



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

VA'AOMANŪ PASIFIKA

PACIFIC STUDIES

PASI 202

Globalisation and Popular Culture in the Pacific

20 POINTS

TRIMESTER 2 2015

Important dates

Trimester dates: 13 July to 15 November 2015

Teaching dates: 13 July to 16 October 2015

Mid-trimester break: 24 August to 6 September 2015

Study period: 19–23 October 2015

Examination/Assessment Period: 23 October to 14 November 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. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

Class times and locations

Lectures:

Mon and Wed 9.00am – 9.50am MYLT102
(Murphy Lecture Room 102)

Tutorials:

Mon 10am – 10.50am 6KP/102, Wed 12pm – 12.50pm 6KP/102

Students may sign up for tutorials through Student Allocator <https://student-sa.victoria.ac.nz/>

Names and contact details

Coordinator: Dr April Henderson	Administrator: Melissa Fiu	Tutor: Emalani Case
Room 201, 6 Kelburn Parade	Room 101, 6 Kelburn Parade	Room 202, 6 Kelburn Parade
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E: april.henderson@vuw.ac.nz	E: melissa.fiu@vuw.ac.nz	E: emalani.case@vuw.ac.nz
Office Hrs: to be advertised via Blackboard	Office Hrs: Mon to Fri 8.30am – 3.00pm	Office Hrs: to be advertised via Blackboard

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

Do popular cultures matter? Why? How might they be important for learning about Pacific places and peoples? In this course, students examine processes of globalisation in the Pacific and analyse the relationship of popular cultures to global flows of capital, information, resources, and people.

Course content

In this course, students will examine complex processes of globalisation as they relate to the Pacific Islands region, and analyse the development and influence of Pacific popular cultures and their relationships to global flows of capital, information, resources, and people. Students will be encouraged to understand contemporary Pacific popular cultures within long Pacific histories of dynamic innovation, while also questioning how current processes of globalisation may present a new and different context for cultural change.

Course learning objectives (CLOs)

Students who pass this course should be able to:

1. understand key processes of globalisation.
2. understand key theories of popular culture.
3. demonstrate in oral and written form that you can apply your understanding of key processes of globalisation and key theories of popular culture to examples of popular culture in the Pacific region.
4. construct convincing written arguments theorising, in your own words, the significance of a particular example of Pacific popular culture in the context of globalisation.

Teaching format

Scheduled sessions are comprised of two 50 minute lectures and one 50 minute tutorial per week. Students should allow an average of 13 hours per week for this course for class and tutorial sessions, reading, completion of assignments, and other preparation. Regular tutorial sessions will

be held from Week 2 - Week 12. All students are expected to come prepared to participate in tutorials, with required readings completed.

Mandatory course requirements

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

1. achieve at least 10% of the total value of each assessment item to demonstrate effort towards achieving corresponding course learning objectives;
2. attend a minimum of 9 of 11 tutorial sessions, so that they will have the opportunity to develop oral communication and demonstrate their achievement of this aspect of Course Learning Objective 3. In the event this is not possible due to a documented reason, such as illness, bereavement, or other serious concern, lecturer must be contacted as soon as possible so that alternative arrangements can be made.

Any student who is concerned that they have been (or might be) unable to meet any of the MCRs because of exceptional personal circumstances, should contact the course coordinator as soon as possible.

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.

Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	Blackboard discussion posts (six at 3% each, 300 words/post.)	18%	1, 2, 3	To be posted weekly by 5pm Friday
2	Class test (50 mins)	18%	1, 2	19 Aug
3	2,000-word essay	20%	1, 2, 3, 4	16 Oct by 3:00pm
4	Tutorial seminar presentation (7-10min long) and tutorial participation	9%	1, 2, 3	tbc
5	Final examination (3 hour examination)	35%	1, 2, 3, 4	tbc

Other assessment information

1. Blackboard discussion posts

Discussion questions involving key concepts will be posted in our Blackboard discussion forum in Weeks 1-12. You must post a response to at least six of these weekly discussion questions, but you may choose which six weeks to post in (hint: take a look at your schedule and see when you have assignments due or other major events in your life planned—be strategic about your time and plan which weeks will work best for you. Set reminders for yourself in your calendar or phone). Responses must be posted by Friday 5pm of the following week to be considered for assessment (for example, to be considered for assessment in the Week 2 discussion thread, students must post by 5:00pm Friday of Week 3).

