

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

**PASI 303**  
**MIGRATION, DIASPORA AND IDENTITY IN THE PACIFIC**  
**20 POINTS : CRN 23066**



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**TRIMESTER 1 2013**  
*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 – 26 April 2013*  
*Study/Examination period: 14 June – 3 July 2013*

**1. COURSE ORGANISATION**

**Coordinator:**

April K Henderson  
6 Kelburn Parade, Rm 201  
Ph: 04 463 5829 E: [april.henderson@vuw.ac.nz](mailto:april.henderson@vuw.ac.nz)  
Office Hrs: Tues 1-3pm; Thurs by appointment;  
Or catch me immediately after class

**For Additional Information:**

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

**Lectures/Seminars:** TUES & THURS 1.10 – 3PM, 6 KP RM102

### **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 or via Blackboard. For further details, see the paragraph about Blackboard under “Course Requirements,” below.

### **Course Prescription**

How does culture change when people move? Where is 'home', and when, why, and how do we express a sense of connection to it? Or do we? This seminar-based and research-oriented course examines the importance of migration and diaspora in processes of cultural change and identity formation in Pacific communities.

## **2. WELCOME AND COURSE DESCRIPTION**

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 303.

The concept of diaspora has been hugely influential in international Cultural Studies scholarship over the past three decades, and is increasingly invoked in writing about Pacific migration and migrants. In this class, we ask: What is diaspora? Who is diasporic? Are these terms even relevant to Pacific peoples? If so, how can we use them? If not, why are so many people using them? Are there Pacific terms and ways of conceptualizing migration, movement, socio-spatial relationships, and attachments to place that are more appropriate or useful?

Building upon these questions, we examine the relevance of diaspora and other concepts to discussions of culture and identity. Identity is often a topic of interest for many Pacific Studies students; this course is designed to capitalize on that interest and further expand your critical ability to speak and write about culture and identity in nuanced and academically rigorous ways.

Throughout the course, we will use the analytical and theoretical tools we are developing to engage with specific examples of Pacific cultural production. We conclude the course with a case study of Pacific contributions to the music, dance, and visual art associated with hip hop culture. We will explore how and why this influential imported popular culture is topical to discussions of diaspora and why it is such a prominent contemporary vehicle for articulating Pacific understandings of culture and identity.

## **3. COURSE OBJECTIVES AND PASI BA GRADUATE ATTRIBUTES**

The specific learning objectives of PASI 303 are to:

- Understand the theoretical concept of *diaspora*, and be able to discuss it with relation to the Pacific Islands region and Pacific peoples, utilizing concrete examples;
- Understand a selection of indigenous Pacific theoretical concepts of movement and socio-spatial relationship (for example *malaga*; *teu le vā*; *tauhi vā*; *kula ni fuli*, *kula ni tua*) and be able to discuss these in relationship to the concept of diaspora;
- Build upon your understanding of these theoretical concepts to elaborate, in oral and written form, relationships between migration, diaspora, culture, and identity, utilizing Pacific examples;
- Apply your understanding of relationships between migration, diaspora, culture, and identity in oral and written analysis of an example of Pacific culture or Pacific society.

PASI 303 is an advanced undergraduate option contributing to the Pacific Studies BA major. Below we have outlined the necessary attributes of someone who graduates with a PASI major.

## **PASI BA GRADUATE ATTRIBUTES**

### **Critical Thinking**

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

### **Creative Thinking**

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

### **Communication**

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

### **Leadership**

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

PASI 303 therefore seeks to provide an opportunity for developing and strengthening all of the above subject-specific skills in critical thinking, creative thinking, communication and leadership.

## 4. COURSE REQUIREMENTS

### Workloads

You are expected to allow on average 13 hours per week for this course, which might include: four 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 20 of 24 class sessions. In the event this is not possible due to a legitimate medical or other reason, the lecturer must be contacted as soon as possible so that alternative arrangements can be made.

### Essential Texts

- Multilith of course readings (available for purchase from VicBooks);
- Audiovisual materials (may be screened in class or assigned for viewing at your own convenience);
- Handouts: additional required readings not included in the PASI 303 Multilith may be handed out in lecture and/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.

