



Faculty of Humanities and Social Sciences
VA'AOMANŪ PASIFIKA
PACIFIC STUDIES & SAMOAN STUDIES

Course Outline

PASI 101: **THE PACIFIC HERITAGE**

CRN 8524: 20 POINTS: TRIMESTER 1

Trimester dates: 4 March – 3 July 2013

Teaching dates: 4 March – 7 June 2013

Extended Easter Break: 28 March-3 April 2013

Mid-trimester break: 22-28 April 2013

Examination/Study period: 10 June – 3 July 2013

Coordinator: Dr Teresia Teaiwa	Administrator: Sylvietta Hanipale
Room 103 – 6 Kelburn Parade	Room 101 – 6 Kelburn Parade
P: 04 463 5110	P: 04 463 5830
E: teresia.teaiwa@vuw.ac.nz	E: sylvietta.hanipale@vuw.ac.nz
Office Hours: Mon and Fri 11am-12pm	Office Hours: Mon to Fri 8.30AM – 4.30PM

LECTURES: MON, TUES & FRI 10-10.50AM, MCLT102

TUTORIALS: TUES 3.10 – 4PM, 4.10 – 5PM;

FRI 11-11.50AM, 12-12.50PM, 6KP RM102

WITHDRAWAL DATES

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

COURSE PRESCRIPTION

This is a survey course on a range of Pacific nations, covering socio-cultural, geographical, economic, and historical issues including indigenous perspectives.

COURSE CONTENT

Talofa lava, Kia orana katoatoa, Malo e lelei, Bula vinaka, Namaste, Fakaalofa atu, Taloha ni, Halo olketa, Kam na mauri, Aloha kākou, Tena koutou katoa!

This course is a journey through the immense geographic, historical, cultural, political and economic diversity of the Pacific Islands region. Along this journey you will encounter interesting and important information about Pacific societies. You will also come to understand and appreciate how the ways one sees, studies, and reports can produce varying and sometimes contradictory images of the Pacific. A particular focus of this course is on the intellectual and academic heritage of Pacific Studies, so we explore questions of what it means to study the Pacific when the university is our anchor.

The theme of PASI 101 is “The Pacific Heritage”. By heritage we mean the taonga, or treasures passed to us. Some of these taonga have long histories, while others have shorter histories. Some of these treasures may come to us through our families or communities, while others may be entirely new gifts from people to whom we have no blood or cultural connection. Some of the heritage we explore in Pacific Studies is material (we can touch it, or feel it), while other things we inherit are in the form of ideas and ways of doing things—not physical things themselves.

Because of this diversity in the Pacific Heritage, PASI 101 aims to cater to a variety of learning styles. For this reason, you are provided with options on your major piece of assessment. This is detailed on pages 11-13 of this course outline. Pacific Studies is a dynamic field that promotes both intellectual and personal growth — and is in turn a field that is open to having its boundaries pushed and developed by its students — you!

PASI 101 LEARNING OBJECTIVES

- Explain the basic principles of a Pacific Studies approach to studying the Pacific Heritage;
- Define and illustrate an understanding of the key concepts of discipline, interdisciplinarity, imagined communities, structure and agency, indigenous knowledge and translation;
- Use the key themes and concepts of PASI 101 in your own critical and/or creative analysis of particular case/s where issues relating to the Pacific heritage are at stake.

PASI 101 is the first core course in the Pacific Studies BA Major. Below we have outlined the necessary attributes of someone who graduates with a PASI major.

PACIFIC STUDIES BA GRADUATE ATTRIBUTES

CRITICAL THINKING

- Demonstrates knowledge of the geographic, historical, cultural, social, political and economic diversity and complexity of the Pacific as a region.
- Able to analyze and question assumptions and theories that frame representations of the Pacific.
- Able to evaluate the quality and origin of sources of information on the Pacific.
- Able to formulate and evaluate research questions that demonstrate an engagement with the broader context of the Pacific region.
- 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

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

COMMUNICATION

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

LEADERSHIP

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

READINGS

All undergraduate textbooks and student notes will be sold from the Memorial Theatre Foyer from 11 February to 15 March 2013, while postgraduate textbooks and student notes will be available from vicbooks' new store, Ground Floor Easterfield Building, Kelburn Parade. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks, Easterfield 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. Multilith/Course reader: available for purchase from Student Notes, this is the main required text for PASI 101.
- All videos screened during lecture hours also constitute required texts for PASI 101. After they have been screened during class hours, videos are made available for repeat viewings at the Library.
- Reserve Readings: a selection of optional readings is held on Closed Reserve or 3-Day Loan in the VUW Central Library to enhance and elaborate on topics covered in lecture.
- Map of the Pacific: a Xerox-copied map is included in the multilith, but Pacific Studies majors are encouraged to invest in a good-sized map of the contemporary Pacific.
- Another useful source that contains on-line digitized texts relevant to Pacific Studies is: <http://www.nzetc.org/tm/scholarly/tei-corpus-pacific.html>

WORKLOADS

The workload for PASI 101 is consistent with other departments within the Faculty of Humanities and Social Sciences for a 20 point course. You are expected to allow on average around 13 hours per week for reading, revision, assignments and generally engaging with the material for this course outside of classroom.

