions begin today according to roster	
Day 6: Wed Aug 1	<ul style="list-style-type: none"> <li>Pacific Watch Mini Reports</li> <li>Class Discussion on themes from guest lecture topic (Dr</li> </ul>	Course convenor to chair class discussion	



	Suaalii-Sauni to host/chair)		
Week Four: Day 7: Mon Aug 6	Education sector policy Making and Pacific peoples (Guest Lecturer)	Individual supervision sessions	<b>Pacific Watch Mini Report 1 due today, Monday 6 August, 4pm</b>
Day 8: Wed Aug 8	<ul style="list-style-type: none"> <li>• Pacific Watch Mini Report Session (Student to chair/host)</li> <li>• Class Discussion on themes from guest lecture topic</li> </ul>	Student 1 (or Course Convenor) to host/chair class discussion	
Week Five: Day 9: Mon Aug 13	Health sector policy making and Pacific peoples (Guest Lecture)		<b>Pacific Watch Mini Report 2 due today, Monday 13 August, 4pm</b>
Day 10: Wed Aug 15	<ul style="list-style-type: none"> <li>• Pacific Watch Mini Report Session (Student to chair/host)</li> <li>• Class Discussion on themes from guest lecture topic</li> </ul>	Student 2 (or Course convenor) to host/chair class discussion	
Week Six: Day 11: Mon Aug 20	Justice sector policy making(Guest Lecture)	Individual supervision sessions	<b>Pacific Watch Mini Report 3 due today, Monday 20 August, 4pm</b>
Day 12: Wed Aug 22	<ul style="list-style-type: none"> <li>• Pacific Watch Mini Report Session (Student to chair/host)</li> <li>• Class Discussion on themes from guest lecture topic</li> </ul>	Student 3 (or Course convenor) to host/chair class discussion	<b>Annotated Bibliography Part 1 Due Friday, Aug 24, 4pm</b>
<b>MID-TRIMESTER BREAK</b>	<b>MID-TRIMESTER BREAK</b>		
Week Seven: Day 13: Mon Sept 10	Pacific women and policy making (Guest Lecture)	Individual supervision sessions	<b>Pacific Watch Mini Report 4 due today, Monday 10 Sept, 4pm</b>
Day 14: Wed Sept 12	<ul style="list-style-type: none"> <li>• Pacific Watch Mini Report Session (Student to chair/host)</li> <li>• Class Discussion on themes from guest lecture topic</li> </ul>	Student 4 (or course convenor) to host/chair class discussion	
Week Eight: Day 15: Mon Sept 17	Natural resource management policy and Pacific peoples	Individual supervision sessions	<b>Pacific Watch Mini Report 5 due today, Monday 17 Sept, 4pm</b>
Day 16: Wed Sept 19	<ul style="list-style-type: none"> <li>• Pacific Watch Mini Report</li> </ul>	Student 5 (or course	

	Session (Student to chair/host) <ul style="list-style-type: none"> <li>Class Discussion on themes from guest lecture topic</li> </ul>	convenor) to host/chair class discussion	
Week Nine: Day 17: Mon Sept 24	Sports policy making and Pacific peoples	Individual supervision sessions	<b>Pacific Watch Mini Report 6 due today, Monday Sept 24, 4pm</b>
Day 18: Wed Sept 26	<ul style="list-style-type: none"> <li>Pacific Watch Mini Report Session (Student to chair/host)</li> <li>Class Discussion on themes from guest lecture topic</li> </ul>	Student 6 (or Course convenor) to host/chair class discussion	
Week Ten: Day 19: Mon Oct 1	Creative arts sector policy making (Guest Lecture)	Individual supervision sessions end this week	
Day 20: Wed Oct 3	<ul style="list-style-type: none"> <li>Pacific Watch Mini Report Session (Student to chair/host)</li> <li>Class Discussion on themes from guest lecture topic</li> </ul>	Student 7 (or Course convenor) to host/chair class discussion	<b>Annotated Bibliography Part 2 Due Friday, Oct 5, 4pm</b>
<b>PART THREE: Individual Presentations</b>			
Week Eleven: Day 21: Mon Oct 8	Mock individual presentations	In class time	
Day 22: Wed Oct 10	Mock individual presentations continue & Actual individual presentations		Individual presentations begun today, <b>Wed Oct 10, 9-10.50am</b>
Week Twelve: Day 23: Mon Oct 15	Actual individual presentations		Individual presentations completed today, <b>Monday Oct 15, 9-10.50am</b>
Day 24: Wed Oct 17	Summary overview & course evaluations & shared lunch		<b>Essay Due, Friday Oct 19, 4pm</b>
STUDY WEEK & Exam Period Oct 22-Nov 16			