- SAMO 111 Student Notes.
- 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.

### **Materials and Equipment**

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

### **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.

### **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.

## 5. ASSESSMENT & COURSE WORK

### Assessment Requirements

Coursework	100%
<ul style="list-style-type: none"> <li>• Individual research assignments (2)</li> <li>• Online reflection and assessment posts</li> <li>• Group seminar presentations</li> <li>• Group seminar responses</li> </ul>	40% 30% 15% 15%

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

#### **GROUP WORK: Group Seminar Presentations (15%); Group Seminar Responses (15%).**

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 from 5 March to 14 March.
  - Weeks 11 March – 31 May presentations will cover materials assigned by the lecturer and will typically be scheduled for our first hour of class on Thursdays;
  - 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 11 March–31 May, responses and discussion will typically be scheduled for the second hour of class on Thursdays;
  - 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 Thursday).

- 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 in light of your own understanding of the material (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 assignments (40%)**

You will write **two short research essays (1500–2000 words each)** in this course. The topics of these essays are related; the first essay provides background for the second.

- **Essay 1 (20%; due Friday, 10 May, by 4pm).** Provide an overview of the migration history of a particular Pacific group and argue for or against the usefulness of any of the theoretical concepts discussed in class (*diaspora*; *malaga*; *vā [teu le vā or tauhi vā]*; *kula ni fuli, kula ni tua*) for understanding this history. Your essay can focus on a broad national or ethnic group (e.g. *Tongans*) or a more specific sub-group (e.g. *people from Ha'apai*) but be sure you choose a topic for which you can find sources. Your bibliography must include at least two sources from Weeks 1–7 of our course materials, and at least five other scholarly sources. Your essay should be 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.
- **Essay 2 (20%; due Friday, 7 June, by 4pm).** Building on the research conducted for Essay 1, examine one particular aspect or issue relevant to identity construction or identity maintenance for the Pacific group discussed in Essay 1 and discuss its significance. For example, if Essay 1 focused on *Tongan Migration 1970s-present*, Essay 2 could look at relationships between identity and Tongan language maintenance in New Zealand (or Australia, or the USA), or the role of Tongan churches outside of Tonga, or the way Tongan concepts like *faka'apa'apa*, *'ofa*, or *fetokoni'aki* are interpreted and exhibited in overseas contexts, or how popular music, dance or the internet influences Tongan identity, or the formation of Tongan gangs in NZ, AUS, or USA, or the significance of diasporic Tongan literature for posing new ways of thinking about Tongan identity. We will discuss potential topics in class and you are encouraged to run ideas past your lecturer. Your bibliography should include at least one source from Weeks 8–9 of the class, and at least five other scholarly sources. Your essay should be 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.

Together, these research assignments demonstrate your fulfillment of course learning objectives, especially the following:

- Apply your understanding of relationships between migration, diaspora, culture, and identity in oral and written analysis of an example of Pacific culture or Pacific society.

## 6. ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.



The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism>

## 7. 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).

## 8. SUPPORT SERVICES

### Pasifika Learning Advisors

Ema Sanga is Victoria University's Pasifika Learning Adviser at Student Learning Support Services, level 0 Kirk Wing, Hunter Courtyard. Ema is a successful PASI BA and BA Hons graduate and knows what it takes to succeed in PASI classes. She provides a weekly Pasifika Programme, where you can learn new study and learning skills along with other Pacific students. To get the schedule for this programme, contact Student Learning Support Service, tel 04-463 7455 or email Ema for a one-to-one appointment, [Ema.Sanga@vuw.acnz](mailto:Ema.Sanga@vuw.acnz). Be sure to plan ahead and email Ema well *before* you have assignments 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, 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!

