

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

VA'AOMANŪ PASIFIKA

PACIFIC STUDIES

PASI 303

MIGRATION, DIASPORA AND IDENTITY IN THE PACIFIC

20 POINTS

TRIMESTER 2 2016

Key dates

Trimester dates: 11 July to 13 November 2016

Teaching dates: 11 July to 16 October 2016

Mid-trimester break: 22 August to 4 September 2016

Last assessment item due: 14 October 2016

Withdrawal dates: Refer to 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).

Class times and locations

Lectures: Mon 12pm – 1.50pm, KP06/102

(6 Kelburn Parade 102)

Thurs 12pm – 1.50pm, KP06/102

(6 Kelburn Parade 102)

Tutorials: There are no additional tutorials for this course.

Names and contact details

Coordinator: Dr April Henderson	Administrator: Charity Miller
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Office Hrs: Immediately after class or by appointment. Additional drop-in hours will be posted to Blackboard.	Office Hrs: Mon to Fri 830am – 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

How does culture change when people move? Where is 'home', and when, why, and how do we express a sense of connection to it—or do we? This seminar-based and research-oriented course examines the importance of migration and diaspora in processes of cultural change and identity formation in Pacific communities.

Course content

Talofa lava, Kia orana katoatoa, Malo e lelei, Bula vinaka, Namaste, Fakaalofa atu, Taloha ni, Halo olketa, Kam na mauri, Aloha kākou, Tena koutou katoa!

The concept of diaspora has been hugely influential in international Cultural Studies scholarship over the past three decades, and is increasingly invoked in writing about Pacific migration and migrants. In this class, we ask: What is diaspora? Who is diasporic? Are these terms relevant or useful for understanding the migration experiences of Pacific peoples? If so, how can we use them? If not, why are so many people using them? Are there Pacific terms and ways of conceptualising migration, movement, socio-spatial relationships, and attachments to place that are more appropriate or useful?

Building upon these questions, we examine the relevance of diaspora and other concepts to discussions of culture and identity. Identity is often a topic of interest for many Pacific Studies students; this course is designed to capitalise on that interest and further expand your critical ability to speak and write about culture and identity in nuanced and academically rigorous ways.

Throughout the course, we will use the analytical and theoretical tools we are developing to engage with specific examples of Pacific cultural production. We conclude the course with a case study of Pacific contributions to the music, dance, and visual art associated with hip hop culture. We will explore how and why this influential imported popular culture is topical to discussions of diaspora and why it is such a prominent contemporary vehicle for articulating Pacific understandings of culture and identity.

Course learning objectives (CLOs)

Students who pass this course should be able to:

1. understand the theoretical concept of diaspora, and be able to discuss it with relation to the Pacific Islands region and Pacific peoples, utilising concrete examples;
2. understand a selection of indigenous Pacific theoretical concepts of movement and socio-spatial relationship (for example malaga; teu le vā; tauhi vā; kula ni fuli, kula ni tua) and be able to discuss these in relationship to the concept of diaspora;
3. build upon an understanding of these theoretical concepts to elaborate, in oral and written form, relationships between migration, diaspora, culture, and identity, utilising Pacific examples;
4. apply an understanding of relationships between migration, diaspora, culture, and identity in oral and written analysis of an example of Pacific culture or Pacific society.

Teaching format

Class sessions will primarily follow a seminar format, and will feature ample opportunities for group work and student-driven discussion. Online discussion (on Blackboard) is also a key component of the course, with students required to contribute Blackboard discussion posts in designated weeks.

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 19 of 24 class sessions. In the event this is not possible due to a legitimate medical or other reason, the 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.

Attending class sessions and A/V screenings	approximately 4 hours per week
Reading and reviewing material	approximately 3–5 hours per week
Completing assignments	approximately 2–5 hours per week
Engagement in group work outside class hours	approximately 1–2 hours per week

Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	1500–2000 word essay	20%	1, 2, 3, 4	16 Sept by 3pm
2	1500–2000 word essay	20%	1, 2, 3, 4	14 Oct by 3pm
3	Online reflection and assessment posts (6 x 250 words)	30%	1, 2, 3, 4	Student chooses weeks to submit, but at least two must be submitted by 25 Sept.
4	Group seminar presentations (3x 40 minutes)	15%	1, 2, 3, 4	To be scheduled
5	Group seminar responses (3x 30 minutes)	15%	1, 2, 3, 4	To be scheduled

Assessment Requirements

This course is 100% internally assessed—there is no final exam. Assessment will be based on group work (in-class seminar presentations and responses) and individual work (two short essays);

online assessment and reflection posts). An explanation of each of these components follows.