MANDATORY COURSE REQUIREMENTS

To gain a pass students must:

- complete and submit the total required number of KCQs and all components of the major assessment option they have chosen (i.e. Essay/Report or Exhibition/Performance)
- sit the examination
- attend 9 out of 11 tutorial sessions

Students who achieve a passing mark for coursework at the end of the term, but fail to turn in major assignments or sit the final exam, 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 mandatory course requirements.

PENALTIES FOR LATE ASSIGNMENTS

We expect most of the written assignments for this course to be submitted either on-line via Blackboard or at designated tutorials for KCQs. Blackboard deadlines are non-negotiable: the system will not let you submit once the deadline has passed. Unless you have a compelling medical reason, assignments due on Blackboard will not be accepted in another format after the deadline. KCQs are worth 5% each, and your final grade is calculated on the best four KCQs. Late KCQs will be penalized at the rate of 1% for each day after the deadline. After the 4th day, the main reason you would turn a late KCQ in is so that it can be recorded as received, even if you will earn no marks for it.

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.

TUTORIALS

Tutorials will be held between Week 2 and Week 12. We find that the students who achieve the best results in this course maintain regular attendance at tutorials. Students are encouraged to use the opportunities in tutorials to debate and discuss issues raised in lectures. You are required to attend a minimum of 9 out of 11 tutorial sessions and more than two unexplained absences will be noted. Irrespective of marks earned from assignments, chronic unexplained absences will affect the final grade awarded in this class.

USE OF TURNITIN

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>.

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources.

ASSESSMENT

On the following page is a grid with all the assessments visible at a glance. Please see pp. 9-11 on this Course Outline to identify the options available for your major assessment. Once you've decided which option you'll take, and noted the mandatory assessments for all students, you are advised to highlight the relevant assessments and deadlines for you.

The course assessment consists of course work (60%) and a final exam (40%).

All students complete Tutorial Seminars, KCQs, Event Reviews and Library Assignments worth 40%. Students then choose either the Poto Essay/Report Option or the Akamai Exhibition/Performance Option for their major assessment worth a further 20% to make up the total of 60% for Coursework.

A three hour exam will be held during the examination period: 14 June - 3 July 2013. **More details on exact date and time will be available after the trimester break.**

KCQS: ALL STUDENTS DUE BETWEEN WEEKS 3 AND 12 20%

KCQ stands for "Key Concepts and Questions", and is constituted by a short paper (minimum 300 words in length) that students have to bring with them and turn in at five (5) designated tutorials throughout the term: i.e. Weeks 3, 4, 6, 9, and 12.

All KCQs reflect back on a previous week and should cover all required readings for that week, and at least one of the following: a lecture, event, or video. Students whose KCQs also include recommended readings or AV material, will be considered to be working at an exceptional level.

The format for a KCQ is:

1. For the readings and lecture/event/video relevant to the week you've chosen, identify:
 - something that is *interesting* to you personally from it, and explain why;
 - an *important* point from it, and explain why that point seemed important to you;
 - The most *essential* point from it, and explain why you think it is.
 - At least one *question* that came up for you while you were reading/during the field trip/while viewing a video.
2. *Define* and discuss the *key terms or concepts* highlighted in the course outline for that week. If you use any sources for your definition, please provide references for them.
3. A *comment or visual representation* summarizing what you've learned about the Pacific Heritage that week.

The minimum word requirement for each KCQ is 300 words or one typed page long. A total of 5 KCQs must be turned in—these will only be accepted in hardcopy, and only when you come to tutorial, NO EXCEPTIONS. Students, who do not turn in ALL the required 5 KCQs ON TIME, do not meet mandatory requirements for this course. In the weeks that students elect not to

turn in KCQs, they will be asked to discuss supplementary discussion questions from the course outline. Your overall mark for this assignment will be based on your best 4 KCQs.

This assessment builds students' critical thinking and communication skills, and provides an opportunity for students to explore the learning objectives of this course, especially the following:

- Explain the basic principles of a Pacific Studies approach to studying the Pacific Heritage;
- Define and illustrate an understanding of the key concepts of discipline, interdisciplinarity, imagined communities, structure and agency, indigenous knowledge and translation.

TUTORIAL SEMINAR: ALL STUDENTS SLOTS AVAILABLE BETWEEN WKS 3 & 11 8%

Students will be required to sign-up for one seminar slot each. Each seminar is to be 7-10 minutes in length, and assessment will be based on organisation, relevance to course discussions, accuracy, and the provision of references. Please see the Blackboard site for a more detailed outline of assessment criteria.

Seminar topics should be organized as a focused response to the relevant readings, videos, or guest lectures in the week of your presentation. Seminars can also refer to field trips taken, and engage relevant Pacific news topics.

Tutorials are meant to be a supportive forum for exploring new as well as familiar areas of knowledge. While all students are encouraged to participate through verbal exchanges, opportunities are provided for written and role-playing contributions during tutorials.

