



## FACULTY OF HUMANITIES AND SOCIAL SCIENCES

### VA'AOMANŪ PASIFIKA

#### PACIFIC STUDIES

#### PASI 201

#### Comparative History in Polynesia

#### 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

**Study period:** 8–12 June 2015

**Examination/Assessment Period:** 12 June to 1 July 2015

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/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:

Monday and Wednesday: 13.10 – 14.00, KK204

New Kirk Building, Room 204

#### Tutorials:

Mondays 14:10-15:00 and 16:10-17:00, 6 Kelburn Parade, Room 102

Timetable will also be posted on S-Cubed.

### Names and contact details

<b>Coordinator:</b> Dr Teresia Teaiwa	<b>Administrator:</b> Melissa Fiu
Room 202, 6 Kelburn Parade	Room 101, 6 Kelburn Parade
Ph: 04 463 5110	Ph: 04 463 5830
E: <a href="mailto:teresia.teaiwa@vuw.ac.nz">teresia.teaiwa@vuw.ac.nz</a>	E: <a href="mailto:melissa.fiu@vuw.ac.nz">melissa.fiu@vuw.ac.nz</a>
Office Hrs: Immediately after class or by appointment.	Office Hrs: Mon to Fri 8.30am – 3pm

## Communication of additional information

Any additional information or changes will be conveyed via class noticeboards located at 6 Kelburn Parade, Blackboard, and/or emails to students. 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 12. 10% of the total assessment for this class involves group work and seminars.

## Mandatory course requirements

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

1. attend at least 9 out of 11 tutorials,
2. complete *\*all\** written assignments for the course and
3. achieve at least 30% total from their combined coursework assignments (worth 60%).

NOTE: Students who achieve a passing mark for coursework at the end of the trimester but fail to turn in major assignments or sit the final exam, will not get a "C-", but will get a "K" grade,

indicating that they have not passed the course due to a failure to meet mandatory course requirements.

## Workload

The expectations are that students will work 10 hours per point, therefore a 20-point course equates to 200 hours over the trimester. This includes scheduled contact time, individual or group study, and work on assessment tasks.

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 trimester 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	<b>KCQs:</b> 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; minimum 12 hours prep time recommended (not including reading time)	20%	1-4	Week 1, 3, 5, 7, 9, 11
2	<b>Comparative History Seminars:</b> group work and rapid immersion on assigned topics for historical and comparative research, 10-minute group presentation in class; minimum 10 hours prep time (group mark)	10%	1,2,3	Week 4, 10
3	<b>Comparative Primary Source Assignment:</b> bibliographic annotations for 2 text-based or 10 photographic primary sources; with concluding statement reflecting on the comparative approach; submitted via Blackboard, 800-1000 words; minimum 12 hours prep time	15%	1,3,4	Week 8
4	<b>Comparative Secondary Source Assignment:</b> 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, 1500 words minimum; minimum 12 hours prep time	15%	1-4	Week 12
5	<b>Final Exam:</b> 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. Minimum 10 hours prep time recommended.	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 trimester. 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 in Weeks 4 and 10. 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 organisation, 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 their seminar. **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).
  
- **Complete your assignment with a 200-250 word comment reflecting on the most compelling axes of comparison you found linking your two primary sources.**

**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. You need 5 sources for 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 summarising and comparing key points of your two books or six articles. This review essay should be between 800-1200 words in length.

Step 6: Conclude your essay with a 300 word reflection on what you've learned about theories, methods and rationales for comparative historical analysis from 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 minimum of 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.

**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.

## **Extensions and penalties**

Late submissions for student assignments in all Samoan Studies and Pacific Studies undergraduate courses are subject to a penalty, except when accompanied by a medical certificate or evidence of other exceptional circumstances. The exact deduction will be calculated on the basis of one half mark per day late.

Assignments submitted more than seven days after a due date or authorised extension will still be

accepted in order to meet mandatory course requirements, but will not be marked. For more information about circumstances warranting extensions, refer to the section on extensions in the Victoria University Assessment Handbook.

