



**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**  
**VA'AOMANŪ PASIFIKA**  
*PACIFIC STUDIES & SAMOAN STUDIES*

# Course Outline

**TRIMESTER 1, 2013**

**PASI 301:**  
**Framing the Pacific: Theorising Culture &  
Society**

**CRN 8526: POINTS 20:**

*Trimester dates: 4 March – 3 July*

*Teaching dates: 4 March – 7 June 2013*

*Extended Easter Break: 28 March – 3 April 2013*

*Mid-trimester break: 22 – 28 April 2013*

*Study/Examination period: 10 June – 3 July 2013*

**Lectures: Mon & Wed, 11am-12:50pm 6KP 102**  
**(6 Kelburn Parade)**

**Course Coordinator:**

April K. Henderson  
Room 201, 6 Kelburn Parade  
Ph: 04 463 5829 (ext. 5829)  
E: [april.henderson@vuw.ac.nz](mailto:april.henderson@vuw.ac.nz)  
Office Hrs: Immediately after class or by appointment

**Administrator:**

Sylvyetta Hanipale  
Room 101, 6 Kelburn Parade  
Ph: 04 463 5830 (ext. 5830)  
E: [Sylvyetta.Hanipale@vuw.ac.nz](mailto:Sylvyetta.Hanipale@vuw.ac.nz)  
Office Hrs: Mon – Fri 8.30am – 4.30pm

**Withdrawal dates**

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

**Course delivery**

Class sessions will primarily follow a seminar format, and will feature ample opportunities for group work and student-driven discussion. Online discussion (on Blackboard) is also a key component of the course, with designated students expected to contribute weekly.

**Communication of additional information**

During the term, communication about the course will be delivered primarily in class and via Blackboard. For further details, see the paragraph about Blackboard under “Course Requirements,” below.

**Course Prescription**

This course examines a number of critical issues in the contemporary Pacific through a detailed consideration of the work, ideas, and writings of Pacific writers, artists, filmmakers, activists and scholars. It also encourages critiques of established historical and narrative accounts. 100% internal assessment.

**Welcome and Course Content**

Talofa lava, Kia orana, Malo e lelei, Bula vinaka, Fakaalofa atu, Taloha ni, Yu orait no moa, Halo ologeta, Kam na bane ni mauri, Aloha kakou, Tena Koutou! Welcome to PASI 301.

In PASI 301, students will explore what it means to “theorise” about Pacific cultures and societies. In this course we examine a number of critical issues in the contemporary Pacific through a consideration of the work, ideas, and writings of Pacific writers, artists, filmmakers, activists and scholars. We will discuss these with reference to established historical and narrative accounts of Pacific cultures and societies.

Artists and activists are critical in our region's field of intellectual production. However, the work of individual artists as cultural producers often gets undervalued in favour of what are accepted as

timeless and authorless collective "traditions," while activists' work for political change or historical redress often gets overshadowed by national and state leaders' domination of the archives. This course puts artists and activists at the centre of our investigation as a way of both broadening and deepening our understanding of the region; we gain new perspectives on the region that provide alternatives to those more easily accessible through mainstream media, information channels authorized by the nation-state, or dominant academic historiography. As they engage in the work of representing and/or transforming Pacific cultures and society, we can see artists and activists as agents of both theory and praxis. Furthermore, attention to their work gives us a keener understanding of the kinds of rhetorical devices and tropes that are being used to "frame" the Pacific, highlighting the fraught processes and politics of "representation."

This course is taught in a seminar format with a significant focus on group work, and student attendance, preparation, and participation is critical. It is a reading and writing intensive course that also allows students the opportunity to undertake original research. This course outline and other information on this course are available on Blackboard: <http://blackboard.vuw.ac.nz>

#### **PASI BA Graduate Attributes and PASI 301 Course Objectives**

PASI 301 is the final core course in the Pacific Studies BA Major. Below we have outlined the necessary attributes of someone who graduates with a PASI major:

#### **PASI BA GRADUATE ATTRIBUTES**

##### ***Critical Thinking***

1. Demonstrates knowledge of the geographic, historical, cultural, social, political and economic diversity and complexity of the Pacific as a region.
2. Able to analyze and question assumptions and theories that frame representations of the Pacific.
3. Able to evaluate the quality and origin of sources of information on the Pacific.
4. Able to formulate and evaluate research questions that demonstrate an engagement with the broader context of the Pacific region.
5. Demonstrates an awareness of insider/outsider debates over knowledge in the Pacific and takes care to account for indigenous perspectives when conducting analysis of material.