This assessment builds students' communication and leadership skills, and provides an opportunity for students to explore most of the learning objectives of this course, especially the following:

- Explain the basic principles of a Pacific Studies approach to studying the Pacific Heritage;
- Use the key themes and concepts of PASI 101 in your own critical and/or creative analysis of particular case/s where issues relating to the Pacific heritage are at stake.

EVENT REVIEW: ALL STUDENTS 600 WORDS—DUE WEDNESDAY 27th of March 4PM 8%

Wellington is an exciting place to do Pacific Studies!! There are so many things happening here that help us realize how much Pacific people and cultures have to offer, and how important it is for New Zealanders to engage with Pacific perspectives. So that you begin to make the links for yourselves between what we're studying and what's going on in "the real world," all students are expected to turn in one event review this term.

Here are some suggestions for places and events that you might like to choose for your review purposes.

- "Tangata o le Moana"—permanent exhibition at Museum of New Zealand Te Papa Tongarewa. (FREE)
- "Picturing Samoa—Photographs by Thomas Andrews"—January-August 2013, Ilott Room, Level 4, Museum of New Zealand Te Papa Tongarewa (FREE)

- “Migration and Settlement”, “Local Industry”—Permanent Exhibitions of the Petone Settlers Museum (FREE)
- “Nuku Tewhatewha”—Ongoing exhibition at the New Dowse, Lower Hutt (FREE)
- “Head and Shoulders: Portraits of Māori by Isaac Coates”—CLOSES 16 March, Turnbull Gallery, National Library of New Zealand, Molesworth Street (FREE)
- Visit Rapanui “Moai” sculpture at Lyall Bay—anytime (FREE)
- “Niki Hastings-McFall: In Flyte”—January-June 2013, Pataka, Porirua (FREE)
- “The Black Islands: Spirit and War in Melanesia, Photographs by Ben Bohane”—February-April 2013, Pataka, Porirua (FREE)
- “Dusky Maidens and Noble Savages”, Maori and Pacific poets take on sexual stereotypes in this performance evening—5-6 March Bar Bodega, 7-8 March Pataka, 9 March Lower Hutt venue tbc, all shows 7-8pm, Wellington Fringe Festival (\$)

This Event Review assignment requires you to attend or visit a Pacific event outside of class hours and write up a 600-word report covering the “what, where, when, who” of the event. Make sure to also address:

- a) whether and how the event shed any light for you on our course theme of “The Pacific Heritage”;
- b) whether and how the event changed any of your understanding of the Pacific;
- c) Whether you would or wouldn’t recommend that your classmates went to the event, and why.

Please see the Blackboard site for a more detailed outline of assessment criteria. Your Event Reviews must be turned in electronically via Blackboard. A demonstration will be held in lecture the week preceding the due date. Once the deadline of 4pm Wednesday 27 March is passed, no late reviews will be accepted.

This assessment builds students’ critical thinking and communication skills, and provides an opportunity for students to especially explore the following learning objectives:

- Explain the basic principles of a Pacific Studies approach to studying the Pacific Heritage;
- Define and illustrate an understanding of the key concepts of discipline, interdisciplinarity, imagined communities, structure and agency, indigenous knowledge and translation.

LIBRARY ASSIGNMENT: ALL STUDENTS DUE FRIDAY 12th of April 4PM 4%

The Library Assignment has been especially designed for us by our Library Liaison Officers. In addition, the libraries offer extra tutorials for all students during the first few weeks of the trimester—please take advantage of these. Furthermore, there is a handy Subject Guide to the Vic library’s Pacific Studies resources for you—ask the Reference Desk for one when you’re at the library or visit: <http://www.vuw.ac.nz/library/liaison/pacific-studies/index.shtml> . The library is a treasure house and doing this assignment will help you learn how to get the maximum out of it!

This assignment builds students’ critical thinking skills and in particular provides students with the opportunity to:

- Use the key themes and concepts of PASI 101 in your own critical and/or creative analysis of particular case/s where issues relating to the Pacific heritage are at stake.

THE FINAL ASSESSMENT: POTO ESSAY or AKAMAI EXHIBITION/PERFORMANCE

To take into account the diversity of learning strengths among us and the variety of intellectual engagements the Pacific demands, PASI 101 offers two options for the major assessment.

Option 1: Individual Assessment: Poto Essay with Library Assignment and bibliography;

Option 2: Individual Assessment: Individual Akamai Exhibition/Performance with Library Assignment, synopsis, bibliography and journal

Option 2a: Combination Assessment: Group Akamai Exhibition/Performance with individual Library Assignment, synopsis and bibliography and individual journals

The major assessment is a mandatory requirement of this course. Students who do not complete ALL components of their major assessment will automatically get a K grade in this course.