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.

## Materials and equipment and/or additional expenses

### Practicum/placement/field trip/internship arrangements

Students can expect 2-4 field trips to be organised during the trimester, 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](http://www.vicbooks.co.nz). A list of key texts you will need for PASI 201 is listed below:

- Student Notes PASI 201 available from *Vicbooks*, or visit: [www.vicbooks.co.nz](http://www.vicbooks.co.nz).
- 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 online, 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](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)



## PASI 201 Weekly Schedule

WEEK	WEEK 1	WEEK 2	WEEK 3	WEEK 4
<b>TOPIC</b>	<b>THINKING HISTORICALLY</b>	<b>THINKING COMPARATIVELY</b>	<b>Contact and Commerce</b>	<b>Conversion and Native Missionaries</b>
<b>MONDAY 1:10-1:15pm</b>	Welcome	Announcements & Admin	Announcements & Admin	Announcements & Admin
<b>1:15-2:00pm</b>	Lecture: History <i>in</i> Polynesia	Lecture: Why (Comparative) Methods Matter	Lecture: From First Encounters to Port Towns	<b>*FIELD TRIP: ALEXANDER TURNBULL LIBRARY*</b>
<b>KEY CONCEPTS</b>	Historical specificity, cultural specificity, norms	Tapu and Noa, norms	Tapu and Noa	Tapu and noa
<b>WEDNESDAY 1:10-1:15pm</b>	<b>*FIELD TRIP: TE TUMU HERENGA WAKA WHARENUI*</b>	Announcements & Admin	Announcements & Admin	Announcements & Admin
<b>1:15-2:00pm</b>	Guest Lecture: Paul Meredith, Independent Researcher, History <i>in</i> te Wharenui o Te Tumu te Herenga Waka Marae	Lecture: Comparing Apples with Apples, not Taro with Kumara or Mana, Polynesian Social Systems, and how Anthropology can help us understand History	Guest Lecture: Rhys Richards, Independent Researchers, Who made the key decisions 1773-1840 in the Cook Islands and beyond? Visitors or Locals?	Group Seminars: Missions and Missionaries in Polynesia
<b>REQUIRED COURSE MATERIALS</b>	Peter Adds, "E Kore Au E Ngaro: Ancestral Connections to the Pacific." <i>Tangata o le Moana: New Zealand and the People of the Pacific</i> , Sean Mallon, Kolokesa Māhina-Tuai and Damon Salesa (eds). Wellington: Te Papa Press, 2012: 17-36; Greg Denning, "History "in" the Pacific." <i>The Contemporary Pacific</i> 1(1-2): 134-39; I.F. Helu, "South Pacific Mythology". In <i>Critical Essays: Cultural Perspectives from the South Seas</i> . Canberra: The Journal of Pacific History, 1999: 251-260 (all on Bb).	Haunani-Kay Trask, "From a Native Daughter." <i>The American Indian and the Problem of History</i> . New York: Oxford University Press, 1987:171-179; Huntsman, Judith (ed.), Introduction, <i>Tonga and Samoa: Images of Gender and Polity</i> , Macmillan Brown Centre for Pacific Studies, Christchurch, 1995: 7-18; Niel Gunson, "Understanding Polynesian Traditional History." <i>The Journal of Pacific History</i> . 28(2): 139-158 (on Bb)	David Chappell, <i>Double Ghosts: Oceanian Voyagers on EuroAmerican Ships</i> . London: ME Sharpe, 1997: 3-21, 78-97; David Samwell, "Some Account of a Voyage to the South Seas" in JC Beaglehole (ed), <i>The Journals of Captain James Cook, Volume 3, The Voyage of the Resolution and Discovery</i> . Glasgow: University Press, 1777: 1059-1085. (in reader) Caroline Ralston, "The Pattern of Race Relations in 19 <sup>th</sup> Century Pacific Port Towns". <i>Journal of Pacific History</i> 6(1): 39-60. (on Bb)	RG Crocombe and Marjorie Crocombe (eds), <i>The Works of Ta'unga: records of a Polynesian traveler in the South Seas 1833-1896</i> . Suva: University of the South Pacific, 1984: 1-26. (in reader) John Garret, "The Conflict between the London missionary society and the Wesleyan Methodists in 19 <sup>th</sup> century Samoa." <i>Journal of Pacific History</i> 9(1):65-80. (on Bb)
<b>WHAT'S DUE ?</b>	<b>KCQ1 Due Friday</b>	<b>Tutorials start this week</b>	<b>KCQ2 DUE AT TUTORIAL</b>	<b>Group Seminar #1</b>
<b>REMINDERS</b>	<b>Get your reader! You must sign up for a Tutorial Group on S-cubed this week.</b>	<b>You will be assigned a group and topic for Group Seminars</b>	<b>*TUTORIALS AT JC BEAGLEHOLE ROOM, VUW LIBRARY*</b>	