Marking criteria: Posts should be a minimum of 300 words, and will be assessed on relevance (how well you address the question), organisation and clarity of writing, and accurate references to course materials. Long posts will not be penalized, but try not to go over 500 words. Be sure to reference readings and other weekly materials, and comment on if, and how, the week's materials

relate to our course learning objectives). Further tips for composing discussion posts, examples of effective posts, and elaboration of assessment criteria can be found on Blackboard.

Relationship to course learning objectives: These weekly discussion questions will give you an opportunity to work through some of the basic concepts found in course materials (e.g. lectures, readings, and audiovisual materials). Thus, they relate directly to several of our course objectives, namely: understand key processes of globalisation; understand key theories of popular culture; and demonstrate in written form that you can apply your understanding of key processes of globalisation and key theories of popular culture to examples of popular culture in the Pacific region. These discussion questions will provide part of the basis of our tutorial discussions. By completing them diligently and in a timely fashion, you will lay a good foundation of knowledge for the test, exam, and essay.

2. Class Test

This 50-minute test will be composed of two sections: Section I (8%) requires identification of key terms and short answers to questions drawn from readings and lectures; Section II (10%) requires four 150-200 word summaries of course readings and audiovisual materials, selected from a list provided.

Marking criteria: answers in both Section I and Section II will be assessed based on accuracy and clarity of writing.

Relationship to course learning objectives: By testing students' familiarity and comprehension of course materials to this point, the class test relates directly to the first two of our course objectives: understand key processes of globalisation; and understand key theories of popular culture.

3. Essay - your essay will:

- a) Identify and describe an example of Pacific popular culture. This might be something covered in class that you would like to examine in further detail, or something that you wish we covered but we didn't. You'll have a chance to go over your topic ideas in tutorial. Don't hesitate to discuss potential topic ideas with your lecturer and/or tutor. Additionally, there is a "Potential essay topic" file on Blackboard in the "Assignments" folder that may spark some inspiration, as well as examples of effective essays from previous years.
- b) Situate this example of Pacific popular culture within a geographical, historical, political, and economic context. In other words, where are people engaging in this popular cultural practice? How long have they been engaging in it and how has it changed over time? What relationships does the practice have to popular cultures practiced elsewhere in the world? What is the social, economic, and political significance of the practice? Why does it matter that people are engaging in it?
- c) Analyse the popular cultural practice in terms of key theories about globalisation. How does this practice fit within debates over whether globalisation entails homogenisation, heterogenisation, hybridisation, or polarisation? Does it look like an example of globalisation "from the top-down" or "from the bottom-up," or both, or neither? How? Why?
- d) Utilising proper citation formats, incorporate course materials, especially course readings, into your analysis, and include a bibliography for the written or audiovisual sources used in your analysis. Your bibliography should have at least five sources. At least four of these must be published sources (books, journal articles, etc.). The remaining sources can include internet sites or audiovisual materials. Your bibliography should include authors' names, full title of publication, place of publication, publisher, year of publication, and page numbers if it is a magazine, journal article, or chapter in a

book. The bibliography should be presented in the alphabetical order of the authors' last names. Try to avoid consulting encyclopedic reference books or substandard information off the net. As a university student you have access to so many more specialised sources—take advantage of your university privileges!

Marking criteria: The essay will be assessed on its relevance to the requirements of the assignment, the accuracy of its definition and use of key terms and ideas, the effectiveness of its exposition and analysis, the effectiveness of its organisation and formatting, and its ability to incorporate references convincingly and correctly. The marking matrix used to assess final essays is available on Blackboard.

Relationship to course learning objectives: The essay assignment is designed to assess your fulfillment of all four course objectives: understand key processes of globalisation; understand key theories of popular culture; demonstrate in written form that you can apply your understanding of key processes of globalisation and key theories of popular culture to examples of popular culture in the Pacific region; and be able to construct convincing written arguments theorising, in your own words, the significance of a particular example of Pacific popular culture in the context of globalisation.