Poto: the Essay/Report Option

20%

Word count: 2000 words

5% for Essay/Report Proposal (300 words) + bibliography—**due Friday 19th April 4pm Week 6**
15 % for Final Essay/Report—**due Friday 7th June 4pm Week 12**

Essay writing is the primary medium of expression associated with academic culture. Although the essay can be an elegant statement that captures the reader's imagination, most university graduates do not go on to write essays for a living. The most common form of writing in professional workplaces is the report. The report tends to focus more on 'facts', and too often simply confirms what is already known, but can also be used to spur a reader to action. Poto in Samoan means smart or clever, and PASI 101 offers students two options for demonstrating their intelligence around questions of the Pacific Heritage. As part of NZ Book Month in March in 2013, Va'aomanū Pasifika will be holding seminars and workshops that will specifically encourage a focus on writing by Pacific men. While attending the seminars and workshops is not compulsory, they are highly recommended for PASI 101 students who may be anxious about the Poto essay option.

For your major assessment you may choose from either the Poto Essay option or the Poto Report option.

1. Poto Essay: "My Intellectual Whakapapa in Pacific Studies": You have now been exposed to several thinkers, researchers, writers and educators in Pacific Studies. Some of these you have only met through the written word or moving image, and others you have met in person as guest lecturers in this class. Who would you describe as your closest intellectual "kin" within Pacific Studies? Put another way, whose ideas do you find most compatible? In a reflective essay of 2,000 words explain who, how and why with reference to at least five scholarly sources by and/or about this person. Conclude by

describing what you hope you can contribute to those that come after you in Pacific Studies.

Or

2. Poto Report: “Pacific Heritage in the 21st Century: Navigating Global Challenges.” Pick one (1) of the cases listed below and use a report format to describe the aspect of Pacific heritage that is at stake in that example; what it is being challenged by and how; and identify which rationales for Pacific Studies are most useful for understanding the issues and why. Conclude by sharing your analysis as a Pacific Studies student for how this aspect of Pacific heritage might be protected/preserved for future generations, or whether it is essentially a lost cause. Further details of each of the cases listed below may be found on Blackboard.
 - a. Experimental sea-bed mining venture in Papua New Guinea, 2012
 - b. Strata Titles Act, Vanuatu, 2000; The Samoan Unit Titles Act, 2009
 - c. Trademark application for 15 masi (tapa) designs by Air Pacific in Fiji, 2013
 - d. Māori Ta Moko and Nicole Scherzinger’s behind in *Culo* by Raphael Mazzucco (2011)
 - e. The conferment of Micronesian navigator titles to Hawaiians, 2007
 - f. The Kiribati Government’s “Migration with Dignity” policy in the face of climate change, 2011

For either the Essay or Report option, your bibliography should have no less than five (5) *library* sources. As much as possible, use sources accessed through the VUW Library. Your bibliography should include authors’ names, full title of publication, and place of publication, publisher, and year of publication. The bibliography should be presented in the alphabetical order of the authors’ last names (APA and Chicago are common referencing styles in Pacific Studies). While it is acceptable to use relevant internet sites or media sources as references, **try to avoid consulting encyclopedic reference books or un-vetted internet sites such as Wikipedia. As a university student you have access to so many more specialized sources such as scholarly monographs and academic journals. Take advantage of your university privileges.**

Your essay will be assessed on organization, relevance, and accuracy and referencing. Please see the Blackboard site for a more detailed outline of assessment criteria, and advice on how to structure your essay.

Written assignments are to be turned in via Blackboard by their due date. *Late assignments will have marks deducted at the rate of one percentage point a day.*

This assignment builds students’ critical and creative thinking skills and in particular provides students with the opportunity to:

- Explain the basic principles of a Pacific Studies approach to studying the Pacific Heritage;
- Use the key themes and concepts of PASI 101 in your own critical and/or creative analysis of particular case/s where issues relating to the Pacific heritage are at stake.

Akamai: the Exhibition/Performance Option**20%**4% synopsis/proposal (300 words) and bibliography—**due 4pm Friday 26th of April Week 6**6% reflective journal/on-line blog on creative process—**due 4pm Monday Week 13**10% final product—exhibited/performed and assessed **Thursday 6th of June Week 12**

For the 13th year in a row, PASI 101 students are being offered the opportunity to exhibit or perform their major assignment in an artistic medium. Students who select this option come together to present their work in a production entitled “Akamai”—meaning “smart, clever” in Hawaiian—at the end of the term. In 2013 we have two unique opportunities for PASI 101 students who are curious about the Akamai option:

- as part of NZ Book Month in March, Va’aomanū Pasifika will be holding seminars and workshops that will specifically focus on writing by Pacific men;
- Throughout Trimester 1, Pacific Studies PhD student Emalani Case will be offering classes in Hawaiian hula for PASI 101 students, with a view to a group performance at our annual Akamai evening event on 6 June.

The idea behind Akamai is to give PASI 101 students the opportunity to actively engage in the creative processes related to learning about the Pacific heritage or creating a heritage artifact of your own. You may compose an original or “cover” a song or rap; you may choreograph a dance; you may write and dramatize a short play; you may present a painting, a collage or do an installation work; or you may choose to integrate different art forms using a multi-media approach. You may choose to be assessed individually or as part of a group. Your exhibition/performance must be conceptualized around themes raised in PASI 101. **You are advised to discuss your ideas with your tutor or lecturer before turning your proposal in.**

You will be required to present a 300-word synopsis (i.e. summary or description) of your performance, and a bibliography of at least five sources that you’ve consulted for the production. You will also be required to attend workshop sessions in addition to your regular tutorials in the last three weeks of the term.