WEEK	WEEK 5	WEEK 6	WEEK 7	WEEK 8
TOPIC	Colonial Collaborations	Colonial Conflicts	Wars in Comparative Perspective	Modern Mana I
<b>MONDAY</b> <b>1:10-1:15pm</b>	Announcements & Admin	Announcements & Admin	Announcements & Admin	Announcements & Admin
<b>1:15-2:00pm</b>	Lecture: Colonialism in Polynesia, Some Comparisons	Lecture: Protest and Dissent in Colonial Polynesia	Guest Lecture: Natasha and Georgina Narayan, Independent researchers; Leanne Tamaki, Ministry of Culture and Heritage, <i>tbc</i>	Lecture: Great Men in Polynesian History
<b>KEY CONCEPTS</b>	Structure and Historical Agency	Structure and Historical Agency	Structure and Historical Agency	Mana and sovereignty
<b>WEDNESDAY</b> <b>1:10-1:15pm</b>	Announcements & Admin	Announcements & Admin	Announcements & Admin	Announcements & Admin
<b>1:15-2:00pm</b>	Lecture: Liumuri: Is Collaboration Betrayal or Forward Thinking?	Lecture: Colonial Structures, Polynesian Agency	Lecture: War or Peace? Comparisons through Counterfactuals	Lecture: Mana and Polynesian Modernity
<b>REQUIRED COURSE MATERIALS</b>	Roger C. Thompson, "Britain, Germany, Australia, and New Zealand in Polynesia", in <i>Tides of History, The Pacific Islands in the Twentieth Century</i> . Sydney: Allen and Unwin, 1994: 71-92. (in reader) Nicholas Thomas, "Partial Texts: Representation, Colonialism and Agency in Pacific History." <i>The Journal of Pacific History</i> 25(2):139-158. (Bb)	Selections from Noel Rutherford and Peter Hempenstall, <i>Protest and Dissent in the Colonial Pacific</i> . Suva: University of the South Pacific, 1984:44-66. (in reader) l'iga Pisa 1942 manuscript recounting a Samoan paopao journey from Saipan to Guam in 1915, from the personal papers of James B. Johnson, Commonwealth of Northern Marianas Division of Historic Preservation (on Bb) Video: Act of War: The Overthrow of the Hawaiian Nation, 57 mins (Closed Reserve, DVD 4288)	Kolokesa Māhina-Tuai, FIA (Forgotten in Action): Pacific Islanders in the New Zealand Armed Forces, in <i>Tangata o le Moana: New Zealand and the People of the Pacific</i> . Wellington: Te Papa Press, 2012: 139-160. (on Bb) Additional Required Reading <i>tbc</i>	Selections from Sir Tom Davis, <i>Island Boy: An Autobiography</i> . Suva: University of the South Pacific, 1992: 89-98. Ratu Sir Kamisese Mara, <i>The Pacific Way: A Memoir</i> . Honolulu: University of Hawaii Press, 1997: 34-53. (in reader)
<b>WHAT'S DUE?</b>	<b>KCQ3 DUE AT TUTORIAL</b>		<b>KCQ4 DUE AT TUTORIAL</b>	<b>*Primary Source Assignment* DUE MONDAY 4PM</b>
<b>REMINDERS</b>	<b>MID-TERM BREAK 3-17 APRIL</b>	<b>You need to have identified your Primary sources by now</b>		<b>Be prepared to discuss your comparative secondary source assignment in tute this week.</b>