##### ***Creative Thinking***

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

##### ***Communication***

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

### **Leadership**

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

### **PASI 301 Learning Objectives**

PASI 301 therefore seeks to provide an opportunity to practice all of the above subject-specific attributes of critical thinking, creative thinking, communication and leadership, with particular emphasis on the following learning objectives:

- Identify and evaluate key historical and contemporary theories about society and culture in the Pacific;
- Demonstrate understanding of the relationship between theorizing and framing;
- Demonstrate understanding of key discussions about the historical role of the intellectual in society and culture;
- Demonstrate awareness of how artists and activists are engaged as intellectuals in theorizing, framing or reframing the Pacific;
- Analyze how artists and activists negotiate social and cultural tensions in Pacific societies;
- Investigate whether and how the work of Pacific artists and activists is valued by their communities;
- Assess what we lose or gain when we consult artists and activists or look to art and activism as critical components of Pacific Studies.

### **Workloads and Mandatory Course Requirements**

#### **Workloads**

The workload for PASI 301 is consistent with other programmes 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, which might include: 4 hours attending class sessions and A/V screenings; 3–5 hours reading and reviewing material; 2–5 hours completing assignments; and 1–2 hours engaged in group work outside class hours. *These are approximations only, and will shift based on the specific tasks each week.*

#### **Group work**

Assessment in this course includes group work. See “Assessment & Coursework,” below, for further elaboration.

#### **Penalties**

Late work will NOT be accepted, except by special arrangement with the lecturer (arranged in advance of the due date). If an extension has been conscientiously arranged, work that is submitted by the new due date will not be penalized. Emailed assignments will only be accepted by special arrangement with the lecturer prior to sending the assignment. In other words, only send through a document after your lecturer has agreed to receive it. This is for your own protection, as emails “go missing.” Students who achieve at least 50% of total marks in the course but fail to turn in their final essay will not pass.

## **Mandatory course requirements**

To gain a pass in this course each student must:

- a) Submit the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work);
- b) Attend a minimum of 19 of 24 class sessions. In the event this is not possible due to a legitimate medical or other reason, the lecturer must be contacted as soon as possible so that alternative arrangements can be made.

As senior students, you will also be expected to:

- keep up with assignments and readings;
- bring analytical tools and historical/cultural understanding gained from PASI 101, PASI 201, and other approved courses for the PASI major;
- become "close readers" of texts;
- contribute to seminars sincerely and conscientiously, knowing that you are enjoying the privilege of both creating and revising the field of Pacific Studies;
- produce a solidly researched and clearly written description and analysis on the theme of theorizing or framing the Pacific with reference to either art or activism.

## **Essential texts**

- Multilith of course readings (available for purchase from Vic Books);
- Audiovisual materials (may be screened in class or assigned for viewing at your own convenience);
- Handouts: additional required readings not included in the PASI 301 Multilith may be handed out in lecture or made available on Blackboard;

*Recommended reading materials will also be listed on Blackboard.*

All undergraduate textbooks and student notes will be sold from the Memorial Theatre Foyer from 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](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.

## **Materials and equipment**

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

## **Blackboard**

This course outline will be made available on Blackboard (Bb) for your convenience. All students have access to VUW email accounts. To access Bb, visit: <http://blackboard.vuw.ac.nz>. Assessment

in this course will include required posting to Bb discussion boards. Bb will also be used for posting course announcements, and relevant supplementary material. Lecture notes will be posted on Blackboard to help you with revision. If Bb is to be used for any other purpose in this course, your lecturer will inform you in class.