### **PASI 403: LIST OF REQUIRED AND RECOMMENDED READINGS**

Required reading handouts will be posted on Blackboard for students to print and read before seminars. Key texts will be placed on Closed Reserve and 3-Day Loan in the Central Library for your reference and further reading. There is one key text placed on Closed Reserve for this course:

1. Cheyne, Christine et al (eds). *Social Policy in Aotearoa New Zealand*. 4<sup>th</sup> edition. Auckland: Oxford University Press. 2008.

A Blackboard (Bb) site will be available for this course. It will be used to post class notices and readings.

## **PART ONE: WEEKS ONE & TWO: DAYS 1-4**

\*Students must note that the list of readings offered below is not an exhaustive list and are selected to introduce students to key authors on the specific or general topic area at hand. They are provided in support of student learning rather than as definitive accounts of the subject area. For students who have not majored in Pacific Studies, they are encouraged to extend their reading beyond this list where possible and to see the course convenor on how best to do this.

### **WEEK ONE (DAYS 1&2): Introductions & Course Outline & Introduction to the New Zealand public policy theories and practices and Pacific peoples**

#### **Required Readings:**

Cheyne, Christine et al. "Policy Analysis in the Public Sector". In *Social Policy in Aotearoa New Zealand*. 4<sup>th</sup> edition. Auckland: Oxford University Press. 2008. Chapter 6, pp. 118-139. (Bb copy).

Fairbairn-Dunlop, Peggy. "Some Markers on the Journey". In *Making our Place: growing up P.I in New Zealand*. Fairbairn-Dunlop, P and Makisi, G (eds). Palmerston North: Dunmore Press. 2003. Part One, pp.19-44. (Bb copy).

Spicker, Paul. "Public policy". In *Social Policy: themes and approaches*. Revised 2<sup>nd</sup> edition. Bristol, Great Britain: The Polity Press. 2008. Chapter 5, pp.69-81. (Bb copy).

#### **Recommended Readings:**

Fry, Greg. "Whose Oceania? Contending visions of community in Pacific region-building". In *Pacific Futures*. Powles, M. (ed). Canberra: Pandanus Books, Research School of Pacific and Asian Studies, Australian National University. 2006. Chapter 15. pp.204-215. (Bb copy).

Spicker, Paul. "The methods and approaches of social policy". In *Social Policy: themes and approaches*. Revised 2<sup>nd</sup> edition. Bristol, Great Britain: The Polity Press. 2008. Chapter 13, pp.203-216. (Bb copy).

### **WEEK TWO (DAYS 3&4): Re-reading "Pacific-ness" into New Zealand policies and policy making**

#### **Required Readings:**

Bedford, Richard and Didham, Robert. "Who are the 'Pacific peoples'? Ethnic identification and the New Zealand Census". In *Tangata o te Moana Nui: the evolving identities of Pacific*

*peoples in Aotearoa/New Zealand*. Macpherson, C et al. (eds). Palmerston North: Dunmore Press. 2001. Chapter 1, pp. 21-43. (Bb copy).

Cheyne, Christine et al. "Social Policy Theory: The Classics". In *Social Policy in Aotearoa New Zealand*. 4<sup>th</sup> edition. Auckland: Oxford University Press. 2008. Chapter 4, pp. 66-92. (Reserve copy).

Cheyne, Christine et al. "Social Policy Theory: Critiques of the Classics". In *Social Policy in Aotearoa New Zealand*. 4<sup>th</sup> edition. Auckland: Oxford University Press. 2008. Chapter 5, pp. 93-117. (Reserve copy).

Cook, Len et al. "The Shape of the future: On the demography of Pacific people". In *Tangata o te Moana Nui: the evolving identities of Pacific peoples in Aotearoa/New Zealand*. Macpherson, C et al. (eds). Palmerston North: Dunmore Press. 2001. Chapter 2, pp. 44-65. (Bb copy).

### **Recommended Readings:**

Gegeo, David W. "Indigenous knowledge and empowerment: rural development examined from within". *The Contemporary Pacific*. Fall, 1998, 10:2, pp289-315. (Bb copy).