WEEK	WEEK 9	WEEK 10	WEEK 11	WEEK 12
<b>TOPIC</b>	<b>Modern Mana II</b>	<b>Sovereignty and Decolonization</b>	<b>Comparative Renaissances</b>	<b>Evaluating the Comparative Method</b>
<b>MONDAY 1:10-1:15pm</b>	Announcements & Admin	Announcements & Admin	Announcements & Admin	Announcements & Admin
<b>1:15-2:50pm</b>	Lecture: Queens of Polynesia	Lecture: What do Sovereignty and Decolonization have to do with Mana and Agency?	Lecture: Some Key Moments in Contemporary Polynesian Cultural History	Lecture and class exercise: Debate: The Comparative Method is Inappropriate for Understanding History in Polynesia
<b>KEY CONCEPTS</b>	Mana and sovereignty	Mana and sovereignty	Mana and sovereignty	
<b>FRIDAY 1:00-1:15pm</b>	Announcements & Admin	Announcements & Admin	Announcements & Admin	Announcements & Admin
<b>1:15-2:00pm</b>	Lecture: Polynesian Queens: Comparisons through Counterfactuals	Group Seminars: Tradewinds of Independence	<b>*Field Trip: Te Papa, tbc and Mini-Lecture: Historical Fiction and Cultural Renaissance in Polynesia*</b>	Revision for final exam and course evaluation
<b>REQUIRED COURSE MATERIALS</b>	Selections from Lili'uokalani, <i>Hawaii's Story by Hawaii's Queen</i> . Boston: Lee and Shepard Publishers, 1898: 267-295 (in reader); Elizabeth Ellem, <i>Queen Salote of Tonga: the story of an era</i> . Auckland: Auckland University Press, 1999: 285-301 (n reader). DVD: Women of Power (Closed Reserve, PASI 201)	Nic MacLellan and Jean Chesneaux, <i>After Moruroa: France in the South Pacific</i> Melbourne: Ocean Press, 1998: 116-142 (in reader); Selections from Zohl de Ishtar, <i>Daughters of the Pacific</i> . North Melbourne: Spinifex Press, 1994 (on Bb). Video: The Tribunal, 84 min (Closed Reserve DVD 09969)	John Pule, "Tales of Life's Legends" from <i>The Shark that Ate the Sun, Koe Magone Kai e La</i> . Auckland: Penguin Books, 1992: 260-274. (in reader) Selections from Polynesian Historical Fiction and/or spoken word, tbc	No new readings this week
<b>WHAT'S DUE?</b>	<b>KCQ5 DUE AT TUTORIAL</b>	<b>Group Seminar #2</b>	<b>KCQ6 DUE AT TUTORIAL</b>	<b>*COMPARATIVE SECONDARY SOURCE ASSIGNMENT* DUE FRIDAY BY 4pm</b>
<b>REMINDERS</b>	<b>Your Group will be assigned its second Group Seminar topic this week</b>			