4. Tutorial seminar presentation and tutorial participation

Tutorial seminar presentations (7%) are scheduled in weeks 3-12 of the term. Students sign up for their individual presentation slots in the first tutorial. The seminar should be 7-10 minutes long, and should outline the key themes raised in the reading, relate the reading explicitly to course learning objectives, and pose several discussion questions to the tutorial based on your understanding and analysis of the material.

Marking criteria: Assessment will be based on relevance to course themes and learning objectives; accuracy in the presentations of key ideas, terms, and definitions; organisation and time management; and the effective provision of references to the reading and other course materials. The marking matrix used to assess tutorial seminar presentations is available on Blackboard.

Tutorial participation (2%) is based on active oral participation in tutorials, including asking informed questions of presenters, offering perspectives on readings and weekly Blackboard discussion questions, and reporting on research progress. In order to do this it is important that you keep up with readings, lectures, assignments and course materials, and make informed contributions to tutorial discussions.

Relationship to course learning objectives: The tutorial seminar presentation and other contributions to tutorials should be treated as opportunities to demonstrate your developing ability to meet the oral components of this course's key objectives: understand key processes of globalisation; understand key theories of popular culture; demonstrate in oral form that you can apply your understanding of key processes of globalisation and key theories of popular culture to examples of popular culture in the Pacific region.

5. Final examination

This three-hour examination is composed of three sections: Section I (7.5%) requires identification of key terms and short answers to questions drawn from readings and lectures; Section II (12.5%) requires five 150-200 word summaries of course readings and audiovisual materials, selected from a list provided; Section III (15%) requires two 500-600 word essays.

Marking criteria: answers in both Section I and Section II will be assessed based on accuracy and clarity of writing. Answers in Section III will be assessed based on relevance to the essay question, the accuracy and use of key terms and ideas, the effectiveness of exposition and analysis, the effectiveness of organisation and formatting, and the ability to incorporate references convincingly and correctly.

Relationship to course learning objectives: The final examination is designed to gauge your

fulfillment of the written components of all four of this course's objectives: understand key processes of globalisation; understand key theories of popular culture; demonstrate in written form that you can apply your understanding of key processes of globalisation and key theories of popular culture to examples of popular culture in the Pacific region; and be able to construct convincing written arguments theorising, in your own words, the significance of a particular example of Pacific popular culture in the context of globalisation.

Submission and return of work

Blackboard discussion posts must be posted to Blackboard by the weekly due date/time, as specified above. Essays must be printed out in hard copy form and have a cover sheet attached, and placed in the assignment box just outside Room 101. Allow approximately 10 working days for marking of assessment items. Emailed essays will not be accepted, except 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, and be sure that you receive confirmation back that the email has been received. This is for your own protection.

Extensions and penalties

Extensions

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.

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.

Materials and equipment and/or additional expenses

There are no special materials or equipment required for this course apart from the set texts (see below), and no additional expenses. Laptops are permitted in lectures for those wishing to use them for note-taking. Those using laptops may be called upon to source online information as part of the interactive lecture format.

Practicum/placement/field trip/internship arrangements

This course may include field trips within the Wellington CBD. Field trips will be held during class time and feature no additional expense to the student. Details regarding field trips will be posted to Blackboard and circulated in class well in advance. Consideration will be given to any students needing transport to or from campus (for example, due to having other classes just before or after this one, or due to disability).

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 202 is listed below:

- PASI 202 student notes (available for purchase from Vic Books);
- Audio-visual materials (may be screened in class or assigned for viewing at your own convenience). Most videos and DVDs screened in class will be available at the A/V Suite following in-class screenings. Where possible, their call numbers are indicated in the supplementary information about weekly materials posted in the Course Information folder on Blackboard;

- Hand-outs: additional required readings not included in the PASI 202 student notes may be handed out in lecture or made available on Blackboard.

Recommended reading

Recommended reading materials will also be listed and/or posted to Blackboard.

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

The previous cohort of students in this class expressed consistent appreciation for the lecturer's enthusiasm, dynamic lecture style, and ability to treat all students and their ideas with respect. Interestingly, previous student feedback was also evenly split between those who felt the lectures were pitched at too high a level ("too many big words") and those who felt they were pitched too low ("too much dumbing down"). Your lecturer takes this feedback as a sign that lectures are pitched at just the right level to accommodate the diverse range of prior learning experiences we typically see in PASI 202. 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/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: 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
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz