



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

VA'AOMANŪ PASIFIKA

PACIFIC STUDIES

PASI 301

FRAMING THE PACIFIC: THEORISING CULTURE & SOCIETY 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: Tues and Thurs 10am – 11.50am, MY 103
(Murphy 103)

Tutorials: There are no additional tutorials for this course.

Names and contact details

Coordinator: Emalani Case	Administrator: Charity Miller
Room 202, 6 Kelburn Parade	Room 101, 6 Kelburn Parade
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E: emalani.case@vuw.ac.nz	E: charity.miller@vuw.ac.nz
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 examines a number of critical issues in the contemporary Pacific through a detailed consideration of the work, ideas, and writings of Pacific writers, artists, filmmakers, activists and scholars. It also encourages critiques of established historical and narrative accounts.

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!

In PASI 301, students will explore what it means to “theorise” about Pacific cultures and societies. In this course we examine a number of critical issues in the contemporary Pacific through a consideration of the work, ideas, and writings of Pacific writers, artists, filmmakers, activists and scholars. We will discuss these with reference to established historical and narrative accounts of Pacific cultures and societies.

Artists and activists are critical in our region's field of intellectual production. However, the work of individual artists as cultural producers often gets undervalued in favour of what are accepted as timeless and authorless collective “traditions,” while activists' work for political change or historical redress often gets overshadowed by national and state leaders' domination of the archives. This course puts artists and activists at the centre of our investigation as a way of both broadening and deepening our understanding of the region; we gain new perspectives on the region that provide alternatives to those more easily accessible through mainstream media, information channels authorised by the nation-state, or dominant academic historiography. As they engage in the work of representing and/or transforming Pacific cultures and society, we can see artists and activists as agents of both theory and praxis. Furthermore, attention to their work gives us a keener understanding of the kinds of rhetorical devices and tropes that are being used to “frame” the Pacific, highlighting the fraught processes and politics of “representation.”

This course is taught in a seminar format with a significant focus on group work, and student attendance, preparation, and participation is critical. It is a reading and writing intensive course that also allows students the opportunity to undertake original research. This course outline and other information on this course are available on Blackboard: <http://blackboard.vuw.ac.nz>

Course learning objectives (CLOs)

Students who pass this course should be able to:

1. identify and evaluate key historical and contemporary theories about society and culture in the Pacific;
2. demonstrate understanding of the relationship between theorising and framing;
3. demonstrate understanding of key discussions about the historical role of the intellectual in society and culture;
4. demonstrate awareness of how artists and activists are engaged as intellectuals in theorising, framing or reframing the Pacific;
5. analyse how artists and activists negotiate social and cultural tensions in Pacific societies;
6. investigate whether and how the work of Pacific artists and activists is valued by their communities;
7. assess what we lose or gain when we consult artists and activists or look to art and activism as critical components of Pacific Studies.

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 in order to demonstrate progress towards achieving all of the CLOs of the course
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.

These are approximations only, and will shift based on the specific tasks each week.

Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	Annotated Bibliography (10 x 100 words minimum)	10%	1, 2, 3, 4, 5, 6, 7	19 Aug
2	2000–3000 word essay	30%	1, 2, 3, 4, 5, 6, 7	30 Sep
3	Online reflection and assessment posts (6 x 250 words)	30%	1, 2, 3, 4, 5, 6, 7	To be scheduled
4	Group seminar presentations (3 x 40 minutes)	15%	1, 2, 3, 4, 5, 6, 7	Groups will be assigned presentation dates, but at least 2 presentations will be completed before 25 Sept.
5	Group seminar responses (3 x 30 minutes)	15%	1, 2, 3, 4, 5, 6, 7	Groups will be assigned response dates, but at least 2 responses will be completed before 25 Sept.

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 (individual research assignment comprised of an annotated bibliography and an essay; online assessment and reflection posts). An explanation of each of these components follows.