GROUP WORK: Group Seminar Presentations (15%); Group Seminar Responses (15%)

This course features an innovative group work component that involves *individual assessment of contributions to group work* (15% group seminar presentations; 15% group seminar critical responses). A report about this group work is on file with Associate Dean Teaching and Learning Kathryn Sutherland. Course coordinator April Henderson considers this component to be the single most effective innovation in her 14 years of teaching to improve student retention and successful course completion; has presented on it at two international conferences and an FHSS Learning & Teaching lunchtime seminar; and received FHSS Learning & Teaching funding in 2015 to conduct a research project on its success ("Crafting Communities of Critique in the Classroom: Assessing why and how the PASI group work model works for students"). Results are currently being written up.

This group work component has run successfully since 2010 and has been carefully modified over that time to keep current with CAD and Ako Aotearoa recommendations for group work teaching and learning. It has been demonstrated to substantially improve student performance, including achievement of course learning objectives and successful completion of the courses, and is routinely cited in anonymous student feedback as one of the aspects of the course that most contributes to student learning. Its effectiveness for improving Maori and Pasifika student success is an aspect of the current research on it.

As stated, this group work component involves *individual assessment of contributions to group work* (rather than *group assessment of group work*), based on a careful system incorporating both course coordinator observation and regular student feedback on group performance. The class will be divided in our first week into three groups. Group membership will be determined by a brief diagnostic exercise in our first class to gauge individual student preferences regarding group dynamics. You will remain with your group for the duration of the term. In designated weeks (see weekly calendar, distributed in class and available on Blackboard), groups will be responsible for one of the following tasks:

- **Group seminar presentations (15%)**
 - **Presenting** on that week's materials (including all readings, and any lectures, guest lectures, field trips and/or AV material if applicable). Presentations should cover the aim, scope, essential and important points of weekly materials, and draw clear links between them and course learning objectives. Each group will present multiple times over the term, with sign-ups occurring in Weeks 1 and 2.
 - Weeks 3–11 presentations will cover materials assigned by the lecturer and will typically be scheduled for our first hour of class on Thursdays;
 - All presentations will be assessed on relevance, organisation, and accuracy. Further elaboration of these assessment criteria is below and an example of the detailed marking matrix used to assess your presentation is available on Blackboard. Participation of all group members will be a consideration. Strategies for effective presentations will be suggested in class and via Blackboard;

- **Group Seminar Responses (15%)**
 - **Responding**, in-class, to the presenting group, including an oral review of key points raised and any critiques you may have; asking questions based on your own thorough review of the material and understanding of the course learning objectives; and leading class discussion. Each group will respond multiple times over the term, with sign-ups occurring in Weeks 1 and 2.
 - Weeks 3–11 responses and discussion will typically be scheduled for the second hour of class on Thursdays;

- Group responses will be assessed on relevance, organisation, and accuracy. Further elaboration of these assessment criteria is below and an example of the detailed marking matrix used to assess your response is available on Blackboard. Participation of all group members will be a consideration. Strategies for effective responses will be suggested in class and via Blackboard. Scheduling of group responsibilities will take place the first and second weeks of class.

Further elaboration of assessment criteria for presentations and responses:

- **Relevance** pertains to whether and how presenting and responding groups were able to discuss the week's materials with regard to our specific learning objectives in this course (see *Learning Objectives*, above);
- **Organisation** pertains to whether and how presenting and responding groups conveyed their ideas in a clear and orderly fashion, kept to time, and kept to task;
- **Accuracy** pertains to whether the presenting and responding groups conveyed information from the weekly materials accurately and thoroughly, and brought theoretical nuance and insight to their discussion, including building on other course materials where appropriate.

Individual assessment of your participation in group work:

Group marks for presentations and responses are indicative only, setting a baseline from which individual marks are mediated in the final instance by 1) lecturer assessment of individual contributions to group work, and 2) a process of regular anonymous peer evaluation in Weeks 3, 6, and 12. The indicative group mark may be adjusted up or down for individuals who consistently contribute more or less, respectively, and this is made clear to students throughout the term. This safeguard is designed to ensure diligent individual contributions to group work are recognized. The lecturer will provide feedback to groups and, where necessary, individuals based on peer evaluation exercises in Weeks 3 and 6, and provide advice to groups for working out effective strategies for handling tasks if needed.

A note and invitation to friends, family, and community

Please feel free to invite family and friends to come hear you giving your seminars during the term—they would be most welcome!

INDIVIDUAL WORK: Online seminar reflection and assessment posts (30%); Individual research assignment (40%).

- **Online reflection and assessment posts (30%)**
 - As a rule of thumb, whenever you are not in a designated presenting or responding group, you will be required to submit an **online reflection and assessment post (minimum 250 words)** critically reflecting on the week's materials. This is *due within seven days* (so by the start of class the following Thursday). Long posts will not be penalised but try to keep posts under 500 words.
 - If you are posting about a week that included group presentations and responses, your post must comment on and critique that week's presenting and responding groups and assess the relevance, organisation, and accuracy of their presentation and response in light of your own understanding of the material (see further elaboration of these assessment criteria above).
 - If you are posting about a week when there were no designated group presentations, you must critically reflect on the week's materials.
 - Posts must demonstrate familiarity with readings and other course materials and may also include personal reflection and response to the material. Posts will be assessed on relevance and attentiveness to providing both assessment and critique, as well as quality of

personal reflection. Strategies for writing effective posts will be suggested on Blackboard. The detailed marking matrices used to assess your posts (note: there are separate matrices for presentation and non-presentation weeks) are also available on Blackboard.