You will be assessed on the care and attention to detail shown in the overall production and presentation of your work; the relevance of your work to the course themes; and the quality of your synopsis and bibliography. See Blackboard for more details on the assessment criteria.

This assignment builds students’ critical and creative thinking skills and in particular provides students with the opportunity to:

- Explain the basic principles of a Pacific Studies approach to studying the Pacific Heritage;
- Use the key themes and concepts of PASI 101 in your own critical and/or creative analysis of particular case/s where issues relating to the Pacific heritage are at stake.

Final Exam **3 Hour Examination** **40%**

Date: 14 June – 3 July with more details available after the trimester break

- 10% identifications and short answer questions
- 20% summaries of selected readings
- 10% 1 essay

The KCQs and examination emphasize a familiarity with the readings and discussions in lecture and tutorial. If you're up-to-date on your work, you'll be all right! Previous year's final examination is available in the Library, on the Library website under and on the Blackboard site if you'd like to have a look at it.

This assignment builds students' critical thinking and communication skills and in particular encourages students to:

- Explain the basic principles of a Pacific Studies approach to studying the Pacific Heritage;
- Define and illustrate an understanding of the key concepts of discipline, interdisciplinarity, imagined communities, structure and agency, indigenous knowledge and translation.

PASI 101 ASSESSMENTS

Assignment	Who	Worth	Week Due	Date Due	Comment	Prep time (minimum)
Tutorial Seminars	All	8%	Week 3-11	18 March-30 May	Depends on individual sign-up	3 hours
KCQs	All	20%	Weeks 3, 4, 6, 9 & 12 + any other	Weekly	Mandatory, due 5x during term	7 hours
Event Reviews	All	8%	Week 4	27 March	Mandatory, submit on-line via Bb	4 hours
Library Assignment	All	4%	Week 5	12 April	Hardcopies only, please	2 hours
Poto Essay/Report Proposal	Only Poto students	5%	Week 6	19 April	Mandatory, submit on-line via Bb	3 hours
Akamai Exhibition/Performance Proposal	Only Akamai students	4%	Week 6	19 April	Mandatory, submit on-line via Bb	3 hours
Poto Essay/Report	Only Poto students	15%	Week 12	7 June	Mandatory, submit on-line via Bb	14 hours (1 hour attending an essay writing workshop, 2 hours identifying sources, 4 hours reading, 6 hours drafting your essay, 1 hour proofreading)
Akamai workshops	Only Akamai students		Weeks 9-12	tbc	Mandatory, in person	14 hours (3 hours for journaling, 1 hour for workshops, minimum 12 hours for independent or guided preparation, 1 hour for dress rehearsal, 3 hours at Akamai night)
Akamai Evening	Only Akamai students	10%	Week 12	6 June, venue tbc	Mandatory, Evening performance, no alternate schedule	
Akamai journal	Only Akamai students	6%	Week 13	10 June	Mandatory, submit on-line via Bb	
Final Exam	All	40%	tbc	tbc	Requests for alternate dates must be made through FHSS (\$ fee applies)	10 hours

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar (See Section C). Other useful information for students may be found at the Academic Office website, at www.victoria.ac.nz/home/about/avcadademic.

SUPPORT SERVICES

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. Contact Ema for a one-to-one appointment, ph 04-463 7455, or email Ema.Sanga@vuw.ac.nz

Student Learning Support Services

All students are entitled to use Victoria's Student Learning Support Service, which offers a variety of courses, workshops and other programmes to help you develop the skills to gain maximum benefit from your studies at Victoria. It is located at Level 0, Kirk Wing, Hunter Courtyard, Kelburn, 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!

Student Support

Staff at Victoria wants students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contacts are Dr Kathryn Sutherland, Associate Dean MY407 (Students, teaching and learning). Assistance for specific groups is also available from Te Putahi Atawhai or Victoria International.

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.

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>

PASI 101 THE PACIFIC HERITAGE COURSE OUTLINE 2013

WEEKS 1-3 THEME: OUR INTELLECTUAL HERITAGES AND PACIFIC STUDIES

KEY CONCEPT: DISCIPLINE, INTERDISCIPLINARITY

WEEK 1	4-8 MARCH:	JOURNEYS
--------	------------	----------

AV: Excerpt from “Children of the Migration”, 74 mins, JV9290 C536 2004; Excerpt from “Made in Taiwan: Nathan and Oscar’s Excellent Adventure”, 60 mins; CS21 .I575 2006; Excerpt from “There once was an island: te henua e nnoho”, 80 mins; QC903.2.P26 T44 2010.