## Student Support

### 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.

### 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 303.

WEEK	4 March	11 March	18 March	25 March (NOTE: *SPLIT*)
<b>TOPIC</b>	<b><i>Diaspora and Diasporic: An Introduction</i></b>	<b>The Diaspora Concept in Pacific Studies</b>	<b>The Diaspora Concept in Pacific Studies, contd.</b>	<b><i>Diaspora, Teu le vā and Malaga – Samoans</i></b>
<b>TUESDAY 1:10-1:20</b>	Intros, Course Outline & Admin	Announcements & Admin	Announcements & Admin	<b>**NOTE: 26 March**</b> Announcements & Admin
<b>1:20-2:10</b>	Introductory Exercise	Group exercise; discussion of field trip	Lecture and A/V material	Guest lecture: Galumalemana Hunkin or Tamasailau Suali'i-Sauni (tbc)
<b>2:10-2:20</b>	Break	Break	Break	Break
<b>2:20-3:00</b>	Course Outline & Admin, contd.	Lecture: <i>Diaspora and Diasporic</i> —the concepts	Group exercise and discussion; April wrap-up	A/V Material; Group Exercises and discussion; April wrap-up
<b>THURSDAY 1:10-1:20</b>	<b>FIELD TRIP:</b> Meet at Te Papa, main entrance foyer, @3:00pm	Announcements & Admin	Announcements & Admin	<b>**NOTE: this class will take place on **4 APRIL**</b> Announcements & Admin
<b>1:20-2:10</b>	Field trip: Tangata O Le Moana	Group presentation on Week 2 materials	Group presentation on Week 3 materials	Group presentation on Week 4 materials
<b>2:10-2:20</b>	Field trip	Break	Break	Break
<b>2:20-3:00</b>	Field trip - on-site discussion at 4 <sup>th</sup> floor café, Te Papa	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 readings for each week before our first class session.	<p>1. Bennett, Tony, Lawrence Grossberg and Meaghan Morris, eds. "Diaspora." In <i>New Keywords: A Revised Vocabulary of Culture and Society</i>. London: Blackwell, 2005: 82-84</p> <p>2. Clifford, James. "Diasporas." <i>Routes: Travel and Translation in the Late 20<sup>th</sup>-Century</i>. Cambridge, MA: Harvard University Press, 1997: 244-277</p>	<p>3. Teaiwa, Teresia. "Native Thoughts: A Pacific Studies Take on Cultural Studies and Diaspora." In Graham Harvey and Charles D. Thompson Jr, eds, <i>Indigenous Diasporas and Dislocations</i>. Burlington, VT: Ashgate Publishing Company 2005: 15-35</p>	<p>4. Gershon, Ilana. "Viewing Diasporas from the Pacific: What Pacific Ethnographies Offer Pacific Diaspora Studies." <i>The Contemporary Pacific</i> Vol 19, No 2 2007: 474-502</p> <p>5. Teaiwa, Katerina Martina. "Our Sea of Phosphate: The Diaspora of Ocean Island." In Graham Harvey and Charles D. Thompson Jr, eds, <i>Indigenous Diasporas and Dislocations</i>. Burlington, VT: Ashgate Publishing Company 2005: 169-191</p>	<p>6. Salesa, Damon. "'Travel-Happy' Samoa: Colonialism, Samoan Migration and a 'Brown Pacific'." <i>New Zealand Journal of History</i> Vol. 37 No. 2 (2003): 171-188</p> <p>7. Macpherson, Cluny. "Transnationalism and Transformation in Samoan Society." In Victoria S. Lockwood, ed., <i>Globalization and Culture Change in the Pacific Islands</i>. Upper Saddle River, NJ; Pearson Prentice Hall, 2004: 165-181</p> <p>8. Macpherson, Cluny. "History and Status of Samoan Diaspora Studies: A Brief Review." <i>Journal of Samoan Studies</i> Vol 1 2005: 91-109</p>
<b>PRESENTING</b>	XXXXXXXXXXXXXXXXXX			
<b>RESPONDING</b>	XXXXXXXXXXXXXXXXXX			
<b>POSTING</b>	<b>ALL</b>			
<b>WHAT'S DUE ?</b>				
<b>REMINDERS</b>	<b>Get your reader! GROUPS will be announced at the start of the field trip.</b>			<b>You should have picked your first essay topic by now, started getting sources, and begun working on it!</b>