GROUP WORK: Group seminar presentations; Group seminar responses

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 Emalani Case 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 2 - 9, presentations will cover weekly materials assigned by the lecturer and will typically be scheduled for our first hour of class on Thursdays;
 - Weeks 10 - 11, members of the presenting group will present on their individual research topics, as well as the assigned weekly material. Research presentations should describe how the essay has (or will) address the chosen essay question, and discuss sources used, progress on research and writing, and problems that you have encountered. Presentations should also draw links to the weekly materials. Research presentations will be scheduled for both Tuesday and Thursday sessions these weeks;
 - 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.
 - Weeks 2 – 9, responses and discussion will typically be scheduled for the second hour of class on Thursdays. Weeks 10 – 11, responses will be scheduled for both Tuesday and Thursday sessions;
 - 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 *Course 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 that 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 trimester - they would be most welcome!

INDIVIDUAL WORK:

Online seminar reflection and assessment posts (30%); Individual research assignment comprised of annotated bibliography (10%) and essay (30%).

- **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 five days (so by the start of class the following Tuesday).
 - 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 based on your own understanding of the materials (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 assignment – Bibliography and essay (40%)**

Your tasks are to:

1. Schedule an individual meeting with Emalani to discuss potential research essay topics; come prepared to discuss and select either an individual artist/activist or a particular art movement/social movement within the Pacific for your project. Think about your research project as the opportunity to demonstrate that you have achieved all the specific learning objectives of this course. (Weeks 2 - 3)
2. Undertake a review of the surrounding literature and build a reading list around your topic, providing an annotated bibliography of available sources relevant to your topic.
3. Remember, relevant sources can also include material that is not about your specific topic, but provides information, models or theoretical frames that will be useful for you. For example, you may not find academic articles specifically about "How the Free West Papua Campaign uses social media to re-frame the West Papuan liberation struggle," so you will have to synthesise your own arguments from 1) academic literature about West Papuan history and activism, 2) academic literature theorising the significance of digital media and social media for activist organisations (including Pacific and non-Pacific examples), 3) your own detailed observations about the Free West Papua Campaign's use of social media.
4. Your annotated bibliography should contain no less than ten entries and should provide annotations of at least 100 words for each entry (not including the title or other bibliographic information). A format for annotating bibliographies will be posted to Blackboard and discussed in seminar. Your annotated bibliography will be assessed on the quality and range of your sources, the consistency and fullness of your bibliographic information, and the provision of summaries that provide a brief overview of the source and explain its appropriateness and relevance for your topic. **(Due Week 6, Friday by 4pm) — 10%.**
5. Provide a well-organised, thoroughly proofread analytical essay discussing either
 - a. How the artist/activist/movement expresses, illustrates, or challenges theories about society and culture that have been discussed in this class, or
 - b. How the artist/activist/movement participates in or resists particular "framings" of the Pacific.

Your essay should be no less than 2000 but not more than 3000 words in length and 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.

(Due Week 10, Friday by 4pm) — 30%.

Further Readings & AV Material, Potential Essay Ideas

A list of recommended reading and audio-visual material will be posted under 'Course Materials' in Blackboard, as well as a folder listing some previous and potential PASI 301 essay topics.

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.

Essays must be submitted via blackboard by the stipulated due date. Instructions for submission will be discussed in class. Allow approximately 10 working days for marking of assessment items.

Extensions and penalties

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.

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.

Field trip arrangements

This course includes field trips during class hours to central Wellington locations. Information about these field trips are 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 student reader for this course. All readings will be available through Talis Aspire.

Recommended reading

Information regarding 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

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php. You will have an opportunity to participate in the formal evaluation of this course. Formal and informal student feedback on PASI 301 has resulted in many improvements to the course that will be discussed in class.

Feedback gathered from the previous cohort of students in this course overwhelming considered its quality to be excellent. While some students did think that the work load was a bit large, the majority of students strongly agreed that the course helped them to think more critically and creatively and that they valued highly what they learned. Last year's students unanimously agreed that the course stimulated their interest to learn more in Pacific Studies and indicated that the structure of the course facilitated their learning. As in previous years, students in the course consistently commented that the group work component—including presentations, in-class responses, and online posts—most helped them to learn. They also commented on the various fieldtrips and assignments that helped to keep them engaged throughout the trimester.

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