



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

VA'AOMANŪ PASIFIKA

PACIFIC STUDIES

PASI 201

Comparative History in Polynesia

20 POINTS

TRIMESTER 2 2013

Important dates

Trimester dates: 15 July - 17 November 2013

Teaching dates: 15 July - 18 October 2013

Mid-trimester break: 26 August - 8 September 2013

Study period: 21–25 October 2013

Examination/Assessment Period: 25 October to 16 November 2013

Note: students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.

Withdrawal dates:

Refer to www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds

If you cannot complete an assignment or sit a test or examination (aegrotats), refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

Class times and locations

Mon and Fri: 12pm – 12.50pm

Room 203, New Kirk Building

Tutorials: Mon and Fri: 1.10pm – 2pm

Room 102, 6 Kelburn Parade

Names and contact details

Teresia Teaiwa – Course co-ordinator

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Communication of additional information

A more detailed course schedule will be made available via Blackboard. During the term, up-to-date communication about the course will be delivered primarily via Blackboard or email. You will automatically receive all Blackboard announcements as an email sent to your @myvuw.ac.nz email address. If you are not going to use this Victoria email address set up for you, we strongly encourage you to set a forward from the Victoria email system to the email address you do use.

Prescription

This course compares and contrasts pre-colonial, colonial and 'post-colonial' experiences of eastern and western Polynesian societies. Students are introduced to a range of sources for historical research, including indigenous sources.

Course content

With this course we build on PASI 101 to deepen our understanding both of Pacific pasts and ways of studying the Pacific. PASI 201 provides an opportunity for students to reckon with a portion of the Pacific's diversity, and with a disciplinary focus. The title "Comparative History in Polynesia" refers to our aim of developing an understanding of similarities and differences between eastern and western or younger and older Polynesian societies through an investigation of the continuities and ruptures in cultural and political developments that have become evident over time. This course combines a thematic and chronological approach focusing on "pre-colonial", colonial and "post-colonial" experiences, introducing students to primary sources (including oral traditions and archival material) through a range of field-trips.

Course learning objectives (CLOs)

Students who pass this course are able to:

1. Identify and describe the basic principles and methods of historical and comparative approaches to studying Polynesia;
2. Define and illustrate an understanding of the key concepts of **historical specificity, cultural specificity, norms, tapu and noa, structure and historical agency, mana and sovereignty**;
3. Describe and evaluate the possible reasons for similarities or differences in the unfolding of history in eastern and western Polynesian countries;
4. Use the key themes, concepts and methods covered in PASI 201 in your own critical and creative evaluation of historical and comparative approaches to studying Polynesia.

Teaching format

This course is taught in a lecture format twice a week with students expected to attend one tutorial a week. Students are encouraged to use the opportunities in tutorials to debate and discuss issues raised in readings and lectures. Tutorials will be held between Week 2 and Week 13. 10% of the total assessment for this class involves group work and seminars.

Mandatory course requirements

To pass this course, students need to: attend at least 9/11 tutorials, complete all written assignments for the course and achieve at least 30% total from their combined coursework assignments.

Workload

The workload for PASI 201 is consistent with other departments within the Faculty of Humanities and Social Sciences 20 point courses. You are expected to spend a total of 200 hours on this course. Given that you will have only about 36 hours of teaching contact this means that you should dedicate at least 12 hours per week to reading, revising, assignments and preparation for this course.

Opportunities may arise during the term to enhance learning for this class through activities such as attending relevant seminars on-campus or off-campus, participating in secure blogging on Blackboard or via other information technology. Students will be informed of such opportunities via Blackboard, email or in class lectures.

Assessment

Coursework for PASI 201 comprises 60% of the final grade while the Final Examination comprises 40% of the final grade.