WEEK	8 April	15 April	29 April	6 May
<b>TOPIC</b>	<b>Diaspora and Tauhi Vā – Tongans</b>	<b>Diaspora of Faith – Dispersing Hawaiians &amp; Gathering Pacific Saints in Hawai'i</b>	<b>Kula ni tua, kula ni fuli – Kwara'e concepts of space/place/mvmnt</b>	<b>Diaspora and Cultural Identity</b>
<b>TUESDAY 1:10-1:20</b>	Announcements & Admin	Announcements & Admin	Announcements & Admin	Announcements & Admin
<b>1:20-2:10</b>	Guest Lecture: Dr. Karlo Mila-Schaaf (aka Karlo Mila) (tbc)	Lecture and A/V material	Guest lecture: David Gegeo (tbc) or Lecture and A/V material	Lecture and A/V material
<b>2:10-2:20</b>	break	break	break	break
<b>2:20-3:00</b>	Group Exercises; Discussion; April wrap-up	Group Exercises; Discussion; April wrap-up	Group Exercises; Discussion; April wrap-up	Group Exercises; Discussion; April wrap-up
<b>THURSDAY 1:10-1:20</b>	Announcements & Admin	Announcements & Admin	Announcements & Admin	Announcements & Admin
<b>1:20-2:10</b>	Group presentation on Week 5 materials	Group presentation on Week 6 materials	Group presentation on Week 7 materials	Guest lecture: Assoc. Prof. Jeff Sissons (ANTH) on Cook Islands Identity (tbc)
<b>2:10-2:20</b>	Break	Break	Break	Break
<b>2:20-3:00</b>	Group response to Presenters; Discussion	Group response to Presenters; Discussion	Group response to Presenters; Discussion	Group Exercises; Discussion; April wrap-up
<b>READINGS</b> Be sure to familiarize yourself with all readings for each week before our first class session.	<b>9.</b> Morton Lee, Helen. "All Tongans Are Connected: Tongan Transnationalism." In Victoria S. Lockwood, ed. <i>Globalization and Culture Change in the Pacific Islands</i> . Upper Saddle River, NJ: Pearson: Prentice Hall, 2004: 133-148 <b>10.</b> Ka'ili, Tevita O. "Tauhi va: Nurturing Tongan Sociospatial Ties in Maui and Beyond." <i>The Contemporary Pacific</i> Vol 17, No 1 (Spring 2005): 83-115 <b>**Required handout** [or posted to Bb]</b> poems by Karlo Mila (tbd)	<b>12.</b> Aikau, Hokulani Kamakanikailialoha. Excerpt from "Ch.4: The Gathering of Saints: Migration and Modernity in Lā'ie, a Contact Zone." <i>Polynesian Pioneers: Twentieth Century Religious Racial Formations and Migration in Hawai'i</i> . Ph.D. Thesis (American Studies) University of Minnesota 2005: 160-210 <b>**Optional**</b> <b>11.</b> Kauanui, J. Kehaulani. "Diasporic Reracination and 'Off-Island' Hawaiians." <i>The Contemporary Pacific</i> Vol 19, No 1 2007: 137-160	<b>13.</b> Gegeo, David Welchman. "Cultural Rupture and Indigeneity: The Challenge of (Re)visioning 'Place' in the Pacific." <i>The Contemporary Pacific</i> 13:2 (Fall 2001): 491-507 <b>[plus possible handout]</b> <b>**Optional**</b> <b>14.</b> Jolly, Margaret. "On the Edge? Deserts, Oceans, Islands." <i>The Contemporary Pacific</i> 13:2 (Fall 2001): 417-466	<b>15.</b> Hall, Stuart. "Cultural Identity and Diaspora." In Jonathan Rutherford, ed., <i>Identity: Community, Culture, Difference</i> . London: Lawrence & Wishart, 1990: 222-237 <b>**Required handout** [or posted to Bb]</b> Hereniko, Vilsoni. "Representations of Cultural Identities," in Vilsoni Hereniko and Rob Wilson, eds, <i>Inside Out: Literature, Cultural Politics, and Identity in the New Pacific</i> . Lanham, MD: Rowman & Littlefield, 1999: 137-166
<b>PRESENTING</b>				XXXXXXXXXXXXXXXXXX
<b>RESPONDING</b>				XXXXXXXXXXXXXXXXXX
<b>POSTING</b>				<b>ALL</b>
<b>WHAT'S DUE ?</b>				<b>*RESEARCH ESSAY #1 DUE*</b>
<b>REMINDERS</b>	<b>Work on Essay #1, due in three weeks.</b>	<b>Work on Essay #1, due in two weeks.</b>	<b>Work on Essay #1, due next week.</b>	