### Email

Course updates, announcements and assessments feedback is often communicated by email via Bb through to your VUW student email accounts. If you do not use your student email account and have another preferred email account, you need to let ITS or SCS know so that they can make sure that all official communications from the university are directed to your preferred email account. This will ensure that you do not miss out on vital information relating to this PASI 301.

### 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, and will be given opportunities during the term to speak with the class without the lecturer present.

## Assessment & Course Work

### Assessment requirements

Internal Assessment	100%
• Individual research assignment	40%
• Online reflection and assessment posts	30%
• Group seminar presentations	15%
• Group seminar responses	15%

Assessment in this course will be based on group work (in-class seminar presentations and responses) and individual work (individual research assignment; online assessment and reflection posts). An explanation of each of these components follows.

### GROUP WORK: Group seminar presentations; Group seminar responses

The class will be divided in our first week into three groups. Group membership will be determined by a brief diagnostic exercise in our first class to gauge individual student preferences regarding group dynamics. You will remain with your group for the duration of the term. In designated weeks

(See weekly graphs), groups will be responsible for one of the two following tasks:

- **Group seminar presentations (15%)**  
**Presenting** on that week's materials (including all readings, and introducing guest speakers and AV material if applicable). Each group will present multiple times over the term, with sign-ups occurring in Weeks 1 and 2.
  - Weeks 2-8, presentations will cover materials assigned by the lecturer and will typically be scheduled for our first hour of class on Fridays;
  - Weeks 9-11, members of the presenting group will also be responsible for selecting and assigning 1-2 readings for the class, as well as presenting on their individual research topics. Readings assigned may relate to one or more of the group's

research topics, and/or may be drawn from the recommended reading list. Research presentations should describe how the essay has (or will) address the chosen essay question, and discuss sources used, progress on research and writing, and problems that you have encountered. Research presentations will be scheduled for both Monday and Wednesday sessions these weeks;

- All presentations will be assessed on relevance, organization, and accuracy, (see further elaboration of these assessment criteria below). Participation of all group members will be a consideration. Strategies for effective presentations will be suggested in class and via Blackboard;
- **Group seminar responses** (15%)  
**Responding**, in-class, to the presenting group, including an oral review of key points raised and any critiques you may have; asking questions based on your own thorough review of the material and understanding of the course learning objectives; and leading class discussion. Responding group will also be responsible for giving a vote of thanks to any guests we may host that week.
  - Weeks 2–11, responses and discussion will typically be scheduled for the second hour of class on Fridays;
  - Group responses will be assessed on relevance, organization, and accuracy (see further elaboration of these assessment criteria below). Participation of all group members will be a consideration. Strategies for effective responses will be suggested in class and via Blackboard;

Scheduling of group responsibilities will take place the first and second weeks of class.

Further elaboration of assessment criteria for presentations and responses:

- **Relevance** pertains to whether and how presenting and responding groups were able to discuss the week's materials with regard to our specific learning objectives in this course (see *Learning Objectives*, above);
- **Organization** pertains to whether and how presenting and responding groups conveyed their ideas in a clear and orderly fashion, kept to time, and kept to task;
- **Accuracy** pertains to whether the presenting and responding groups conveyed information from the weekly materials accurately and thoroughly, and brought theoretical nuance and insight to their discussion, including building on other course materials where appropriate.

#### **A NOTE AND INVITATION TO FRIENDS, FAMILY, AND COMMUNITY:**

Please feel free to invite family and friends to come hear you giving your seminars during the term—they would be most welcome!

#### **INDIVIDUAL WORK:**

**Online seminar reflection and assessment posts (30%) Individual research assignment (40%).**

- **Online reflection and assessment posts** (30%)  
As a rule of thumb, whenever you are not in a designated presenting or responding group, you will be required to submit an **online reflection and assessment post (minimum 250**

**words)** critically reflecting on the week's materials. This is *due within seven days* (so by the start of class the following Wednesday).

- If you are posting about a week that included group presentations and responses, your post must comment on and critique that week's presenting and responding groups and assess the relevance, organization, and accuracy of their presentation and response based on your own understanding of the materials (see further elaboration of these assessment criteria above).
- If you are posting about a week when there were no designated group presentations, you must critically reflect on the week's materials.