Assessment items and workload per item	%	CLO(s)	Due date
1 KCQs: 6x short summaries of course materials for a particular week, reflections on relevant key concepts and questions arising; these will form the basis of tutorial discussion on particular due dates; 300-800 words	20%	1-4	22-26 Jul, 29 Jul-2 Aug, 12-16 Aug, 9-13 Sept, 23-27 Sept, 7-11 Oct
2 Comparative History Seminars: group work on rapid immersion on assigned topics for historical and comparative research, 10 minute group presentation in class	10%	1,2,3	tbc
3 Comparative Primary Source Assignment: bibliographic annotations for 2 text-based or 10 photographic primary sources; with concluding statement reflecting on the comparative approach; submitted via Blackboard, 600-1000 words	10%	1,3,4	9 Sept
4 Comparative Secondary Source Assignment: bibliographic annotations for either 2 books or 6 articles related to the primary source assignment, with concluding statement reflecting on the comparative approach; submitted via Blackboard, 800-1500 words	15%	1-4	18 Oct
5 Comparative Field Trip Report: descriptive summary of two field trips with specific attention to points of comparison between the two; submitted via Blackboard, 300-600 words	5%	1, 2, 4	18 Oct
6 Final Exam: 3 hour, closed book examination with three sections: a) map test and short answer and identification of key concepts; b) summaries of videos and course readings; c) short essay.	40%	1-4	tbc

Other assessment information:

Group work: the seminars in this class are based on group work. Students will be assigned to groups by the course coordinator early in the term. Group work in seminars constitutes 10% of course assessment;

Marking criteria: these are posted on Blackboard for each assessment. Please consult the criteria before starting an assignment.

Comparative History Seminar: Seminar presentations will take the form of one set of **group work**. Students will be assigned groups in Week 2. Your seminar, worth 10%, will be scheduled for designated lecture periods between Weeks 3 and 12. Seminar presentations will be based on each group's "rapid immersion" on assigned topics for two countries in Polynesia. The seminar is an

opportunity for groups to try to convey to the rest of the class a sense of historical and cultural specificity. Each seminar is to be 7-10 minutes in length and assessment will be based on organization, accuracy, citation of sources, and a written component from each individual assessing their own contribution to the seminar and their group dynamic. All members of a group will earn the same mark for each of the two seminars. **Please check Bb for the marking rubrics for these seminars.**

The seminar 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:

- Identify and describe the basic principles and methods of historical and comparative approaches to studying Polynesia;
- Define and illustrate an understanding of the key concepts of **historical specificity, cultural specificity, norms, tapu and noa, structure and historical agency, mana and sovereignty**;
- Describe and evaluate the possible reasons for similarities or differences in the unfolding of history in eastern and western Polynesian countries.

Key Concept and Question Papers (KCQs)

The purpose of this assessment is to provide students with the opportunity to develop familiarity with and understanding of the basic principles and methods of historical and comparative approaches to studying Polynesia; define and illustrate an understanding of the key concepts of the course; and develop critical and creative evaluations of comparative history in Polynesia.

This mode of assessment is constituted by six (6) approx. 300-800 word responses to readings and seminars of a given week. Assignments will be posted on Blackboard in time for completion in designated weeks.

The *minimum* word limit for each KCQ is 300 words or one page long. Each KCQ is theoretically worth 5%. A total of 6 KCQs must be turned in—these must be submitted both on Blackboard and in hardcopy at tutorial, because they will serve as the basis for tutorial discussions. Your overall mark for this assignment will be based on your best 4 KCQs to calculate your total out of 20% for this assessment. **Please check Bb for the marking rubric for KCQs.**

Comparative Primary Source Assignment: *Please note that this assignment is intended to feed into your essay down the line.*

- **Select a course theme that you are interested in.**
 - Consult the course outline and your lecturer/tutor to make sure you have picked a relevant course theme.
- **Find two comparable sources from the JC Beaglehole Room, Turnbull Library or Archives New Zealand that are relevant to the course theme you have chosen.**
 - Make sure that one of your sources is from Eastern/Younger Polynesia and one is from Western/Older Polynesia.
 - You could select collections of myths and legends from Eastern Polynesia and from Western Polynesia. You could choose one constitution from an Eastern Polynesia nation and one constitution from a Western Polynesian nation. You could even choose to compare a historical newspaper issue from a Western Polynesian nation and one from an Eastern Polynesian nation around the same time period.
 - NOTE: if you select photographs as your sources, you will need to annotate a total of at least 10 photographs—five from Eastern Polynesia and five from Western Polynesia.

