

Va'aomanū Pasifika

Pacific Studies & Samoan Studies

PASI 201 COMPARATIVE HISTORIES OF POLYNESIA 2008 Course Outline - Trimester 2

1. Course Organisation

Coordinator:	April K. Henderson 6 Kelburn Parade, Room 205 Telephone: 463-5829 April.Henderson@vuw.ac.nz
Lectures:	Monday, Wednesday 9:00pm-9:50pm Hugh Mackenzie Lecture Theatre 002
Tutorials:	Days/Times/Venues TBC <i>Students select 1 tutorial session and attend weekly</i>
For additional information:	Diana Felagai, Va'aomanū Pasifika 6 Kelburn Parade, Room 101 Telephone: 463-5830 Office hours: 9.00-5.00pm

2. Course Aims, and Objectives

Talofa lava, Malo e lelei, Kia orana, Bula vinaka, Yu orait no moa, Fakalofa atu, Taloha ni, Ia orana, Kam na bane ni mauri, Tena Koutou katoa! Welcome to PASI 201 Comparative Histories of Polynesia. With this course we build on PASI 101 to deepen our understanding of Pacific pasts. The title "Comparative Histories of Polynesia" refers to our aim of developing an understanding of similarities and differences between eastern and western Polynesian societies through 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. Emphasis is placed on introducing students to primary sources (including oral traditions and archival material) through a range of field-trips. As much as possible, the writings and creative productions of indigenous Pacific writers, artists and commentators will be discussed.

The learning objectives of this course are that students will:

- Remember the geographical, cultural and historical distinctions between Eastern and Western Polynesia;
- Understand what some of the key processes were that produced commonalities and differences in Eastern and Western Polynesian histories;
- Understand the purpose of the comparative approach to history and apply this through their own comparative investigation of Polynesian history;
- Analyze texts from Polynesian history with reference to relevant secondary sources

- material;
- Evaluate the possible reasons for similarities or differences in the unfolding of history in Eastern and Western Polynesia.

3. PASI BA Graduate Attributes

PASI 201 is a core course in the Pacific Studies BA Major. Below we have outlined the necessary attributes of someone who graduates with a PASI major. This course is designed to contribute to a selection of these attributes:

Critical Thinking

1. Demonstrates knowledge of the geographic, historical, cultural, social, political and economic diversity and complexity of the Pacific as a region.
2. Able to analyze and question assumptions and theories that frame representations of the Pacific.
3. Able to evaluate the quality and origin of sources of information on the Pacific.
4. Able to formulate and evaluate research questions that demonstrate an engagement with the broader context of the Pacific region.
5. Demonstrates an awareness of insider/outsider debates over knowledge in the Pacific and takes care to account for indigenous perspectives when conducting analysis of material.

Creative Thinking

1. Demonstrates awareness and appreciation of the relevance and value of creative work in enhancing understanding of Pacific societies.
2. Able to apply, synthesize, and interpret ideas and concepts from research and readings in creative academic projects.
3. Demonstrates an understanding of multidisciplinary approaches to studying the Pacific and is able to apply and create an interdisciplinary research project.

Communication

1. Demonstrates familiarity with a selection of key terms and concepts in Pacific languages.
2. Able to formulate and defend a well-considered point of view on Pacific issues.
3. Able to give and accept generous and diplomatic critique.

Leadership

1. Demonstrates a sense of responsibility towards Pacific communities in the islands, in New Zealand and in the world.
2. Demonstrates confidence and competence in representing Pacific perspectives when contributing to public debates.
3. Demonstrates a commitment to life-long learning about the Pacific.

4. Course Requirements

Workloads and Mandatory Course Requirements

The workload for PASI 201 is consistent with other departments within the Faculty of Humanities and Social Sciences 22 point courses. You are expected to allow on average 15 hours per week for this course.

To build a solid foundation for passing the final examination students need to meet the following requirements:

- Attend at least 9/11 tutorials
- Achieve at least 30% total from their combined coursework assignments

Students are encouraged to use the opportunities in tutorials to debate and discuss issues raised in lectures. Tutorials will be held between Week 2 and Week 13. Unexplained absences may result in marks being deducted from your overall coursework tally.

Key Texts:

- Multilith: available for purchase from Student Notes, this is the main required text for PASI 201.
- All videos listed in the course outline are held in the 9th Floor Audio-Visual Suite 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.
- Library Reserve Readings: a selection of recommended readings will be placed on Closed Reserve and 3-Day Loan in the Library.
- Handouts: occasionally required readings or notes will be handed out in lecture or tutorial.
- Map of the Pacific: a Xerox-copied map will be handed out in lecture, but Pacific Studies majors are encouraged to invest in a good-sized map of the contemporary Pacific.
- Supplementary reading: Pacific and Samoan Studies Project: visit www.nzetc.org/pacific/ to find some rare texts on Samoa, Cook Islands, and Niue which are freely available to you on-line.