Posts must demonstrate familiarity with readings and other course materials, and may also include personal reflection and response to the material. Posts will be assessed on relevance and attentiveness to providing both assessment and critique, as well as quality of personal reflection. Strategies for writing effective posts will be suggested on Blackboard.

- **Research assignment** **(40%)**

Your tasks are to:

- 1) Schedule an individual meeting with April to discuss potential research essay topics; come prepared to discuss and select either an individual artist/activist or a particular art movement/social movement within the Pacific for your project. Think about your research project as the opportunity to demonstrate that you have achieved all the specific learning objectives of this course. **(Weeks 1-3);**

- 2) Undertake a review of the surrounding literature and build a reading list around your topic, providing an annotated bibliography of available sources relevant to your topic.

*Remember, relevant sources can also include material that is not about your specific topic, but provides information, models or theoretical frames that will be useful for you. For example, you probably won't find academic articles specifically about "how the West Papuan activist organization OPM uses digital media to re-frame the West Papuan liberation struggle," so you will have to synthesize your own arguments from 1) academic literature about OPM and West Papuan history, 2) academic literature theorizing the significance of digital media for activist organizations (including Pacific and non-Pacific examples), 3) your own detailed observations about the circulation of OPM materials on the Internet.*

Your annotated bibliography should contain no less than ten entries and should provide annotations of at least 100 words for each entry (not including the title or other bibliographic information). A format for annotating bibliographies will be posted to Blackboard and discussed in seminar. Your annotated bibliography will be assessed on the quality and range of your sources, the consistency and fullness of your bibliographic information, and the provision of summaries that provide a brief overview of the source and explain its appropriateness and relevance for your topic. **(Due Week 6)—10%;**

- 3) provide a well-organized, thoroughly proofread analytical essay discussing either
  - a. how the artist/activist/movement expresses, illustrates, or challenges theories about society and culture that have been discussed in this class, or
  - b. How the artist/activist/movement participates in or resists particular "framings" of the Pacific.

Your essay should be no less than 2000 but not more than 3000 words in length and thoroughly proofread and copy-edited. It will be assessed on relevance and clarity in defining your topic, coherence of the exposition of your argument, accurate definition of terms, and incorporation of relevant references to illustrate and provide evidence for your discussion,



as well as matters of form and style, including organisation of content and use of appropriate academic citation formats. Marks will be deducted for typographical errors at the rate of 1% for every 5 errors. **(Due Week 10)—30%**.

### **Further Readings & AV Material, Potential Essay Ideas**

A list of recommended reading and audio-visual material will be posted under 'Course Materials' in Blackboard, as well as a folder listing some previous and potential 301 essay topics.

#### **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>

#### **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](http://www.victoria.ac.nz/home/study/calendar) (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).

### ***Pasifika Learning Advisors***

Ema Sanga is Victoria University's Pasifika Learning Adviser, and she is also a successful PASI BA/BA Hons graduate. She provides a weekly Pasifika Programme, where you can learn new study and learning skills along with other Pacific students. Contact Ema for the Pasifika Programme schedule this term, or to book a one-to-one appointment, tel 04-463 7455, or email [Ema.Sanga@vuw.ac.nz](mailto:Ema.Sanga@vuw.ac.nz). Be sure to book ahead *before* your assignments are due!

### ***Student Learning Support Services***

All students are entitled to use Victoria's Student Learning Support Service, which offers a variety of courses, workshops and other programmes to help you develop the skills to gain maximum benefit from your studies at Victoria. It is located at Level 0, Kirk Wing, Hunter Courtyard, Kelburn, and Wellington. Visit their website: [http://www.vuw.ac.nz/st\\_services/slss/](http://www.vuw.ac.nz/st_services/slss/) Learning support is free, friendly and confidential. It's never too late to learn how to learn better!

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

This programme offers:

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

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

### **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](http://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/avcacademic](http://www.victoria.ac.nz/home/about/avcacademic).