- **Provide a full bibliographic entry and 300-400 word annotations for each of your two sources.**
 - A full bibliographic entry entails author's name, full title of text, place of publication, publisher, year of publication, Turnbull Library or Archives New Zealand reference/file number, number of pages, number of illustrations, etc.
 - An annotation provides a descriptive overview of the contents of a source and highlights some of its interesting points.
 - A sample of an annotation is provided at the end of this course outline (note that your annotation must be longer than the one in the sample).

Please check Bb for the marking rubric for the Primary Source Assignment.

The Comparative Primary Source Assignment builds students' critical thinking and communication skills and is relevant to all the course learning objectives, especially because it provides students with the opportunity to:

- Identify and describe the basic principles and methods of historical and comparative approaches to studying Polynesia;
- Describe and evaluate the possible reasons for similarities or differences in the unfolding of history in eastern and western Polynesian countries;
- Use the key themes, concepts and methods covered in PASI 201 in your own critical and creative evaluation of historical and comparative approaches to studying Polynesia.

Comparative Secondary Source Assignment:

Step 1: Review the 2-10 sources you worked on for your Primary Source Assignment.

Step 2: Clarify the two Polynesian cultures your sources focused on, and identify the historical era your primary sources were from, the main topic or issue common to both sets of primary sources that you are interested in exploring further.

Step 3: Identify and compile a list of up to 10 appropriate secondary sources focusing on your topic in each of the Polynesian countries you are exploring. *This list must be turned in with your assignment, but is not included in the final word limit.*

Step 4: From this list, select either two books (one on each country), or six articles (three on each country) to read and review carefully.

Step 5: Write a review essay summarizing and comparing key points of your two books or six articles. This review essay should be between 800-1200 words in length.

Step 6: Write a 300 word reflection on what you've learned from engaging in comparative historical analysis in PASI 201.

Step 7: The final assignment that you submit should include the outputs of Steps 3-6.

Your Comparative Secondary Source Assignment should be a total of 800-1500 words.

The Comparative Secondary Source Assignment builds students' critical and creative thinking, as well as communication skills and is relevant to all the course learning objectives, especially because it provides students with the opportunity to:

- Identify and describe the basic principles and methods of historical and comparative approaches to studying Polynesia;

- Define and illustrate an understanding of the key concepts of **historical specificity, cultural specificity, norms, tapu and noa, structure and historical agency, mana and sovereignty**;
- Describe and evaluate the possible reasons for similarities or differences in the unfolding of history in eastern and western Polynesian countries;
- Use the key themes, concepts and methods covered in PASI 201 in your own critical and creative evaluation of comparative history in Polynesia.

Comparative Field Trip Report: You are required to submit a report on two of our class field trips. You may turn your report in at any time during the trimester, but definitely before Friday 4pm of Week 12. It is recommended, however, that you do your report soon after the two field trips you've chosen to write about. Your report may be presented in a formal expository style, or as a more personal discussion. You must however, clearly describe where you've been, when you went, what you've seen and heard, what stood out particularly for you, and whether the field trips have shed light on histories in Polynesia for you. The purpose of the field trip report is to focus your powers of observation and allow you to compare what you have learned from these outings.

There are **2-4 required field trips** for this course. All field trips occur during normal lecture hours, and students are responsible for finding their own way to off-campus sites:

1. Class Time: Wharenui o Te Tumu Te Herenga Waka Marae, tbc
2. Class Time: JC Beaglehole Room, VUW, tbc
3. Class Time: Archives New Zealand, 10 Mulgrave Street or Alexander Turnbull Library, National Library of New Zealand, tbc
4. Class Time: Museum of New Zealand Te Papa Tongarewa, Pacific Collection (back of house), tbc

Please check blackboard for the marking rubric for this assignment.

The comparative field trip assessment builds students' critical thinking and communication skills, and provides an opportunity for students to especially explore the following learning objectives:

- Identify and describe the basic principles and methods of historical and comparative approaches to studying Polynesia;
- Define and illustrate an understanding of the key concepts of **historical specificity, cultural specificity, norms, tapu and noa, structure and historical agency, mana and sovereignty**;
- Use the key themes, concepts and methods covered in PASI 201 in your own critical and creative evaluation of comparative history in Polynesia.

Final Exam: 3 hour Examination – date and time tba
 10% identification and short answers
 15% summaries of selected course texts
 15% 2 essays

The Final Exam builds students' critical thinking, creative thinking and communication skills and in particular encourages students to:

- Identify and describe the basic principles and methods of historical and comparative approaches to studying Polynesia;
- Define and illustrate an understanding of the key concepts of **historical specificity, cultural specificity, norms, tapu and noa, structure and historical agency, mana and sovereignty**;
- Describe and evaluate the possible reasons for similarities or differences in the unfolding of history in eastern and western Polynesian countries;
- Use the key themes, concepts and methods covered in PASI 201 in your own critical and creative evaluation of comparative history in Polynesia.

Submission and return of work

Most assessments for this course should be submitted via Blackboard. KCQs must be submitted both via Blackboard and in hard-copy at tutorials. Early assessments, especially KCQs 1 and 2 will be marked and returned to students within 7-10 days of receipt. Other assessments will have a 10-14 working day turnaround for marking. Assignments received after the deadline may take longer to be marked and returned.

Penalties

Late assignments will be penalized at the rate of 1% per day for every day past the due date. There is no penalty for exceeding word limits for written assessments by up to 500 words; after that, a mark will be deducted for every additional 100 words.

Field trip arrangements

Students can expect 2-4 field trips to be organized during the term, all mainly occurring during lecture hours. When field trips are taken to venues off-campus, students are normally expected to cover their own costs of transport.

Set texts

Textbooks can be purchased from VicBooks. For more information you can check their website: www.vicbooks.co.nz. A list of key texts you will need for PASI 201 is listed below:

- Student Notes PASI 201.
- Additional required readings not included in the PASI 201 Student Notes will also be made available on Blackboard.
- All videos listed in the detailed course schedule are held in Glass Room of the Library, and constitute required texts for PASI 201; a few of them will be screened in class, but all others must be viewed in student's own study time. You will be examined on your knowledge and understanding of videos in the same way that you will be examined on your knowledge and understanding of the readings for this course.
- Map of the Pacific: a map will be handed out in lecture, but Pacific Studies majors are encouraged to invest in a good-sized map of the contemporary Pacific.

Recommended reading

To find some rare texts on Samoa, Cook Islands, and Niue which are freely available to you on-line, and relevant to our course topic, visit: <http://nzetc.victoria.ac.nz/tm/scholarly/tei-corpus-pacific.html>

A selection of recommended readings will be placed on Closed Reserve and 3-Day Loan in the Library, but will also be made available via Blackboard.

All PASI majors are also encouraged to purchase a copy of *Tangata o le Moana: New Zealand and the People of the Pacific* (Te Papa Press, 2012).

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

Student feedback

We welcome student feedback and take constructive comments seriously. Course materials and assessments in this course have been revised significantly over the past two years in response to both formal and informal student feedback and formal research into the teaching and learning practices specific to PASI 201. Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/home/study/plagiarism
- Aegrotats: www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat
- Academic Progress: www.victoria.ac.nz/home/study/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/home/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/home/study/exams-and-assessments/grades
- Resolving academic issues: www.victoria.ac.nz/home/about/avcacademic/publications2#grievances
- Special passes: www.victoria.ac.nz/home/about/avcacademic/publications2#specialpass
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/home/about/policy
- Student support: www.victoria.ac.nz/home/viclife/student-service
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/home/viclife/student-charter
- Student Contract: www.victoria.ac.nz/home/admisenrol/enrol/studentcontract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/home/about
- VUWSA: www.vuwsa.org.nz
- Va'aomanu Website: www.victoria.ac.nz/pasifika