WEEK	13 May	20 May	27 May	3 June
<b>TOPIC</b>	<b>Pacific Cultural Identity</b>	<b>Diasporic Culture Case Study: Hip Hop in the Pacific</b>	<b>Diasporic Culture Case Study: Hip Hop in the Pacific, contd.</b>	<b>End of term synthesizing</b>
<b>TUESDAY 1:10-1:20</b>	Announcements & Admin	Announcements & Admin	Announcements & Admin	Announcements & Admin
<b>1:20-2:10</b>	Group exercises and discussion	ARTIST WORKSHOP tbc	ARTIST WORKSHOP tbc	Group exercise and discussion: Reflections and highlights
<b>2:10-2:20</b>	Break	ARTIST WORKSHOP tbc	ARTIST WORKSHOP tbc	Break
<b>2:20-3:00</b>	Lecture and A/V material	ARTIST WORKSHOP tbc	ARTIST WORKSHOP tbc	Lecturer discussion, reflection and highlights; essay discussion
<b>THURSDAY 1:10-1:20</b>	Announcements & Admin	Announcements & Admin	Announcements & Admin	Announcements & Admin
<b>1:20-2:10</b>	Group presentation on Week 9 materials	Group presentation on Week 10 materials	Group presentation on Week 11 materials	Class function to cap off term
<b>2:10-2:20</b>	Break	Break	Break	
<b>2:20-3:00</b>	Response to Presenters; Discussion	Response to Presenters; Discussion	Response to Presenters; Discussion	
<b>READINGS</b> Be sure to familiarize yourself with all readings for each week before our first class session.	<b>16.</b> Tupuola, Anne-Marie. "Pasifika Edgewalkers: complicating the achieved identity status in youth research." <i>Journal of Intercultural Studies</i> , Vol. 25, no. 1, 2004: 87-100 <b>**Required handout**</b> Mila-Schaaf, Karlo and Elizabeth Robinson, "Polycultural' capital and educational achievement among NZ-born Pacific peoples." <i>MAI Review</i> (2010): 1-18	<b>17.</b> Chang, Jeff. "Making a Name: How DJ Kool Herc Lost His Accent and Started Hip-Hop." In <i>Can't Stop Won't Stop: A History of the Hip-Hop Generation</i> . New York; St Martin's Press, 2005: 66-85 <b>18.</b> Verán, Cristina. "Native Tongues: Hip Hop's Global Indigenous Movement." In Jeff Chang, ed., <i>Total Chaos: The Art and Aesthetics of Hip-Hop</i> . Cambridge, MA: Basic Civitas: Perseus, 2006: 278-290	<b>19.</b> Henderson, April K. "Dancing Between Islands: Hip Hop and Samoan Diaspora." In Dipannita Basu and Sidney Lemelle, eds, <i>The Vinyl Ain't Final: Hip Hop and the Globalization of Black Popular Culture</i> . London; Pluto Press 2006: 180-199 <b>20.</b> Pearson, Sarina. "Pasifik/NZ Frontiers – New Zealand-Samoan Hip Hop, Music Video, and Diasporic Space." <i>Perfect Beat</i> Vol. 6, No. 4 (January) 2004: 55-66	
<b>PRESENTING</b>				XXXXXXXXXXXXXXXX
<b>RESPONDING</b>				XXXXXXXXXXXXXXXX
<b>POSTING</b>				<b>ALL: Post final reflections on course by next Thursday</b>
<b>WHAT'S DUE ?</b>				<b>*RESEARCH ESSAY #2 DUE*</b>
<b>REMINDERS</b>	<b>Work on Essay #2!</b>	<b>Work on Essay #2!</b>	<b>Work on Essay #2! Discuss class function to cap off term?</b>	<b>Attend AKAMAI 2013 Details TBC</b>