



**VA'AOMANŪ PASIFIKA**  
Pacific Studies & Samoan Studies

# Course Outline

**SAMO 111:**  
**Samoa Society and Culture**

**CRN 7548: 20 POINTS: TRIMESTER 1, 2012**

*Trimester dates: 5 March – 4 July 2012*

*Teaching dates: 5 March – 8 June 2012*

*Mid-trimester break: 6-22 April 2012*

*Study/Examination period: 11 June – 4 July 2012*

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**LECTURES:** TUES, WEDS & FRI 11AM – 11.50AM AM106  
(Alan MacDiarmid Building – L1, Room 106)

**WITHDRAWAL DATES:**

Information on withdrawals and refunds may be found at:

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

**COURSE PRESCRIPTION:**

An overview of Samoan culture and society with a focus on fa'asamoa (Samoan culture) and historical, social and political factors that have shaped it in New Zealand and other overseas centres such as Honolulu and the west coast of the United States.

**LEARNING OBJECTIVES:****Course Aims**

The main aim of the course is to introduce students to Samoan culture and society, to an intellectual discourse on things considered uniquely Samoan. It offers introduction to a common vocabulary through which the unique aspects of Samoan culture and society might be viewed and investigated. It will utilise the rubric of *fa'asāmoa* or *aganu'u*, as broad terms, categories or units of analysis, to explore key Samoan discourses, institutions and practices such as the *aiga*, (family/extended family unit), the *Fa'amatai* (Samoan chiefly system), Samoan *lotu* (church), and traditional rituals and creation stories such as those associated with the *ava* (kava) and *tatau* (tattoo). It will explore these discourses, institutions or practices for Samoan specific meanings and nuances using academic and popular written literature and audio visual material. The course will employ indigenous Samoan and social science analytical tools to identify and discuss the continuities and changes that have affected the *fa'asāmoa* or *aganu'u*, as conceived of and/or practiced inside and outside of Samoa, and across time.

**Objectives**

Students at the end of the course should be able to:

- identify some of the key values and concepts of Samoan society,
- analyse and explain some of the cultural meanings and nuances associated with key aspects of *fa'asāmoa* or *aganu'u* Samoa,
- analyse the impact of contemporary global economic, social, cultural and political influences on *fa'asāmoa* or *aganu'u* Samoa,
- give an oral presentation on a key aspect of Samoan culture or society to the class.

**COURSE CONTENT / TOPIC AREAS**

The course is divided into three thematic topic areas or sections. Each of these sections and their sub-sections are framed using a Samoan language title. This is to help make visible Samoan meanings and nuances. The course will be taught in English. Samoan language terms will be used throughout the course and English language translations provided. Students are given information at an introductory and thematic level.

**1. Part One: *Le tagata Samoa, Samoa le atunuu*: Exploring Samoan social and political structures**

*Le faagaganaina o le faasamoa* (Languaging things Samoan)

*Tala anamua, tala faasolopito, tala tuufaasolo* (Samoan stories of creation, social structure and history)

*Gafa ma le faasinomaga a le tagata Samoa* (Conceptualising Genealogy and Samoan identity)

*Suli tama fafine, suli tamatane* (Male and female descent lines)

*Le Taupou, le Manaia, le Sa'otama'itai ma le Feagaiga* (Sacred and gendered roles and covenants)

*Le faamatai ma fanua Samoa* (the Samoan chiefly and customary land tenure system)

*Faalupega* (Samoan village constitutions)

## **2. Part Two: *Tu ma aganuu Samoa*: Exploring Samoan cultural values and principles performed through ritual**

*Le Ava*: Analysing the traditional *Ava* ceremony

*Le Sua*: Analysing the *sua* ritual

*Le Pe'a ma le Malu*: Analysing images from a traditional male *pe'a* and female *malu*

*Le Tini Nunu Faaiipoipo ma le Auala*: Analysing *tini nunu faaiipoipo* and *auala* (traditional marriage and death) chants

*Le Ifoga*: Analysing the traditional *ifoga* (public apology) ritual

## **3. Part Three: *Suiga ma faavae tumau a le faasamoa*: Reflecting on continuities and changes in Samoan society, customs and culture**

*Suiga i le fa'asamoa ma le fa'amatai*: Changes to Samoan cultural traditions and the Samoan chiefly system (inside and outside of Samoa)

*Fa'asamoa Faaniusila*: Practising Samoan culture and customs in New Zealand

*Siva Samoa*: Samoan dance in modern forms: the ASB Poly-fest and the Manu Samoa *Siva Tau*

The course will open with a course overview lecture which explains the structure and logic of the course and close with a course summary lecture.