Blackboard: This course outline will be made available on Blackboard for your convenience. All students have access to email accounts. To access Blackboard, visit: <http://blackboard.vuw.ac.nz/>. Blackboard will also be used for posting course announcements, relevant supplementary material. One week prior to the mid-term test, and two weeks prior to the Final Exam, lecture notes will be posted on Blackboard to help you with revision. If Blackboard is to be used for any other purpose in this course, your lecturer will inform you in class.

5. Assessment & Course Work¹

Assessment:		
	Coursework	60%
In-Class Test	20%	
Turnbull/Archives Exercise	10%	
Essay	15%	
Seminar	5%	
Field trip report	10%	
	3 hour Final Examination (October – November)	40%

Assignments should be handed to Diana Felagai in the Va’aomanū Pasifika office at 6 KP, or dropped into the drop box outside the office door by the due date. Fill out a cover sheet (located outside Room 101 on assignment box) to be attached to your assignment. Emailed assignments will not be accepted except by special arrangement with the lecturer. Late assignments will not be accepted except by special arrangement with the lecturer. If you have extenuating circumstances, you MUST request an extension BEFORE the assignment is due.

¹ PLEASE NOTE THAT STUDENT ASSESSMENTS FROM THIS COURSE MAY BE USED FOR HIGHER EDUCATION LEARNING AND TEACHING RESEARCH PURPOSES. YOUR LECTURER MUST OBTAIN EXPLICIT PERMISSION FROM YOU IF YOUR WORK IS TO BE QUOTED OR PUBLISHED OR USED AS AN EXEMPLAR FOR OTHER STUDENTS.

Coursework

- Turnbull Library/Archives Exercise: 600-800 words due Friday 4pm Week 7
- Comparative History Essay: 1500 words due Friday 4pm Week 9
- Field trip report: approx 600-800 words due any time before Friday 4pm Week 12

Field trip report: you may submit a report on any one of our class field trips. You may turn your report in at any time during the trimester, but definitely before Friday 4pm of Week 12. It is recommended, however, that you do your report soon after the field trip you've chosen to write about. Your report may be presented in a formal expository style, or as a more personal discussion. You must however, clearly describe where you've been, what you've seen and heard, and what stood out particularly for you. The purpose of the field trip report is to focus your powers of observation and allow you to share your reflections--both critical and complimentary--on what you have learned from these outings.

This year there are four required field trips for this course. All four field trips occur during normal lecture hours, and students are responsible for finding their own way to off-campus sites:

1. Whareni o Te Tumu Te Herenga Waka Marae
2. Alexander Turnbull Library, National Library of New Zealand, Corner of Molesworth and Aitken Streets
3. Archives New Zealand, 10 Mulgrave Street
4. Museum of New Zealand Te Papa Tongarewa, Pacific Collection (back of house)

There may also be one optional nature-oriented field trip. Students will be informed of details as they come to hand. Students taking this option are offered 5% bonus marks towards their course assessment.

Seminar: Seminar presentations are scheduled for tutorials between Week 9 and 12. Students will be reminded to sign-up for their seminar dates and times after the mid-trimester break. Seminar presentations must be based on written work done in the course (i.e. field trip report, Turnbull Library/Archives exercise or Comparative History essay.) The seminar is an opportunity for you to share, elaborate or reflect on work you have already done in the course. Each seminar is to be 7-10 minutes in length and assessment will be based on organization, accuracy, provision of references, and audience interest.

Turnbull Library or Archives New Zealand exercise:

- 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 either the Turnbull Library or the Archives New Zealand that are relevant to the course theme you have chosen.
 - Make sure that one of your sources is from Eastern Polynesia and one is from Western Polynesia.
 - You could select a collection of myths and legends from Eastern Polynesia and one children's storybook 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).
- **NOTE: THIS ASSIGNMENT FEEDS INTO YOUR ESSAY.**

Comparative History Essay:

- This assignment builds on your Turnbull Library/ Archives exercise.
- Look at the two sources you picked for the previous assignment. They have already given you some insight into Polynesian pasts, but what further questions do they raise? Do these two sources give you some clues to similarities and differences between eastern and western Polynesians? Your two sources should relate to a topic or series of questions covered in the course outline.
 - For example, you may have selected two missionary's accounts from the Turnbull Library for your first assignment: your essay would thus most logically be built around questions raised in Week 5 about "colonial collaborations."
- The general questions you are trying to answer in your essay are: Has history played out any differently between the eastern and western islands of Polynesia? And, what is gained or lost by taking a comparative approach to Polynesian history?
- Your essay should be about 1800-2000 words. Please consult with your lecturer if you are not sure about how to go about writing your essay.