Required reading: “When the hula meets the haka” from *Mana* (magazine) 10:14-27, 1995 and “When the hula meets the haka—and settles down” from *Mana* (magazine) 11:34-39, 1996. **(In reader)**; Emelihter Kihleng, “the Micronesian Question”, http://tinfishpress.com/?page_id=512; Kathy Jetnil-Kijiner, “Lessons from Hawai’i”, <http://www.youtube.com/watch?v=3sbt pazYra0>

Recommended reading: “Introduction” and “Part 1: Some Markers on the Journey” from *Making Our Place*, edited by Peggy Fairbairn-Dunlop and Gabrielle Sisifo Makisi. Palmerston North: Dunmore Press, 2000: 9-18, 19-43. **(In reader)** *Fresh off the Boat*, by Oscar Kightley and Simon Small. Wellington, NZ: The Play Press, 2005. **(On reserve)**

*****NO TUTORIALS*****

WEEK 2	11-15 MARCH:	EDUCATION
--------	--------------	-----------

AV: “Trouble is my business” 82 mins; LA2126 T7683 2008

Required reading: “Education in Western Samoa: Reflections on My Experiences” by Lonise Tanielu in *Women’s Studies Journal* 13(2):45-59; “From a Native Daughter” by Haunani-Kay Trask in *The American Indian and the Problem of History*. New York: Oxford University Press, 1987:171-179. **(In reader)**

Recommended reading: *Rethinking education curricula in the Pacific Islands: challenges and prospects*, Kabini Sanga and Konai Helu Thaman (eds). Wellington, NZ: He Parekereke, 2009. *Culture counts: changing power relations in education*, Russell Bishop and Ted Glynn. Palmerston North, NZ: Dunmore Press, 1999. **(On reserve)** “The Classroom as a Metaphorical Canoe: Co-operative Learning in Pacific Studies”, by Teresia Teaiwa in *World Indigenous Nations Higher Education Consortium Journal* 2005: 38-48. **(On Bb)**

*****TUTORIALS START THIS WEEK*****

WEEK 3	18-22 MARCH:	WHAT IS PACIFIC STUDIES?
<i>KCQ 1 Due</i>		

Required reading: “Re-thinking Pacific Island Studies,” Terence Wesley-Smith in *Pacific Studies* 18(2):115-137, **(In reader)**, “Albert Wendt’s Critical and Creative Legacy in Oceania: An Introduction”, by Teresia Teaiwa and Selina Tusitala Marsh in Flying Fox Excursions: Albert Wendt’s Creative and Critical Legacy in Oceania, Special Issue of *The Contemporary Pacific: A Journal of Island Affairs*. 22(2), 2010: 233-248. **(On Bb)**

Recommended reading: “Studying the Pacific,” Ron Crocombe in *Class and Culture in the South Pacific*, edited by Antony Hooper et al, Suva and Auckland: Centre for Pacific Studies, Auckland University and Institute of Pacific Studies, the University of the South Pacific, 1987:115-138. **(In reader)**; “Preparation for Deep Learning: A Reflection on ‘Teaching’ Pacific Studies in the Pacific”, by Teresia Teaiwa in *Journal of Pacific History*, 46(2), 2011: 214-220. **(On Bb)**

WEEKS 4-5 THEME: THE PACIFIC OR OCEANIC IMAGINARY, AN EVOLVING REGIONAL HERITAGE

KEY CONCEPT: IMAGINED COMMUNITIES

WEEK 4	25-27 MARCH:	MAPPING
<i>Event Review & KCQ 2 Due</i>		

AV: “Wayfinders”, 56 mins, GN440.2 .W357 1999

Recommended AV: “Captain Cook, obsession and discovery”, 226 mins; G420.C62 C378 2007 (see Episode 3, “Beyond Speculation”)

Required reading: “Our Sea of Islands” by Epeli Hau’ofa in *A New Oceania* edited by Eric Waddell, Vijay Naidu and Epeli Hau’ofa. Suva: School of Social and Economic Development, the University of the South Pacific, 1993. **(In reader)** “The Melanesian Way” in *The Melanesian Way*, by Bernard Narokobi. Suva: University of the South Pacific, 1983: 3-17; “Pacific Maps: Historical and Contemporary”, Serge Tcherkezoff, 2007: http://www.pacific-encounters.fr/cartographie_01_eng.php **(On Bb)**

Recommended reading: “The Bigness of our Smallness” by Tarcisius Kabutaulaka in *A New Oceania* edited by Eric Waddell, Vijay Naidu and Epeli Hau’ofa. Suva: School of Social and Economic Development, the University of the South Pacific, 1993:91-93; “Truth or Dare?” by Douglas Borer in *A New Oceania* edited by Eric Waddell, Vijay Naidu and Epeli Hau’ofa. Suva: School of Social and Economic Development, the University of the South Pacific, 1993:84-87. **(In reader)**

<<EXTENDED EASTER BREAK 28 MARCH-3 APRIL>>

WEEK 4.1	4-5 APRIL:	WORK ON LIBRARY ASSIGNMENT AND DEVELOP POTO/AKAMAI PROPOSALS
-----------------	-------------------	---