## **SAMO BA GRADUATE ATTRIBUTES**

### ***Critical Thinking***

1. Able to appreciate & understand the relationship between the language and culture of *fa'asāmoa*.
2. Able to use skills and knowledge from the course to critically appreciate and evaluate the different socio-cultural and political layers within Samoan society.
3. Able to appreciate key events in Samoan history.
4. Able to demonstrate awareness of key social, cultural, economic and political issues surrounding Samoan culture and society.
5. Able to think critically about living *fa'asāmoa* in modern times.

### ***Creative Thinking***

1. Demonstrate creative ability to apply ideas and knowledge of *fa'asāmoa* to modern settings.

2. Demonstrate awareness that thinking creatively requires engaging the intellectual imagination beyond established conventions.
3. Demonstrate appreciation of intellectual creativity within Samoan oral traditions, poetry, music and other arts.

### **Communication**

1. Demonstrate ability to express one-self competently and confidently in writing and speaking in class.
2. Ability to critique public attitudes and perceptions of Samoan culture and society from a balanced perspective.

### **Leadership**

1. Ability to appreciate the complexities associated with the fa'asāmoa and its practice within Samoa and within Samoan diasporic communities outside of Samoa.
2. Ability to take the initiative in leading community discussions on matters relevant to Samoan culture and society.
3. Demonstrate through professional ethics and practices an understanding of the va fealoaloa'i (sacred or tapu relationships between people and between people and all other living things).

### **ESSENTIAL TEXT**

SAMO 111 Student Notes - **\$30.30** (*Purchased at Vic Books – Student Union Building*)

- Suaalii-Sauni, T. et al (eds). 2009. *Su'esu'e Manogi: In search of fragrance: Tui Atua Tupua Tamasese Ta'isi and the Samoan Indigenous Reference*. Apia: National University of Samoa. (*On reserve at the library or for purchase at the Student Union Building: \$68.00NZD*)
- All videos screened in lecture times constitute required texts.
- Handouts will be given out during lectures or tutorials.
- Music tapes played with accompanying words.
- Library Reserve Readings: Use the reserve section in the library for materials placed on reserve.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 13 February to 16 March 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.

### **SUPPLEMENTARY READINGS**

E-copies of any supplementary readings will be posted on Black-Board. Students are expected to read those readings from Course Notes Book and from the “Su’esu’e Manogi” Text.

### **ASSESSMENT & COURSEWORK**

Coursework	<b>50%</b>
Final Examination (3 hours)	<b>50%</b>

#### **2 Essays:**

Essay topics and questions will be given out to students in class Week 3.

Essay one (1500 words)	due 4pm, Thursday, Week 5, 5 April, 2012	<b>15%</b>
Essay two (1500 words)	due 4pm, Friday, Week 9, 18 May, 2011	<b>15%</b>

**Late assignments will not be accepted except by special arrangement with the lecturer.** If you have special circumstances, you **MUST** request an extension **BEFORE** the assignment is due. Make sure to attach a cover sheet to your assignment. These are found on assignment box outside Room 101. See Annex 1 for allocation of marks for the essays.

**Group Presentations: 15%**

#### **Group Presentations. 15 minutes each. All presentations to be done Week 12.**

Seminars will take place during tutorials only. Groups to comprise of approximately 4 members. Students will be involved in several group activities from Week 3 in order to help them familiarise themselves with members of their class. Students will be asked to group themselves into groups for their group presentation in Week 10. Groups will choose their presentation topics, dates and times during tutorial classes. Group members will be marked individually based on the criteria provided in Appendix 2. Peer evaluations will be based on group members filling out a validated evaluation tool that will be used to provide an indication of how each member assesses the contribution of each member in their group (including themselves) towards the preparation work required for their group presentation. These peer evaluations will moderate the individual member’s overall mark for their group presentation.

#### **Attendance at Mafutaga and overall attendance at lectures and tutorials: 5%**

Students are expected to attend the Samoan Studies Programme Mafutaga day to be held Saturday, **12 May (end of Week 8)**. Students are not expected to participate in any of the formal rituals for the mafutaga.