WEEK	WK1 4 Mar-8 Mar	WK2 11-15 Mar	WK3 18-22 March	WK4 25-27 Mar
<b>TOPIC</b>	<b>Introduction: Envisioning Pasts, Presents, Futures</b>	<b>Framing the Pacific</b>	<b>From Framing and Representing to <i>Theorising</i></b>	<b>Pacific Intellectuals Theorise the Pacific</b>
<b>MONDAY 11:00-11:10</b>	Intros, Course Outline & Admin	Announcements & Admin	Announcements & Admin	Announcements & Admin
<b>11:10-12:00</b>	Introductory Exercise.	Lecture: Frames and Framing	Lecture: From Framing and Representing to <i>Theorising</i>	Guest Lecture: Teresia Teaiwa, "The Personal is Theoretical, the Theoretical is Personal"
<b>12:00-12:10</b>	Break	Break	Break	Break
<b>12:10-12:50</b>	Course Outline & Admin, contd.	Revisiting past PASI material and discussion of video: <i>Then There Were None</i> (27 min)	Video screening: <i>Taking Pictures</i> (1996) (56 min) dir. By Les McClaren and Annie Stivin	Group Exercises; Discussion; April wrap-up
<b>WEDNESDAY 11:00-11:10</b>	<b>FIELD TRIP: Meet @GKP at 11am. Taxivan to Pataka Museum, Porirua, to see Niki Hastings-McFall exhibition <i>In Flyte</i>.</b> [Please let April know a.s.a.p. if you'd prefer to meet us at Pataka]	Announcements & Admin	Announcements & Admin	Announcements & Admin
<b>11:10-12:00</b>		Group presentation on Week 2 materials	Group presentation on Week 3 materials	Group presentation on Week 4 materials
<b>12:00-12:10</b>		Break	Break	Break
<b>12:10-12:50</b>		Group response to Presenters; Discussion	Group response to Presenters; Discussion	Group response to Presenters; Discussion
<b>READINGS</b> Be sure to familiarize yourself with all required readings for each week before our first class session.	<b>**Required reading (in reader)**</b> <b>1.</b> Robin D.G. Kelley (2002). "When History Sleeps: A Beginning" in <i>Freedom Dreams</i> . Boston: Beacon Press: 1–12. <b>2.</b> Albert Wendt (1982). "Towards A New Oceania," in Guy Amirthanayagam, (ed) <i>Writers in East-West Encounter: New Cultural Bearings</i> . Macmillan Press Ltd: 202–215.  <b>**Required reading (handout)**</b> <i>Dominion Post</i> article and other material on Niki Hastings-McFall	<b>**Required reading (in reader)**</b> Kerry Howe (1977). "The Fate of the 'Savage' in Pacific Historiography" in <i>The New Zealand Journal of History</i> 11(2): 137–154.	<b>**Required reading (Bb)**</b> Epeli Hau'ofa (1998). "The Ocean In Us." <i>The Contemporary Pacific</i> 10:2: 391–410. Reprinted in Hau'ofa (2008). <i>We Are the Ocean: Selected Works</i> . Honolulu: U of Hawai'i Press: 41–59  ++ Refresh on Hau'ofa's "Our Sea of Islands" essay from PASI 101 (see Blackboard, Week 3 folder).  <b>**Recommended Rdg (in reader)**</b> Margaret Jolly (2007). "Imagining Oceania: Indigenous and Foreign Representations of a Sea of Islands." <i>The Contemporary Pacific</i> 19.2: 508–545	<b>**Required reading (in reader)**</b> <b>1.</b> Mālama Meleiseā (1987). "Ideology in Pacific Studies: A Personal View." In A Hooper et. al. eds, <i>Class and Culture in the South Pacific</i> . Auckland and Suva: Centre for Pacific Studies, U of Auckland, and Institute of Pacific Studies, USP: 140–152. <b>2.</b> Teresia Teaiwa "The Ancestors We Get To Choose" (in the Week 4 folder on Blackboard)
<b>PRESENTING</b>	XXXXXXXXXXXXXXXXXX			
<b>RESPONDING</b>	XXXXXXXXXXXXXXXXXX			
<b>POSTING</b>	<b>ALL</b>			
<b>WHAT'S DUE ?</b>	<b>Mtg w/April to discuss essay topics</b>	<b>Mtg w/April to discuss essay topics</b>	<b>Mtg w/April to discuss essay topics</b>	
<b>REMINDERS</b>	<b>Groups will be assigned during filed trip to Pataka Porirua.</b>		<b>Make sure you've met w/April to discuss potential essay topics by today</b>	<b>You should've picked your topic, started getting sources for Anno Bib, and begun writing Anno Bib at this point</b>