Smith, Linda Tuhiwai. "Building research capability in the Pacific, for the Pacific and by Pacific peoples". In *Researching the Pacific and Indigenous peoples: issues and perspectives*. Baba, T et al (eds). Auckland: Centre for Pacific Studies, University of Auckland. 2004. pp.4-16.

## **PART TWO: WEEKS THREE - TEN: DAYS 5-20**

### **WEEK THREE (DAYS 5&6): The challenges of developing policy for Pacific peoples inside and outside of New Zealand: contexts and shifting boundaries**

#### **Required Readings:**

Kelsey, Jane. "Setting the liberal agenda" and "Whose pain?". In *Rolling back the state: privatisation of power in Aotearoa/New Zealand*. Wellington: Bridget Williams Books Ltd. 1993. Chapters 1 & 26, pp15-28 and pp.333-346. (Bb copies).

New Zealand Treasury. Baseline alignment proposal: Vote Foreign Affairs and Trade, Vote Official Development Assistance. n.d. Online at: <http://www.treasury.govt.nz/publications/informationreleases/budget/2010/pdfs/b10-dbe-fat-oda-9mar10.pdf>. [Accessed 16 June 2012]. (Web link provided on Bb).

Slatter, Claire. "Neo-Liberalism and the disciplining of Pacific Island states – the dual challenges of a global economic creed and a changed geopolitical order". In *Pacific Futures*. Powles, M. (ed). Canberra: Pandanus Books, Research School of Pacific and Asian Studies, Australian National University. 2006. Chapter 8. pp.91-110. (Bb copy).

**Recommended Readings:**

Fleming, Robin. "Family money and household money". In *The Common Purse: income sharing in New Zealand Families*. Auckland: Auckland University Press and Bridget Williams Books Ltd. 1997. Chapter 1, pp.1-22. (Bb copy).

Hau'ofa, Epeli. "Our sea of islands". In *A New Oceania: rediscovering our sea of islands*. Waddell, E et al (eds). Suva, Fiji: School of Social and Economic Development, University of the South Pacific in association with Beake House. 1993. pp.2-16. (Bb copy).

Koloto, Ana H. and Katoanga, 'A N. *Diverse forms of Pacific families and their financial decision-making approaches: Blue Skies Report No 19/07*. Wellington: Families Commission. 2007.

Pearson, David. "Citizenship, identity and belonging: addressing the mythologies of the unitary nation state in Aotearoa/New Zealand". In *New Zealand Identities: departures and destinations*. Liu, James H et al (eds). Wellington: Victoria University Press. 2005. pp.21-37. (Bb copy).

**WEEK FOUR (DAYS 7&8):****Making and implementing policy for Pacific education needs****Required Readings:**

Durie, Mason. "Race and ethnicity in public policy: does it work?". *Social Policy Journal of New Zealand*. 2005 (March), 24, pp.1-11. (Bb copy).

Komiti Pasifika. 'Mind your language': Our responsibility to protect and promote Pacific Island languages in New Zealand as part of a national languages policy. Unpublished Paper. 2010. Annual Conference for the PPTA. Own copy. (Bb copy).

Ministry of Education. Pasifika Education Plan 2009-2012. Wellington: Ministry of Education. (circa 2009). Online at:  
<http://www.minedu.govt.nz/NZEducation/EducationPolicies/PasifikaEducation/PasifikaEducationPlan.aspx>. [Accessed 16 June 2012]. (Web link provided on Bb).

**Recommended Readings:**

Anae, Melani et al. Pasifika Education Research Guidelines: Final report prepared for the Ministry of Education. Auckland: Auckland Uniservices Ltd. 2001. [Accessed 16 June 2012]. Online at:  
[http://www.educationcounts.govt.nz/data/assets/pdf\\_file/0010/7669/pacrsrch--guide.pdf](http://www.educationcounts.govt.nz/data/assets/pdf_file/0010/7669/pacrsrch--guide.pdf). (Web link provided on Bb).

**WEEK FIVE (DAYS 9&10): Making and implementing policy for Pacific health needs****Required Readings:**

Arah, Onyebuchi A. "On the relationship between individual and population health". *Medical Health Care and Philosophy*. 2009, 12, pp235-244. (Bb copy).

Finau, Sitaleki and Tukuitonga, Colin. "Pacific peoples in New Zealand". In *Health and Society in Aotearoa/New Zealand*. Davis, P and Dew, K (eds). Melbourne, Australia: Oxford University Press. 1999. pp.99-112. (Bb copy).

**Recommended Reading:**

Ministry of Health. *Tupu Ola Moui: Pacific health chart book 2012*. Wellington: Ministry of Health. 2012. [Accessed 16 June 2012]. Online at: <http://www.health.govt.nz/publication/tupu-ola-moui-pacific-health-chart-book-2012>. (Bb copy).

**WEEK SIX (DAYS 11&12): Making and implementing policy for Pacific justice sector policy needs: the case of family violence**

**Required Readings:**

Asiasiga, Lanuola. (n.d.). Chapter Five: Family Violence: A Pacific perspective. Own copy. (Bb copy).

Minister of Social Development. *Nga vaka o kainga tapu: A Pacific conceptual framework to address family violence in New Zealand*. Wellington: Ministry of Social Development. 2012 (March). [Accessed 16 June 2012]. Online at: <http://www.familyservices.govt.nz/documents/working-with-us/programmes-services/pacific-framework-fa2.pdf>. (Web link provided on Bb).

New Zealand Police. *Working together with ethnic communities: Police ethnic strategy towards 2010*. Wellington: Office of the Commissioner, New Zealand Police. 2004. [Accessed 16 June 2012]. Online at: <http://www.police.govt.nz/resources/2005/ethnic-strategy/nz-police-ethnic-strategy-2005.pdf>. (Web link provided on Bb).

**Recommended Reading:**

Humpage, Louise and Fleras, Augie. "Intersecting discourses: closing the gaps, social justice and the Treaty of Waitangi". *Social Policy Journal of New Zealand*, 2001 (July), 16, pp.37-54.

**WEEK SEVEN (DAYS 13&14): Making and implementing policy addressing Pacific gender equity concerns**

**Required Readings:**

Williams, Fiona. "Feminist critiques of the welfare state". In *Social policy: a critical introduction: issues of race, gender and class*. Cambridge, U.K: Polity Press. 1989. Chapter 3, pp.41-86. (Bb copy).

Jones, Alison et al. "Introduction". In *Bitter Sweet: Indigenous Women in the Pacific*. Jones, A. et al (eds). Dunedin: University of Otago Press. pp.11-16. (Bb copy).

**Recommended Readings:**

Jones, Alison. *At school I've got a chance: culture/privilege: Pacific Island and Pakeha girls at school*. Palmerston North: Dunmore Press. 1991. (On reserve).

Middleton, Sue. "Gender equity and school charters: some theoretical and political questions for the 1990s". In *Women and Education in Aotearoa 2*. Middleton, Sue and Jones, Alison (eds). Auckland: Auckland University Press and Bridget Williams Books Ltd. 1997. Chapter 1, pp.1-17. (Bb copy).

Pacific Islands Forum Secretariat. *A woman's place is in the House – the House of Parliament: Research to advance women's political representation in forum island countries: a regional study presented in five reports*. Suva, Fiji: Pacific Islands Forum Secretariat. 2006. (On reserve).

**WEEK EIGHT (DAYS 15&16): Making and implementing policy addressing the management of natural resources in the Pacific****Required Readings:**

Lefale, Penehuro F. "Ua afa le aso Stormy weather today: Traditional ecological weather and climate: the Samoa experience". *Climate Change*, 2010, 100: 317-335. (Bb copy).

McCully, Murray et al. National Party Foreign Affairs, Defence and Trade Discussion Paper. Wellington: Office of the Leader of the Opposition. 2007. [Accessed 16 June 2012]. Online at: [http://www.national.org.nz/files/0\\_0\\_FA\\_lowres.pdf](http://www.national.org.nz/files/0_0_FA_lowres.pdf) (Web link provided on Bb).

Sem, Graham. "Climate change and development in Pacific Island countries". In *Pacific Futures*. Powles, M. (ed). Canberra: Pandanus Books, Research School of Pacific and Asian Studies, Australian National University. 2006. Chapter 12. pp.164-182. (Bb copy).

**Recommended Readings:**

Cordonnery, Laurence. "Environmental law issues in the South Pacific and the quest for sustainable development and good governance". In *Passage of change: law, society and governance in the Pacific*. Jowitt, Anita and Cain, Tess Newton (eds). Canberra: Pandanus Books, Research School of Pacific and Asian Studies. 2003. Chapter 12, pp.233-250. (Bb copy).

Marsters, Evelyn et al. "Pacific flows: The fluidity of remittances in the Cook Islands". *Asia Pacific Viewpoint*, 2006 (April), 47:1, pp.31-44. (Bb copy).

O'Donovan, Tim. DRC Submission on PACER Plus. Wellington: Development Resource Centre. Unpublished paper. 2009. Own copy. (Bb copy).

**WEEK NINE (DAYS 17&18): Making and implementing sports related policies and its impact on Pacific peoples**

### **Required Readings:**

Gordon, Barry et al. *Sport and Recreation in New Zealand: Pasifika Communities*. Wellington: Jessie Hethering Centre for Educational Research, Victoria University of Wellington. 2010. [Accessed 16 June 2012]. Online at: <http://www.sportnz.org.nz/Documents/Research/SPORTANDRECREATIONINNEWZEALANDpasifikacommunities.pdf>. (Web link provided on Bb).

Mallon, Sean. "Conspicuous selections: Pacific islanders in New Zealand sport". In *Tangata o le Moana: New Zealand and the People of the Pacific*. Mallon, S et al (eds). Wellington: Te Papa Press. 2012. pp.285-304. (Bb copy and on reserve).

Sam, Michael P. and Jackson, Steven J. "Sport policy development in New Zealand: paradoxes of an integrative paradigm". *International Review for the Sociology of Sport*. 2004, 39: 2, pp.205-222. (Bb copy).

### **Recommended Readings:**

Loto, Robert et al. "Pasifika in the news: the portrayal of Pasifika peoples in the New Zealand Press". *Journal of Community & Applied Social Psychology*, 2006, 16, pp.100-118. (Bb copy).

Teaiwa, Teresia and Mallon, Sean. "Ambivalent kinships? Pacific people in New Zealand". In *New Zealand Identities: departures and destinations*. Liu, James H et al (eds). Wellington: Victoria University Press. 2005. pp.207-229. (Bb copy).

## **WEEK TEN (DAYS 19&20): Making and implementing policy in NZ creative arts and the impact of these policies on Pacific artists**

### **Required Readings:**

Hesmondhalgh, David and Pratt, Andy C. "Cultural industries and cultural policy". *International Journal of Cultural Policy*. 2005, 11:1, pp.1-14. (Bb copy).

Ministry for Culture and Heritage. *A measure of culture: cultural experiences and cultural spending in New Zealand*. Wellington: Ministry of Culture and Heritage. 2003. [Accessed 16 June 2012]. Online at: [http://www.stats.govt.nz/browse\\_for\\_stats/people\\_and\\_communities/time\\_use/measure-of-culture.aspx](http://www.stats.govt.nz/browse_for_stats/people_and_communities/time_use/measure-of-culture.aspx) (Web link provided on Bb).

Teaiwa, Katerina M. "On sinking, swimming, floating, flying and dancing: the potential of cultural industries in the Pacific islands". *Pacific Economic Bulletin*. 2007, 22: 2, pp.140-151. (Bb copy).

### **Recommended Reading:**

Mallon, Sean and Pereira, Pandora F. (eds). *pacific art niu sila: the Pacific dimension of contemporary New Zealand arts*. Wellington: Te Papa Press. 2002. (On reserve).



## **PART THREE: INDIVIDUAL PRESENTATIONS: WEEK ELEVEN & TWELVE: DAYS 21-24**

No Required or Recommended Readings.

### **PENALTIES**

Marks will be deducted for grammatical and spelling errors on all written coursework assignments. Therefore, it is recommended that you proofread your written assignments before turning them in.

Late assignments will only be accepted if an extension has been approved by the course convenor or coordinator. Students must seek an extension from the course convenor or coordinator before the due date either by email or in person. Depending on the reason or reasons for the late submission of the assignment and evidence supporting these reasons, marks may or may not be deducted for late assignments.

### **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>

### **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.

## **WHERE TO FIND MORE DETAILED INFORMATION**

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study). Find out how academic progress is monitored and how enrolment can be restricted at [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress). Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the *Calendar* webpage at [www.victoria.ac.nz/home/study/calendar.aspx](http://www.victoria.ac.nz/home/study/calendar.aspx) (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at [www.victoria.ac.nz/home/about\\_victoria/avcacademic](http://www.victoria.ac.nz/home/about_victoria/avcacademic).