Students are expected to attend all lectures and tutorials. If you are unable to attend any lectures or tutorials or the mafutaga you must make contact with the course lecturer explaining why either in person, by email or telephone.

**Examination:**

A 3 hour exam will be held during the examination period, 15<sup>th</sup> of June – 4<sup>th</sup> of July. More details will be available after the trimester break. It will consist of two parts.

**Part A: Multiple Choice (20 marks)**

This section comprises 20 multiple choice questions worth 1 mark each. Total marks for this section is 20.

**Part B: Essays (30 marks)**

This section comprises 3 essays. Each essay is worth 10 marks each. Students must do one (1) essay per sub-section. There are three (3) subsections that cover the three parts of the course: (a) Exploring social and political structures; (b) Exploring cultural values and principles performed through ritual; and (c) Continuities and change in Samoan society and culture.

**LECTURE OUTLINE**

Lecture Week / Days	Lecture Topic/Subtopic	Main Readings
	PART A: EXPLORING SAMOAN SOCIAL AND POLITICAL STRUCTURES	
WEEK ONE		
Day 1 (Tues 6 March)	Introduction to SAMO111 & Introducing “the Samoan world”	<ul style="list-style-type: none"> <li>Course Outline</li> <li>Ngan-Woo, Feleti. <i>Faasamoa: The World of Samoans</i> (Course reader).</li> </ul>
Day 2 (Wed 7 March)	Fa’asamoa & “Old Samoa”	<ul style="list-style-type: none"> <li>Meleisea, M. “Old Samoa”. In <i>Lagaga</i>, Chapter 2. (Course reader).</li> <li>Tui Atua, TTTE. “The Riddle in Samoan History” &amp; “Tamafaiga – Shaman, King or Maniac”. Chapters 1 &amp; 2 in <i>Su’esu’e Manogi</i>.</li> <li>Salesa, T.D.I. “Remembering Samoan History”. Chapter 19 in <i>Su’esu’e Manogi</i>.</li> </ul>
Day 3 (Fri 9 March)	Faasamoa & “Old Samoa”	Same readings as above
WEEK TWO		
Day 4 (Tues 13 March)	Languaging “things” Samoan	<ul style="list-style-type: none"> <li>Tui Atua, TTTE. “Faasamoa speaks to my heart and my soul”. Chapter 3 in <i>Su’esu’e Manogi</i>.</li> <li>Avegaliu, P.F. “Reconciling modern knowledge with ancient wisdom”. Chapter 20 in <i>Su’esu’e Manogi</i>.</li> </ul>
Day 5 (Wed 14 March)	Languaging “things” Samoan	<ul style="list-style-type: none"> <li>Aiono-Le Tagaloa, F. “Ola, Aitu, Maui – The inner person”. In <i>Tapuai</i>, Chapt 2. (Course reader).</li> </ul>

Day 6 (Fri 16 March)	Reflections on key themes from Day1-5	Revisit readings for Day1-5
WEEK THREE		
Day 7 (Tues 20 March)	Samoaan stories of creation	<ul style="list-style-type: none"> <li>Aiono-Le Tagaloa, F. "Solo o le Va – Samoaan Cosmogony". In <i>Tapua'i</i>, Chapter 1. (Course reader).</li> <li>Meleisea, M. et al. "The Settlement of Samoa". In Lagaga, Chapter 1. (Course reader).</li> </ul>
Day 8 (Wed 21 March)	Samoaan socio-political structures: the <i>faamatai</i> : land & chiefly titles)	<ul style="list-style-type: none"> <li>Aiono, F.L.T. "Change is a fleetfooted steed...". In <i>Motugaafa</i>. (Course reader).</li> <li>Suaalii-Sauni, T. "E faigata le alofa: the Samoaan <i>faamatai</i> – reflections from afar". In <i>Changes in the Matai System</i>, Chapter 3. (Course reader).</li> </ul>
Day 9 (Fri 23 March)	<i>Fanua, Suafa ma Faalupega</i> : Land, Titles and National/Village Constitutions (Guest Lecture: Samoa High Commission Office - TBC)	<ul style="list-style-type: none"> <li>Kramer, A. "The origin of Samoa, of its Constitution, Administration and Society". In <i>The Samoa Islands</i>. (Course reader).</li> <li>Suaalii-Sauni, T. "Samoaan custom and discourses of certainty". (Course reader).</li> </ul>
WEEK FOUR		
Day 10 (Tues 27 March)	Samoaan ethnic & gender identities (gafa/genealogy and gendered covenants)	<ul style="list-style-type: none"> <li>Salesa, D. "Samoa's half-castes and some frontiers of comparison". In <i>Haunted by Empire</i>, Chapter 3. (Course reader).</li> <li>Mageo, J.M. "Hairdos and Don'ts". In <i>Man</i>. (Course reader).</li> </ul>
Day 11 (Wed 28 March)	<i>Suli tamatane, suli tamafafine</i> : gendered inheritances	<ul style="list-style-type: none"> <li>Schoeffel, P. "The Samoaan concept of <i>feagaiga</i> and its transformation". In <i>Tonga and Samoa</i>, Chapter (Course reader).</li> <li>Schoeffel, P. "Rank, gender and politics in ancient Samoa". In <i>Journal of Pacific History</i>. (Course reader).</li> </ul>
Day 12 (Fri 30 March)	<i>Taupou/manaia</i> , – gendered roles and responsibilities	<ul style="list-style-type: none"> <li>Mead, M. In <i>Coming of Age in Samoa</i>. (Course reader).</li> <li>Freeman, D. In <i>The fateful hoaxing of Margaret Mead</i>. (Course reader).</li> </ul>
WEEK FIVE		
Day 13 (Tues 3 Apr)	<i>Sa'o/Sa'otama'ita'i, Nu'u a Alii/Nuu a Tama'ita'i</i> – gendered governing institutions	<ul style="list-style-type: none"> <li>Suaalii, T. "Samoaans and Gender". In <i>Tangata o te Moana Nui</i>, Chapter 9. (Course reader).</li> </ul>

		<ul style="list-style-type: none"> <li>• Park, J et al. "Samoan masculinities". In <i>The Life of Brian</i>. Chapter 2. (Course reader).</li> </ul>
Day 14 (Wed 4 Apr)	Reflections on key themes arising from Days 7-13	Revisit readings for Days 7-13
Day 15 (Fri 6 Apr)	NO CLASS – GOOD FRIDAY	
<b>6 – 22 APRIL</b>	<b>MID-TRIMESTER BREAK</b>	
<b>WEEK SIX</b>		
Day 16 (Tues 24 Apr)	Reflections on key themes arising from Part A	Revisit readings for Days 1-13
Day 17 (Wed 25 Apr)	NO CLASS – ANZAC DAY	
<b>PART B: SAMOAN RITUALS</b>		
Day 18 (Fri 27 Apr)	Samoan ava ritual	<ul style="list-style-type: none"> <li>• Tui Atua, TTTE. Sufiga o le tuaoi: Negotiating boundaries – from Beethoven to Tupac, the Pope to the Dalai Lama. (Course reader).</li> <li>• Smith, S. Percy. "Kava drinking among the Samoans". In <i>Journal of Polynesian Society</i>. (Course reader).</li> <li>• von Hoerschelmann, D. "The religious meaning of the Samoan Kava Ceremony". In <i>Anthropos</i>. (Course reader).</li> </ul>
<b>WEEK SEVEN</b>		
Day 19 (Tues 1 May)	Samoan ava ritual continued	Practical exercise with VUW Samoan Students Association
Day 20 (Wed 2 May)	Samoan sua ritual	<ul style="list-style-type: none"> <li>• Sio, W.S. "A personal summary of Samoa's gifting custom". (Course reader).</li> <li>• Tui Atua, TTTE. "Water and the Samoan Indigenous Reference". Chapter 17 in <i>Su'esu'e Manogi</i>.</li> </ul>
Day 21 (Fri 4 May)	Samoan sua ritual continued	Practical exercise with VUW Samoan Students Association
<b>WEEK EIGHT</b>		
Day 22 (Tues 8 May)	Le Tatau: Tattooing rituals (Guest lecture: Sean Mallon)	<ul style="list-style-type: none"> <li>• Mallon, S. "Tufuga Tatatau: the master tattooists". In <i>Samoan Art &amp; Artists</i>, Chapter 8. (Course reader).</li> <li>• Mallon, S. "Samoan tatau as global practice". In <i>Tattoo: Bodies, Art, and Exchange in the Pacific</i>. Chapter 7. (Course reader).</li> </ul>
Day 23 (Wed 9 May)	Tattooing ritual continued	<ul style="list-style-type: none"> <li>• Video ("Savage Symbols": Makerita Urale)</li> </ul>