WEEK	WK5 8-13 April	WK6 15-19 April	WK7 29 April-3 May	WK8 6-10 May
<b>TOPIC</b>	<b>The Work and Role of the Intellectual</b>	<b>Activists Engaging Theories and Frames I</b>	<b>Activists Engaging Theories and Frames II</b>	<b>Artists Engaging Theories and Frames I</b>
<b>MONDAY 11:00-11:10</b>	Announcements & Admin	Announcements & Admin	Announcements & Admin	Announcements & Admin
<b>11:10-12:00</b>	Lecture: What is an Intellectual?	Lecture: "Resistance," "Protest," and Activism	Video Screening: <i>An Evergreen Island</i> (2000), (56min), dir. by Mandy King and Favio Cavadini	Guest presentation: James Nokise (comedian, playwright, poet)
<b>12:00-12:10</b>	Break	Break	Break	Break
<b>12:10-12:50</b>	Lecture and discussion: Art and activism as intellectual work	Lecture, contd.: Contexts for Activism in the Pacific	Discussion	Group exercise: video screening and/or play reading
<b>WEDNESDAY 11:00-11:10</b>	Announcements & Admin	Announcements & Admin	Announcements & Admin	Announcements & Admin
<b>11:10-12:00</b>	Video screening: <i>The New Oceania</i> (2006), (75 min), dir. by Shirley Horrocks.	Guest lecture or Video screening: <i>Noho Hewa: The Wrongful Occupation of Hawai'i</i> (2009) (82min) dir by Anne Keala Kelly	Group presentation on Week 7 materials	Group presentation on Week 8 materials
<b>12:00-12:10</b>	Discussion; wrap-up.	Group discussion; April wrap-up	Break	Break
<b>12:10-12:50</b>			Group response to Presenters; Discussion	Group response to Presenters; Discussion
<b>READINGS</b> Be sure to familiarize yourself with all required readings for each week before our first class session.	<b>**Required reading (in reader)**</b> Edward Said (1996). "Representations of the Intellectual" and "Holding Nations and Traditions at Bay" in <i>Representations of the Intellectual</i> . New York: Vintage Books: 25–46.  <b>**Recommended Rdg (Bb)**</b> Antonio Gramsci, "The Intellectuals" in <i>Selections from the Prison Notebooks of Antonio Gramsci</i> edited and translated by Quintin Hoare and Geoffrey Nowell Smith. New York: International Publishers, 1999: 3-23	<b>**Required reading (in reader)**</b> Peter Hempenstall and Noel Rutherford, "Introduction," "Chapter 1: Political Protest," and "Chapter 4 Violent Protest," in <i>Protest and Dissent in the Colonial Pacific</i> . Suva: Institute of Pacific Studies, University of the South Pacific: 1-17; 87-97  <b>**Recommended Reading (Bb)**</b> JW Davidson (1970). "Lauaki Namulau'ulu Mamoe: A Traditionalist in Samoan Politics." In Davidson and Deryck Scarr, eds. <i>Pacific Island Portraits</i> . Canberra: ANU: 267–299	<b>**Required reading (in reader)**</b> <b>1.</b> Pamela Thomas. "The Pacific: Gender Issues in Conflict and Peacemaking," and Helen Hakena "Papua New Guinea: Women in Armed Conflict." In Baksh-Soodeen, ed. (2005). <i>Gender Mainstreaming in Conflict Transformation: Building Sustainable Peace</i> . London: Commonwealth Secretariat: (155–170) <b>2.</b> Selections from Josephine Tankunani Sirivi and Marilyn Taleo Havini, eds. (2004). <i>As Mothers of the Land: The Birth of the Bougainville Women for Peace and Freedom</i> . Canberra, A.C.T.: Pandanus Books: xv–vv; 3-5; 13–16; 99–105; 139–141; 169–179	<b>**Required reading to be handed out and/or posted to Bb**</b> <i>Readings and A/V material to be announced and loaded to Blackboard in advance of this session</i>
<b>PRESENTING</b>	XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX		
<b>RESPONDING</b>	XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX		
<b>POSTING</b>	<b>ALL</b>	<b>ALL</b>		
<b>WHAT'S DUE?</b>		<b>ANNOTATED BIB DUE FRIDAY BY 4PM</b>		
<b>REMINDERS</b>	<b>Work on Annotated Bib, due in next week.</b>	<b>Students invited to opening of Angela Tiatia show, details TBC</b>		<b>Work on final essay, due Wk 12</b>

