



**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

**VA'AOMANŪ PASIFIKA  
PACIFIC STUDIES**

**PASI 201  
COMPARATIVE HISTORY IN POLYNESIA  
20 POINTS**

**TRIMESTER 1 2016**

**Key dates**

**Trimester dates:** 29 February to 29 June 2016

**Teaching dates:** 29 February to 5 June 2016

**Easter break:** 24–30 March 2016

**Mid-trimester break:** 25 April to 1 May 2016

**Study period:** 6–9 June 2016

**Examination/Assessment Period:** 10–29 June 2016

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 in the last three weeks of teaching, or an examination, it may instead be possible to apply for an aegrotat (refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)).

**Class times and locations**

**Lectures:**

Thurs and Fri: 11am – 12pm, MYLT102 (Murphy Building, Lecture Theatre 102)

**Tutorials:**

Thurs: 12pm – 1pm and Fri: 12pm -1pm, 6KP/012 (6 Kelburn Parade, Room 102)

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

## Names and contact details

<b>Coordinator:</b> Dr. Emalani Case	<b>Administrator:</b> Melissa Fiu
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Office Hrs: Immediately after class or by appointment.	Office Hrs: Mon to Fri 9am – 3pm

## Communication of additional information

Additional information will be communicated in lectures and on Blackboard. 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 will be 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. achieve at least 10% of the total value of each assessment item to demonstrate effort towards achieving corresponding course learning objectives;

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.

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 2, 3, 5, 7, 9, 11 (i.e. 10 March, 17 March, 7 April, 21 April, 12 May, 26 May)
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 (31 March -1 April), Week 10 (19-20 May)
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, 6 May
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, 3 June
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.
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**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**

### **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**

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**

There is no set text for this course.

- Readings will be made available through Talis Aspire and 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.

## 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)
- 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)
- Special passes: refer to the *Assessment Handbook*, at [www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf](http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf)
- 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)
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>

- Terms and conditions: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- 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)