Day 24 (Fri 11 May)	Tini Nunu Faaipoipo ma le Auala: Marriage & Death Chants (Guest lecture: Opeloge Ah-Sam - TBC)	<ul style="list-style-type: none"> <li>Tui Atua, TTTE. <i>Tau mai na o le pu'ula</i>: Samoan fragrances in Samoan thought. (Course reader).</li> </ul>
(Saturday 12 May)	ATTENDANCE AT SAMOAN PROGRAMME MAFUTAGA OBSERVING PERFORMANCE OF RITUALS	
WEEK NINE		
Day 25 (Tues 15 May)	Ifoga ritual	<ul style="list-style-type: none"> <li>Tuala-Warren, L. A study in ifoga: Samoa's answer to dispute healing. Chapters 3-5. (Course reader).</li> <li>Macpherson, C. and Macpherson, L. "The ifoga: the exchange value of social honour in Samoa". In <i>Journal of the Polynesian Society</i>. (Course reader).</li> <li>Video (The Orator)</li> </ul>
Day 26 (Wed 16 May)	Ifoga ritual continued	<ul style="list-style-type: none"> <li>Video (The Orator continued)</li> </ul>
Day 27 (Fri 18 May)	Reflections on Samoan rituals – their meanings and nuances	Revisit all readings/text materials set for Days 19-26
PART THREE: CONTINUITIES & CHANGE		
WEEK TEN		
Day 28 (Tues 22 May)	Samoaan identity	<ul style="list-style-type: none"> <li>Lealaialoto, R. "I am Samoan but can Samoans accept me?". In <i>Mental Health News</i>. (Course reader).</li> <li>Anae, M. "Towards a NZ-born Samoaan identity". In <i>Pacific Health Dialog</i>. (Course reader).</li> <li>Video (Ruth Tuiteleapaga's "Samoaan Heart")</li> </ul>
Day 29 (Wed 23 May)	Samoaan chiefly system	<ul style="list-style-type: none"> <li>Hunkin, Galumalemana A. "Fa'amatai in New Zealand". Chapter 4 in <i>Changes in the Matai System</i>. (Course reader).</li> <li>Lafoa'i, I. "Fa'amatai in Australia: Is it fair dinkum?". Chapter 1 in <i>Changes in the Matai System</i>. (Course reader)</li> </ul>
Day 30 (Fri 25 May)	Samoaan arts, dance and music (Guest lecture: Peter Brunt)	<ul style="list-style-type: none"> <li>Taouma, L. "Gettin' jiggy with it". In <i>Pacific Art Niu Sila</i>. (Course reader)</li> <li>Moyle, R. "Sounds Pacific". In <i>Pacific Art Niu Sila</i>. (Course reader).</li> </ul>
WEEK ELEVEN		

Day 31 (Tues 29 May)	Group work on presentations & do Black-Board Posting exercises	N/A
Day 32 (Wed 30 May)	Group work on presentations & Black-Board Posting Exercises	N/A
Day 33 (Fri 1 June)	Group work on presentations & Black-Board Posting Exercises	N/A
<b>WEEK TWELVE</b>		
Day 34 (Tues 5 June)	Group 1 & 2 presentations in class (A guest lecturer & course convenor to assess presentations)	N/A
Day 35 (Wed 6 June)	Group 3 & 4 presentations in class (A guest lecturer & course convenor to assess presentations)	N/A
Day 36 (Fri 8 June)	Course Overview Lecture & End of course shared lunch	No readings
(June 11-July4)	STUDY WEEK / EXAM PERIOD	
	END OF TRIMESTER ONE	

