



## FACULTY OF HUMANITIES AND SOCIAL SCIENCES

### SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

#### **HISTORY PROGRAMME HIST 219: PACIFIC HISTORY 20 POINTS**

**TRIMESTER 1 2015**

### **Important dates**

**Trimester dates:** 2 March to 1 July 2015

**Teaching dates:** 2 March to 5 June 2015

**Easter/Mid-trimester break:** 3–19 April 2015

**Last assessment item due:** 5 June 2015

**Withdrawal dates:** Refer to [www.victoria.ac.nz/students/study/withdrawals-refunds](http://www.victoria.ac.nz/students/study/withdrawals-refunds). If you cannot complete an assignment or sit a test or examination, refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats).

### **Class times and locations**

Lectures: Tuesday and Thursday 11.00-11.50 am

Venue: Hugh Mackenzie (HM)LT 01

Tutorials: To be advised in Week One

### **Names and contact details**

Course Coordinator: Dr Adrian Muckle

Room No: OK 418

Phone: 463 6773

Email: [adrian.muckle@vuw.ac.nz](mailto:adrian.muckle@vuw.ac.nz)

Office hours: To be advised in Week One

### **Communication of additional information**

This course uses Blackboard and presumes that all enrolled students have valid myvuw.ac.nz addresses. Please check that this account is active and you have organised email forwarding. Additional information and any changes to the timetable or lecture and seminar programme will be advised by email, announced in lectures, and posted on the course Blackboard site.

## Prescription

This course provides an introduction to the history of the peoples of the Pacific Islands from their initial settlement of the region to the present day. Beginning with Pacific Islanders' colonisation of the region, the course then charts Pacific Islanders' progressive involvement in the emerging global economy following sustained European contact and involvement with the region.

## Course content

This course covers the history of the peoples of the Pacific Islands from their initial settlement of the region to the present day. A major theme throughout is Pacific Islanders' consistent expectation of influences and opportunities from beyond the horizon, and their ability to incorporate these into their own world-views. Beginning with Pacific Islanders' colonisation of the region, the course then moves on chronologically to chart Pacific Islanders' progressive involvement in the emerging global economy following sustained European contact and involvement with the region.

The course promotes the need for an understanding of a variety of perspectives to appreciate the dynamics of Pacific Islands' history. Throughout the course a Pacific Island perspective is emphasised. It is demonstrated that this perspective often contrasted dramatically with the beliefs and values of European commentators and participants, and also that world-views varied considerably within the Pacific Islands.

Because of the diversity of cultures within the Pacific Islands, lectures will be based around general themes backed up by select examples. However, the course bibliography (available on Blackboard) provides a detailed bibliography to enable students to pursue essay themes for the island groups of their choice.

See the Lecture and Tutorial schedules (posted on Blackboard and distributed in class during Week One) for further details.

## Course learning objectives (CLOs)

Students who pass this course should be able to:

1. demonstrate a familiarity with the principal themes and turning points of Pacific history;
2. demonstrate an appreciation of the diversity of perspectives involved in multi-cultural settings;
3. evaluate conflicting interpretations of events, as well as detect bias and the unstated assumptions underlying the arguments (as presented in tutorial readings, etc);
4. effectively argue a viewpoint through clearly stated, well-planned and researched essays;
5. clearly and confidently give verbal expression to ideas, arguments and questions in small-group (eg, tutorial) situations;
6. show attention to detail by applying the conventions of historians in citation, referencing and documentation.

## Teaching format

HIST 219 is delivered as two 50-minute lectures and one 50-minute tutorial per week. For tutorials there is a minimum attendance requirement of 7/10. Tutorial participation includes the expectation that each student will have prepared notes on the topic set for the week using the required and/or recommended readings. A set of tutorial tasks has been designed to assist with preparation.

## Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. hand in all the written work specified for this course, on or by the specified dates (subject to the provisions above for late work) including participating in a class debate in tutorials
2. attend at least 7 of the 10 tutorials.

The tutorial attendance requirement sets a minimum standard. Students are strongly encouraged to attend all tutorials. Tutorial participation is a central part of the course.

## Workload

In accordance with University Guidelines, this course has been constructed on the assumption that students will devote 200 hours to the course throughout the trimester, approximately 13 hours a week across the trimester. This total includes the following:

- weekly attendance at lectures, and tutorials (3 hours);
- weekly tutorial preparation (3 hours);
- research and writing for assessment tasks (7 hours).

## Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	Preparation for, and participation in, a class debate (500 words). Includes a group assessment component.	20%	1, 2, 3, 5	Weeks 3-9
2	1200-word essay due on Tues 31 March.	20%	1, 2, 4, 6	31 March
3	2500-word research essay due Friday 29 May.	40%	1, 2, 4, 6	29 May
4	Portfolio of tutorial tasks with end of course revisions (1050 words).	20%	1, 3, 6	5 June

**Debates.** During the course a series of debates will be held on topics relating to the course themes. Each student is required to be involved in preparing for, and presenting in, one debate. This will involve working in small groups (usually three people). Each student is required to submit a summary of their key points and evidence prepared for the debate (500 words; 10% overall).

**Group work and assessment.** Students are also assessed as a group on their overall effectiveness, coordination and use of evidence (this is worth half the marks for the assignment—10% overall); all members of the group are assigned the same mark for this component. Some preparation time will be provided during lectures, but students are expected to set aside at least one hour for meeting with their group outside of class.

**Essays.** The **first essay** (1200 words) is an historiographical exercise requiring students to review and evaluate how a Pacific historian has contributed to a particular debate. For the **Research Essay** (2500 words) students are required to develop their own response to a problem or question using a combination of primary and secondary materials. Students are assessed on their ability to find sufficient and appropriate evidence to support fully the statement of a thesis in response to the set question(s). Both essays assess a student's ability to research, evaluate, argue and write, as well as the student's ability to apply ideas and lessons developed in lectures and tutorials.

**Tutorial portfolio.** The **tutorial tasks** are short exercises designed to help students prepare for tutorials. During the course students are required to submit five tasks; each task must be submitted at the relevant tutorial (10%). At the end of the course three of these tasks must be revised in light of what has been learnt from tutorials, lectures or further reading and resubmitted as a portfolio (350 words each; 10%).

More detailed marking criteria for each assignment will be made available on Blackboard.

## Submission and return of work

**All assignments are due by midday on the due date.**

**Submission:** All work submitted for assessment must be dropped off in HARD COPY at the History Office in the slots provided with an essay cover sheet. You must ADD the name of your tutor and the course code. We reserve the right to ask for an electronic copy of any assessable work for checking in Turnitin.com (see [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin))

Graded essays will be returned to you in tutorials in the first instance, and then returned to the History Office, OK 405, where they can be collected between the hours of 1.00-2.00 pm, Monday to Friday. We will notify students via Blackboard when graded essays are available (generally between 2-3 weeks after the date submitted).

## Extensions and penalties

### Extensions

Extensions may only be granted in exceptional circumstances, but **all extensions require the student to provide documentation**. If granted an extension, students must agree to a new due date. Contact your course coordinator/tutor as soon as a problem emerges. Extension forms are available from the History Programme office.

### Penalties

History Programme policy stipulates that late submission of essays is penalised. Students lose 5% for the first day late and 2% thereafter for a maximum of 10 working days. After 10 days, work can be accepted for mandatory course requirements but will not be marked.

### Set texts

There is no Book of Readings for HIST 219. Readings required for tutorials and lectures (and many of the recommended readings) will be made available through Blackboard. Any students who experience difficulties accessing materials from Blackboard should advise the Course coordinator as soon as possible.

## Recommended reading

The following texts provide general introductions to the areas of Pacific History examined in this course and are available in the Central Library's "Glass Room" or on 3-day loan:

Armitage, D. and A. Bashford (ed.), *Pacific Histories: Ocean, Land and People*, Basingstoke, 2014.

Borofsky, R. (ed.), *Remembrance of Pacific Pasts: an invitation to remake history*, Honolulu, 2000.

Campbell, I. C., *Worlds Apart: A History of the Pacific Islands*, Christchurch, 2<sup>nd</sup> ed. 2011.

Denoon, D. et al. (ed.), *The Cambridge History of the Pacific Islanders*, Cambridge and New York, 1997.

Howe, K. R., *Where the Waves Fall: a new South Sea Islands history from first settlement to colonial rule*, Sydney, 1984.

Howe, K. R., Kiste, R. C. and B. V. Lal (eds.), *Tides of History: the Pacific Islands in the twentieth century*, St. Leonards, 1994.

Thomas, N., *Islanders: The Pacific in the Age of Empire*, New Haven & London, 2010.

## 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

Enhancements made to this course, based on the feedback of previous students, will be covered during the course. Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://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/students/study/exams/integrity-plagiarism](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Aegrotats: [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)
- Resolving academic issues: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Special passes: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)
- Student Contract: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- Victoria graduate profile: [www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)