- **Research assignments (40%)**
 - You will write **two short research essays (1500 – 2000 words each)** in this course. The topics of these essays are related; the first essay provides background for the second.
- **Essay 1 (20%; due Week 8, Friday by 3pm).**
 - Provide an overview of the migration history of a particular Pacific group and argue for or against the usefulness of any of the theoretical concepts discussed in class (*diaspora*; *malaga*; *vā [teu le vā or tauhi vā]*; *kula ni fuli*, *kula ni tua*, or others raised in class) for understanding this history. Your essay can focus on a broad national or ethnic group (e.g. “Tongan migration and diaspora”) or a more specific sub-group (e.g. Tongan professional rugby player migration and diaspora) but be sure you choose a topic for which you can find sources. Your bibliography must include at least two sources from Weeks 1–7 of our course materials, and at least five other scholarly sources. Your essay should be thoroughly proofread and copy-edited. It will be assessed on relevance and clarity in defining your topic, coherence of the exposition of your argument, accurate definition of terms, and incorporation of relevant references to illustrate and provide evidence for your discussion, as well as matters of form and style, including organisation of content and use of appropriate academic citation formats. Marks will be deducted for typographical errors at the rate of 1% for every 5 errors. The detailed marking matrix used to assess your essay is available on Blackboard.
- **Essay 2 (20%; due Week 12, Friday by 3pm).**
 - Building on the research conducted for Essay 1, examine one particular aspect or issue relevant to identity construction or identity maintenance for the Pacific group discussed in Essay 1 and discuss its significance. For example, if Essay 1 focused on *Tongan Migration and Diaspora, 1970s-present*, Essay 2 could look at relationships between identity and Tongan language maintenance in New Zealand (or Australia, or the USA), or the role of Tongan churches outside of Tonga, or the way Tongan concepts like *faka’apa’apa*, *’ofa*, or *fetokoni’aki* are interpreted and exhibited in overseas contexts, or how popular music, dance or the internet influences Tongan identity, or the formation of Tongan gangs in NZ, AUS, or USA, or the significance of diasporic Tongan literature for posing new ways of thinking about Tongan identity. We will discuss potential topics in class and you are encouraged to run ideas past your lecturer. Your bibliography should include at least one source from Weeks 8–9 of the class, and at least five other scholarly sources. Your essay should be thoroughly proofread and copy-edited. It will be assessed on relevance and clarity in defining your topic, coherence of the exposition of your argument, accurate definition of terms, and incorporation of relevant references to illustrate and provide evidence for your discussion, as well as matters of form and style, including organisation of content and use of appropriate academic citation formats. Marks will be deducted for typographical errors at the rate of 1% for every 5 errors. The detailed marking matrix used to assess your essay is available on Blackboard.

Together, these research assignments demonstrate your fulfillment of course learning objectives, especially the following:

- Apply your understanding of relationships between migration, diaspora, culture, and identity in oral and written analysis of an example of Pacific culture or Pacific society.

Submission and return of work

Make sure to attach a cover sheet to your assignment. These are in a range of colours and can be found on the assignment box outside Room 101 at 6 Kelburn Parade. Your lecturer will endeavor to return marked work within ten working days.

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

Marks will be deducted for typographical errors at the rate of 1% for every 5 errors in the two short research assignments.

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.

Practicum/placement/field trip/internship arrangements

This course may include field trips during class hours to central Wellington locations. Information about these field trips will be included in the weekly schedule circulated in class. Students will be notified of any updates via Blackboard. Every effort will be made to accommodate students with constraints (such as courses just before or after this course). Depending on availability and interest, this course may incorporate optional local field trips in the Wellington community, in addition to scheduled field trips during class hours. Any additional expenses associated with these field trips will be discussed and agreed upon by the class in advance.

Set texts

There are no set texts or readings for this course. Readings will be available through Talis Aspire.

Recommended reading

Additional recommended readings will be 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

Feedback from the previous cohort of students in this course highlighted the interesting readings and other course materials; the helpfulness of the lecturer to provide assistance with assignments; and consistently noted that the group work component—while challenging—was one of the aspects of the course that most helped them to learn. Students from last year particularly appreciated the contributions of guest lecturers, and efforts will be made to retain or increase the number of guests presenting in the course this year.

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
- 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
- Special passes: refer to the *Assessment Handbook*, at 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
- 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
- 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
- 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