### TUTORIAL OUTLINE (with Course Assessment Due Dates)

Lecture Week / Days	Tutorial Topic	Tutorial Activity
Week 3, Wed 21 March	Languaging things Samoan	Students to trace origins of family names and names of places where they have lived and reflect on nuances of Samoan language
Week 4, Wed 28 March	Tracing genealogies / stories of origin  Notes on essay writing	Students to trace their <i>gafa</i> and reflect on significance of genealogy to Samoan identity and politics
Week 5, Wed 4 April	Gendered representations/motifs in <i>fa'asamoa</i>  Notes on essay writing	Students to analyse Sione's Wedding No.1 film for gendered representations of Samoan femininity and masculinity
THURSDAY 5 APRIL	ESSAY 1 DUE	
Week 6, Wed 25 April	No Tutorial – ANZAC DAY	N/A

Week 7, Wed 2 May	Ava ritual	Group discussions on ancient and contemporary significance of the ritual
Week 8, Wed 9 May	Tatau rituals  Notes on essay writing	Group discussions on ancient and contemporary significance of the rituals
<b>SATURDAY 12 MAY</b>	<b>ATTENDANCE AT MAFUTAGA</b>	
Week 9, Wed 16 May	Ifoga ritual  Notes on essay writing	Group discussions on ancient and contemporary significance of the ritual
<b>FRIDAY 18 MAY</b>	<b>ESSAY 2 DUE</b>	
Week 10, Wed 23 May	Continuities & change – from chiefly systems to dance and song forms	Students to analyse lyrics of Salani <i>tini</i> mentioned in Tui Atua reading for Week 8 Day 24, with Jamoa Jam's <i>Samoa Wedding Song</i> .
Week 11, Wed 30 May	Group presentation preparation Black-Board Group Postings	Group presentation preparation Black-Board Group Postings
<b>TUESDAY 5 JUNE &amp; WEDNESDAY 6 JUNE</b>	<b>GROUP PRESENTATIONS IN LECTURE CLASS</b>	
Week 12, Wed 6 June	<ul style="list-style-type: none"> <li>Who am I? Samoan identity</li> <li>Notes on the final examination</li> </ul>	Discussion of Melani Anae & Roine Lealaialoto's work.

### MANDATORY COURSE REQUIREMENTS

Students are required to complete the following minimum course requirements:

1. Submit for assessment the two essays set.
2. Participate in the group presentation.
3. Attend at least 80% of lectures. If a student is unable to make any lectures they must send an email to the lecturer before or immediately after being absent from the lecture with the reason for their absence.
4. Attend a minimum of eight (8) tutorials (out of ten). If a student is unable to make any of the tutorials they must send an email to the lecturer before or immediately after being absent from the tutorial with the reason for their absence.
5. Sit the final exam.

### EXPECTED WORKLOAD

The workload for SAMO 111 is consistent with other schools within the Faculty of Humanities and Social Sciences 20 point courses. You are expected to allow on average 13 hours per week for this course.

### COMMUNICATION OF ADDITIONAL INFORMATION

Additional information of any changes will be posted on the noticeboard outside Room 101 or announced in tutorials, lectures or seminars.

Students are encouraged to use the opportunities in tutorials to debate and discuss issues raised in lectures. Tutorials will begin Week 3.

### PENALTIES

Assignments handed in after the due date must be accompanied by a medical certificate or other evidence of exceptional circumstances, to be considered for grading. Information on penalty arrangements will be included with detailed instructions for the exercise. Written assignments should be handed into Va'aomanū Pasifika office at 6KP, or dropped into the assignment box outside the office door by the due date/time. **Emailed or faxed assignments will not be accepted except by special arrangement with the lecturer. Late assignments will not be accepted except by special arrangement with the lecturer.** If you have special circumstances, you MUST request an extension BEFORE the assignment is due. Make sure to attach a cover sheet to your assignment. These are found on assignment box outside Room 101.

### 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.

### 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 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).

## **APPENDIX ONE: ESSAY TOPICS/QUESTIONS & MARKING SCHEDULE**

You must provide appropriate scholastic and empirical evidence to support any claims you make. The essay word count does not include references. Only cite those references referred to in your essay. Do not plagiarise. You may use any material used for this course. You may also use other material of relevance provided these are properly cited.

All essays must have a cover sheet attached to the essay that provides the following information:

- (a) Student name and ID number
- (b) Lecturer Name and Course number
- (c) Selected essay topic

All essays must be handed into the VASA office essay box and be stamped received by the VASA administrator (Sylvyetta Hanipale) on or before the due date. Any late essays must be given directly to the course lecturer.