WEEK 5	8-12 APRIL:	LITERATURE
---------------	--------------------	-------------------

Library Assignment Due

Required reading: Karlo Mila, “Inside us the dead (NZ-born version) in *The Contemporary Pacific* Vol. 22, No. 2, 2010: 281-282 (**On Bb**); Selina Marsh <http://www.youtube.com/watch?v=CNxvOb5LPdw> (**on Bb**); “Inside us the dead,” from *Lali: A Pacific Anthology*, Albert Wendt (ed). Auckland: Longman Paul, 1980:284-291 (**In reader**); Albert Wendt, ‘Towards a New Oceania,’ *Mana*, Vol. 1, No. 1, 1976: 71-85 (**On Bb**)

Recommended reading: Excerpts from *Lali: A Pacific Anthology*, Albert Wendt (ed). Auckland: Longman Paul, 1980: 16-17, 103-107, 190-193, 222-223, 270-271 (**in reader**); Alice Te Punga Somerville, “Not emailing Albert: A legacy of collection, connection, community” *The Contemporary Pacific*, 22(2) 2010:253–270(**On Bb**); Benedict Anderson, “Introduction” in *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, London: Verso 1991: 1-9. (**On Bb**) *Mana: A South Pacific Journal of Language and Literature*, Volume 12, Number 2, Cook Islands Special edited by Jean Tekura Mason and Vaine Rasmussen Wichman. *Musings on Niue* edited by Larry Thomas. Suva: Pacific Writing Forum, 1997. *Haviliviliaga Manatu/Reflections*, Alofi: Tohitohi Nukutuluea, 1999. (**On reserve**)

WEEKS 6-8 THEME: STRUCTURING FORCES: WHAT IS SHAPING THE PACIFIC HERITAGE?

KEY CONCEPTS: STRUCTURE AND AGENCY

WEEK 6	15-19 APRIL:	HISTORY
---------------	---------------------	----------------

POTO ESSAY/REPORT, AKAMAI EXHIBITION/PERFORMANCE PROPOSALS & KCQ 3 DUE

AV: “Then there were none,” 27 mins; DU624.65 .T48. 1996

Recommended AV: “Insular Empire”, 59 mins; DU643 .I57 2009

Readings for this week: “Explorers: 1520-1780” and “Whalers, Traders and Missionaries: 1780-1850”, Douglas Oliver in *The Pacific Islands*, Honolulu: University of Hawaii, 1961:83-116; “Pre-Colonial Times” by Robert C. Kiste in *Tides of History: The Pacific Islands in the Twentieth Century* edited by K.R. Howe, Robert C. Kiste and Brij V. Lal. St. Leonards, NSW: Allen & Unwin, 1994: 3-28. (**In reader**) I’iga Pisa 1942 manuscript recounting a Samoan

paopao journey from Saipan to Guam in 1915, from the personal papers of James B. Johnson, Commonwealth of Northern Marianas Division of Historic Preservation. **(On Bb)**

Recommended readings: Doug Munro, “Who Owns Pacific History? Reflections on the Insider/Outsider Dichotomy”, *The Journal of Pacific History* 29(2):232-37; Haunani-Kay Trask, “Natives and Anthropologists: The Colonial Struggle” in *Voyaging through the Contemporary Pacific*, David Hanlon and Geoffrey M. White (Eds.). Lanham, Maryland: Rowman and Littlefield, 2000:255-263. Michael King, “The Climate Changes” from *Being Pakeha: an encounter with New Zealand and the Maori Renaissance* 1985: 174-193. “Microwomen: US Colonialism and Micronesian Women,” Teresia K. Teaiwa in *Pacific History: the papers of the 8th Pacific History Association Conference* edited by Donald Rubinstein. Mangilao: Micronesian Area Research Center and University of Guam, 1992: **(On reserve)**

22-28 APRIL - MID-TRIMESTER BREAK
--

WEEK 7	29 APRIL-3 MAY:	ECONOMICS
---------------	------------------------	------------------

Guest lecture: Dr. April Henderson, tbc

AV: “In the name of growth”, 54 mins, HD6220.6 I5 2001

Recommended AV: “Since the company came”—on logging in Solomon Islands, 52 mins, DU850.S563 2000

Required readings: Bruce Knapman, “Economic Development and Dependency” in *Tides of History: The Pacific Islands in the Twentieth Century* edited by K.R. Howe, Robert C. Kiste and Brij V. Lal. St. Leonards, NSW: Allen & Unwin, 1994:325:349; “The MIRAB economy in South Pacific Microstates,” I.G. Bertram and R.F. Watters in *Pacific Viewpoint* 26(3):497-519. **(In reader)**

Recommended readings: “The Ghost of Nkrumah in the Seas of Oceania” by Roman Grynberg in *A New Oceania* edited by Eric Waddell, Vijay Naidu and Epeli Hau’ofa. Suva: School of Social and Economic Development, the University of the South Pacific, 1993:68-71. **(In reader)** “The Discovery of the Gift: Exchange and Identity in the Contemporary Pacific,” Nicholas Thomas in *Entangled Objects: Exchange, Material Culture, and Colonialism in the Pacific*. Cambridge, Massachusetts and London: Harvard University Press, 1991:184-208. **(On reserve)**

WEEK 8	6-10 MAY:	POLITICS
---------------	------------------	-----------------

AV: “Fiji A Year After the Coup”, 50 mins; DU600 .F555 1990

Required reading: “Background” in *Cook Islands Politics: The Inside Story* edited by Ron Crocombe et al, Auckland: Polynesian Press in association with South Pacific Social Sciences Association, 1979:1:22; “Coups, Conflicts, and Crises: The New Pacific Way?” by Gerard Finin and Terence Wesley-Smith. Honolulu: East-West Center Working Papers, Pacific Islands Development Series, No. 13, June 2000. **(In reader)**

Recommended reading: “Catching myself in my default mode: personal leadership at home”, Kabini Sanga in *Living and leaving a legacy of hope: stories by new generation Pacific leaders*. Wellington, NZ: He Parekereke, Victoria University of Wellington, 2009: 219-232. **(On Bb)**
New Flags Flying: Pacific Leadership, edited by Ian Johnstone and Michael Powles. Wellington, NZ: Huia Press, 2012. **(On Reserve)**

WEEKS 9-11 THEME: INHERITING PROBLEMS, INHERITING SOLUTIONS?

KEY CONCEPTS: INDIGENOUS KNOWLEDGE AND TRANSLATION

WEEK 9	13-17 MAY:	LANGUAGE
---------------	-------------------	-----------------

KCQ 4 DUE

Guest lecturer: Galumalemana Alfred Hunkin, tbc

AV: “E ola ka ‘olelo Hawai’i”, 15 mins; Personal Item.

Recommended AV: “Te rere a Te Amokura”, 29 mins; WJ Scott Education Library, 372.21 RER or IECS006

Required readings: “Pasefika Languages and Pasefika Identities: Contemporary and Future Challenges” by Afeleti Tuiletufuga-Hunakin in *Tangata o te Moana Nui: The Evolving Identities of Pacific Peoples in Aotearoa/New Zealand* edited by Cluny Macpherson, Paul Spoonley, Melani Anae. Auckland: Dunmore Press, 2000:196-211. “O oe se a?” by Tate Simi, in *A deeper Song*. Apia: Samoan Observer, 1992:42-43. **(In reader)**

Recommended readings: “Report on the Samoan language in the New Zealand educational context” by Bernard Spolsky. Wellington, 1988. **(On reserve)**

WEEK 10	20-24 MAY:	CULTURE AND GENDER
----------------	-------------------	---------------------------

Recommended AV: “Margaret Mead and Samoa”, 51 mins, DU813 M42 1988; “Man without Pigs”, 60 mins; available electronically on-line via VUW Library.

Readings for this week: “The Education of the Samoan Child,” Margaret Mead in *Coming of Age in Samoa*, New York: Morrow Quill Paperbacks, 1961:20-38; “Cooperation and Competition,” Derek Freeman in *Margaret Mead and Samoa: The Making and Unmaking of an Anthropological Myth*, New York: Penguin, 1984:200-211. “Gender Division of Labour”, Jocelyn Linnekin in *The Cambridge History of the Pacific Islanders* edited by Donald Denoon et al, Cambridge: Cambridge University Press, 1997: 105-112; Ann Stephen, “South Pacific Stories: A Photo Essay,” in *Meanjin* 53(4):679-688 **(In reader)**

Recommended readings: “The Pacific Islands: All it Requires is Ourselves” by Vanessa Griffen in *Sisterhood is Global* edited by Robin Morgan. Garden City, New York: Anchor Press/Doubleday, 1984: 517-524. **(In reader)**; “Why Tikopia has four clans”, Antony Hooper.

London: Royal Anthropological Institute of Great Britain and Ireland, 1981. *Native Peoples of the Pacific World*, Felix Keesing. New York: Macmillan, 1945. **(On reserve)**

WEEK 11	27-31 MAY:	HEALTH
----------------	-------------------	---------------

AV: “Compassionate Exile”, 58 mins; RC154.9.F4 C737 1999

Recommended AV: “Maire”, 41 mins; RC606.55.M375 1999; “Kau Faito'o: Traditional Healers of Tonga”, 27 minutes; available electronically/on-line via VUW library; “Sia at the dentist”, <http://www.youtube.com/watch?v=4HXVx-4HeIc>

Required readings: Excerpts from Epeli Hau'ofa's *Kisses in the Netherlands*. Auckland: Penguin, 1987; “Pacific Women and AIDS” by Vasemaca Rarabici, and “Living with AIDS: An HIV mother's story” in *Pacific AIDS Alert Bulletin*, No. 18, 1999:3-5; “Chapter 1: Before Makogai” and “Chapter 2: Two Dilemmas” by Sister Mary Stella, SMSM in *Makogai: Image of Hope*. Christchurch: Lepers' Trust Board, 1978:17-47 **(In reader)**

Recommended readings: *Pacific Studies* Volume 13(3), Special Issue on domestic violence in Oceania. **(On reserve)**

WEEK 12	4-7 JUNE:	WHAT IS PACIFIC STUDIES (REVISITED)?
----------------	------------------	---

Poto Essay/Report, Akamai Exhibition/Performance and KCQ 5 DUE

A vote will be held in Weeks 10-11 for a lecture you'd like repeated and/or a new topic to be covered in this final week of classes! ☺