## Recommended Readings

- Martha Beckwith (ed). *The Kumulipo: A Hawaiian Creation Chant*. Honolulu: University of Hawaii Press, 1972.
- Fay G. Calkins, *My Samoan Chief*. Honolulu: University of Hawaii Press, 1971.
- Bengt Danielsson, "The Hula Girl as Housewife" in *Love in the South Seas*. London: Allen and Unwin, 1956.
- Janet Davidson, *The Prehistory of New Zealand*. Auckland: Longman Paul, 1987.
- Greg Denning, *The Bounty: An Ethnographic History*. Melbourne: University of Melbourne, Department of History, 1988.
- Peggy Fairbairn-Dunlop, *Tamaitai Samoa, their stories*. Suva and Carson City: University of the South Pacific and KIN Publications, 1996.
- Tupou Posesi Fonua, *Malo Tupou: an oral history*. Auckland: Pasifika Press, 1996.
- Charles W. Forman, "Missions and Churches 1900-1942: The Eastern and Central Islands," in *The Island Churches of the South Pacific: Emergence in the Twentieth Century*. Maryknoll, NY: Orbis Books, 1982.
- Epeli Hau'ofa, "Our Sea of Islands," in *A New Oceania: Rediscovering Our Sea of Islands* edited by Vijay Naidu, Eric Waddell, and Epeli Hau'ofa. Suva: School of Social and Economic Development, USP in association with Beake House, 1993: 2-16.
- Jim Hollyman and Andrew Pawley (eds), *Studies in Pacific Languages and Cultures*. Auckland: Linguistic Society of New Zealand, 1981.
- Kerry Howe, *Vakamoana: Voyages of the Ancestors : the Discovery and Settlement of the Pacific*. Honolulu: University of Hawaii Press, 2006.
- Kerry Howe, *The Quest for Origins: Who First Discovered and Settled The Pacific Islands?* Honolulu: University of Hawaii Press, 2003.
- Zohl de Ishtar, *Daughters of the Pacific*. North Melbourne: Spinifex Press, 1994.
- Liikala Kame'eleihiwa, *A Legendary Tradition of Kamapua'a, the Pig God/He Mo'olelo ka'ao o Kamapua'a*. Honolulu: Bernice Pauahi Museum Press, 1996.
- Patrick Kirch, *The Evolution of the Polynesian Chiefdoms*. Cambridge: Cambridge University Press, 1984.
- Klaus-Frederich Koch (ed), *Logs in the Current of the Sea: Neli Lifuka's story of Kioa and the Vaitupu Colonists*. Canberra: Australian National University, 1978.
- Toa Luka, *Niue Island to New Zealand*. Ruakaka: Toa Luka, 1993.
- Sean Mallon and Pandora Fulimalo Pereira, *Speaking in Colour: Conversations with Artists of Pacific Island Heritage*. Wellington: Te Papa Press, 1997.
- Sean Mallon and Pandora Fulimalo Pereira, *Pacific Art Niu Sila: the Pacific dimension of contemporary New Zealand arts*. Wellington: Te Papa Press, 2002.
- E.H. McCormick, *Omai: Pacific Envoy*. Auckland: Auckland University Press and Oxford University Press, 1977.
- Mead, S. (ed) *Exploring the Visual Art of Oceania: Australia, Melanesia, Micronesia and Polynesia*. Honolulu: University of Hawaii Press, 1979.
- Colin Newbury, *Tahiti Nui: Change and Survival in French Polynesia 1767-1945*. Honolulu: University of Hawaii Press, 1980.
- Paddy Nunn, *Climate, environment and society in the Pacific Islands during the last millennium*. Amsterdam: Elsevier, 2007.
- Douglas L. Oliver, "The Polynesians" in *The Pacific Islands*. New York: Doubleday, 1961.
- Damon Salesa, *Racial Crossings: Race, Intermarriage and the Victorian British Empire*. Oxford, New York: Oxford University Press, 2011.
- Nicholas Thomas, *Oceanic Art*. London: Thames and Hudson, 1995.
- Andrew Thornley, *Mai kea ki vei? Stories of Methodism from Fiji and Rotuma*. Suva: Fiji Methodist Church, 1996.
- Haunani-Kay Trask *From a Native Daughter, Colonialism and Sovereignty in Hawai'i*. Honolulu: University of Hawaii Press, 1999.
- Morgan Tuimaleali'ifano, *Samoans in Fiji: migration, identity and communication*. Suva: Institute of Pacific Studies, The University of the South Pacific, 1990.
- Joseph Waterhouse, *The King and People of Fiji*. Honolulu: University of Hawaii Press, 1997.
- Charles Wilkes, *Narrative of the United States Exploring Expedition, During the years 1838, 1839, 1840, 1841, 1842*. London: Ingram, Cooke and Co, 1852.