### **ESSAY ONE (DUE THURSDAY 5 APRIL: 1500 WORDS):**

Please choose ONE of the following questions/statements for your first essay. Use examples from the readings set for the course and personal experience or observation to illustrate points made in your essay. Your reference list should hold at least 10 different sources. You MUST use at least THREE readings set for this course BUT can include sources not used in your set readings.

1. Explore the significance of Samoan creation stories or mythologies to modern Samoan society.
2. Explain why the Samoan language holds the heart and soul of the Samoan people.
3. Describe how Samoans might understand issues of gender and sexuality differently to New Zealanders.
4. Analyse the significance of Samoan customary land tenure and chiefly titles to Samoan issues of personal and collective identity.
5. Examine the following statement: Samoan political systems are based on Samoan ideas of history and identity.

### **ESSAY TWO (DUE FRIDAY 18 MAY: 1500 WORDS):**

Please choose ONE of the following questions/statements for your second essay. Use examples from the readings set for the course and personal experience or observation to illustrate points made in your essay. Your reference list should hold at least 10 different sources. You MUST use at least THREE readings set for this course BUT can include two (2) sources not used in your set readings.

1. Explain the significance of the Samoan ava and sua rituals to understanding the *fa'asāmoa*.
2. Explore the relationship between modern and traditional Samoan music and dance genres and the extent to which these have been able to retain or not a uniquely Samoan style of music and dance.
3. Critically explain why you believe or do not believe that Samoan tatau rituals are uniquely Samoan.
4. Examine the significance of the ifoga ritual to gaining genuine dispute resolution between the offended and the offenders.
5. Using a popular film about or art piece depicting Samoan culture or society, examine what it is that makes that film or art piece Samoan.

#### ESSAY MARKING SCHEDULE

	Comments	Mark
1. Clarity of argument (i.e. clear articulation of key points)		
2. Relevance of examples and use of scholarly and empirical evidence		
3. Coherent essay structure		
4. Proper use of referencing style		
5. Overall persuasiveness of the essay		
TOTAL		

## APPENDIX TWO: GROUP PRESENTATION TOPIC AREAS & MARKING SCHEDULE

Students will be organised into presentation groups in Week 10. All groups must make a power-point slide presentation for their group presentation. All members of the group must speak for at least 2 minutes. Group presentations will last a minimum of 15 minutes and maximum of 20 minutes. Marks will be deducted if presentation runs over 20 minutes.

A hard or e-copy of the power-point slide presentation to be handed to the lecturer by the end of the presentation.

All presentations will be held during Week 12 Tuesday and Wednesday lecture classes. Best and runner-up group presentations will be chosen by the class through an anonymous voting system.

### GROUP PRESENTATION TOPICS

Groups are to choose one or a combination of the following broad topic areas and decide on a specific focus for their presentation. Groups are to come up with a specific presentation topic, format, delivery style and objective. Groups are encouraged to be as creative as possible. Groups can use any genre, style or form for presenting their topic. Groups must gain lecturer approval for chosen topic, format, objective and presentation style by Week 9 tutorial. All members in the group must be involved in some way in the delivery of the presentation. You may combine topic areas.

Broad topic areas:

1. Samoan identity
2. Samoan history
3. Samoan language
4. Samoan dance and music
5. Samoan art
6. Samoan religion
7. Samoan ritual

**GROUP PRESENTATION MARKING SCHEDULE: NB: ALL GROUP MEMBERS WILL RECEIVE A FINAL MODERATED INDIVIDUAL MARK BASED ON (A) INDIVIDUAL CONTRIBUTION TO PRESENTATION, (B) OVERALL GROUP PERFORMANCE AND PREPARATION, AND (C) PEER GROUP EVALUATIONS.**

	Comments	Mark
1. Individual contribution to group presentation with regards to:  (a) Clarity; and  (b) Relevance		



<p>2. Overall group performance and preparation with regards to:</p> <p>(a) Clarity and relevance of points made overall;</p> <p>(b) Group coherence;</p> <p>(c) Use of examples</p>		
<p>3. Timeliness</p>		
<p><b>TOTAL INDIVIDUAL MARK BEFORE PEER EVALUATION MODERATION</b></p>		
<p>4. (Peer evaluation of group member participation in preparation work for presentation – each member’s evaluation % is averaged and then used to moderate the total individual mark above received before moderation)</p>		
<p><b>FINAL INDIVIDUAL MARK</b></p>		