WEEK	WK9 13-17 May	WK10 20-24 May	WK11 27 -31 May	WK 12 3-7 June
TOPIC	Artists Engaging Theories and Frames II	Taking stock of our toolkits; Presentation on Research	Presentations on Research	End of term synthesizing
MONDAY 11:00-11:10	<b>FIELD TRIP:</b> <b>Meet outside Wellington City Gallery (Civic Square)@11am. Presentation on Angela Tiatia exhibition by Maori/Pacific Curator Reuben Friend</b>	Announcements & Admin	Announcements & Admin	<b>NO CLASS: QUEEN'S BIRTHDAY UNI CLOSED (work on Akamai presentation)</b>
11:10-12:00		Lecture/discussion: Taking Stock Our Conceptual Toolkits	Second group presentation on Research	
12:00-12:10		Break	Break	
12:10-12:50		Discussion: Tips and strategies for research presentations	Response to Presenters; Discussion	
WEDNESDAY 11:00-11:10	Announcements & Admin	Announcements & Admin	Announcements & Admin	End of term synthesizing; evaluations of self, groups, and course.
11:10-12:00	Group presentation on Week 9 materials	First group presentation on Research	Third group presentation on Research	
12:00-12:10	Break	Break	Break	
12:10-12:50	Group response to Presenters; Discussion	Group response to Presenters; Discussion	Response to Presenters; Discussion	
<b>READINGS</b> Be sure to familiarize yourself with all required readings for each week before our first class session.	<b>**Required reading posted to Bb**</b> Selections from Peter Brunt et.al. eds, (2012). <i>Art in Oceania: A New History</i> . London: Thames & Husdon.  <b>**Optional reading (in reader)**</b> Karen Stevenson (2007). "Indigenous Abstraction: Reaffirming the Past." In <i>The Frangipani Is Dead: Contemporary Pacific Art in New Zealand</i> . Wellington: Huia Publishers: 84-110	<b>**Required reading(s)**</b> <i>Readings selected by 1<sup>st</sup> group of presenters to be distributed by April in advance of this week**</i>	<b>**Required reading(s)**</b> <i>Readings selected by 2<sup>nd</sup> and 3<sup>rd</sup> groups of presenters to be distributed by April in advance of this week**</i>	
PRESENTING			Mon: Wed:	XXXXXXXXXXXXXXXXXX
RESPONDING		Wed:	Mon: Wed:	XXXXXXXXXXXXXXXXXX
POSTING		About Wed:	About Mon: About Wed:	<b>ALL</b>
WHAT'S DUE?		Presentation on research topics	Presentations on research topics	<b>**Research Essay**</b>
REMINDERS	<b>ATTN: 1st group presenting on research next week, get your reading to April by Wednesday this week so she can copy and/or load to Bb</b>  <b>Work on final essay, due Wk 12, and research presentation</b>	<b>ATTN: 2<sup>nd</sup> and 3<sup>rd</sup> groups presenting on research next week, get your readings to April by Wednesday this week so she can copy and/or load to Bb</b>  <b>Work on final essay, due Wk 12, and research presentation</b>	<b>Work on final essay. You should have a good draft by now and arranged to have someone (an onto it friend; Ema Sanga at SLSS) look it over and give you editorial feedback.</b>	<b>AKAMAI date/time to be announced</b>