In-Class Test

Thursday Week 6

10% identification and short answers

10% summaries of selected course texts

Final Exam

3 hour Registry Examination-Date and Time tba

10% identification and short answers

15% summaries of selected course texts

15% 2 essays

6. Support Services

Tagata Pasifika Room

The Tagata Pasifika Room (Rm 102) 6 Kelburn Parade is available for use by Pacific Islands students. It is equipped with two computers that are linked to a printer for word-processing. Pick up the key from 10 Kelburn Parade at the Liaison Office, leave your ID card and return the key to 10 Kelburn Parade after use to pick up your ID card.

Pacific Liaison Officer

The Pacific Liaison officer, Sera Gagau is available to help you with course advice and planning. She is available from Monday to Friday, 8.30am to 5.00pm. Sera can be contacted by ringing 04 463 5374 or 04 463 5233 ext 6670, dropping in to her office Rm 106 in the Hunter Building or e-mail sera.gagau@vuw.ac.nz

Maori and Pacific Islands Students

Maori and Pacific first-year students enrolled in PASI 201 are eligible for mentoring through the Faculty of Humanities and Social Sciences. For more details see Melissa Dunlop in at 16 Kelburn Parade, or contact her via email melissa.dunlop@vuw.ac.nz

Pasifika Learning Advisor

Ruth Davidson-Toumu'a is Victoria University's Pasifika Learning Adviser. She provides a weekly Pasifika Programme, where you can learn new study and learning skills along with other Pacific students. The programme runs on Wednesdays, 12-1pm at the Seminar Room, Student Learning Support Service, level 0 Kirk Wing, Hunter Courtyard. Contact Ruth for a one-to-one appointment, tel 04-463 7455, or email Ruth.Davidson-Toumua@vuw.ac.nz.

Student Learning Support Services

All students are entitled to use Victoria's Student Learning Support Service, which offers a variety of courses, workshops and other programmes to help you develop the skills to gain maximum benefit from your studies at Victoria. It is located at Level 0, Kirk Wing, Hunter Courtyard, Kelburn, Wellington. Visit their website: http://www.vuw.ac.nz/st_services/slss/

Learning support is free, friendly and confidential. It's never too late to learn how to learn better!

Accommodation for Students with Disabilities

Students with disabilities requiring information on support and services, or wanting to discuss any particular concern about studying at the University, should contact the coordinator for Students with Disabilities located at 2 Waiteata Road, phone 472-1000 ext 8231. For matters relating to your participation in PASI 201 please contact the course coordinator in the first instance.

Accommodation arrangements for students with disabilities need to be discussed as soon as possible with the course coordinator.

7. General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hardcopy or under "about Victoria" on the Victoria homepage at:

http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Student and Staff Conduct
- Academic Grievances
- Academic Integrity and Plagiarism
- Meeting the Needs of Students with Impairments
- Student Support

Academic integrity and plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning,
- cancellation of your mark for an assessment or a fail grade for the course,
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

www.vuw.ac.nz/home/studying/plagiarism.html

Student Support

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contacts are **Dr Allison Kirkman, Murphy Building, room 407** and **Dr Stuart Brock, Murphy Building, room 312**. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

Manaaki Pihipihinga Programme

This programme offers:

- Academic mentoring for all Māori & Pacific students at all levels of undergraduate study for the faculties of Commerce & Administration and Humanities & Social Sciences. Contact Manaaki-Pihipihinga-Programme@vuw.ac.nz or phone 463 6015 to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses
- Postgraduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities
- Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; Pacific-Support-Coord@vuw.ac.nz or phone 463 5842.

Manaaki Pihipihinga is located at: 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring & some first year Commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Māori Studies mentoring is done at the marae.

Student Services

In addition, the Student Services Group (email: student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at: www.vuw.ac.nz/st_services/

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at education@vuwsa.org.nz) is located on the ground floor, Student Union Building.

PASI 201 Comparative Histories of Polynesia 2008

COURSE OUTLINE²

Week 1 Approaching Polynesia: I ka wa mamua, I ka wa mahope July 7-11

Mon Lecture: Introduction and Course Outline
Wed Field Trip: Te Tumu te Herenga Waka Marae

Reader: Selections from Sir Peter Buck/Te Rangi Hiroa, *Vikings of the Sunrise*. Auckland: Whitcombe and Tombs Ltd, 1954:13-26. Selections from Sir Tom Davis, *Island Boy: An Autobiography*. Suva: University of the South Pacific, 1992:3-16.

Further Reading
3-Day Loan: Epli Hau'ofa, "Our Sea of Islands," in *A New Oceania: Rediscovering Our Sea of Islands* edited by Vijay Naidu, Eric Waddell, and Epli Hau'ofa. Suva: School of Social and Economic Development, USP in association with Beake House, 1993: 2-16. Douglas L. Oliver, "The Polynesians" in *The Pacific Islands*. New York: Doubleday, 1961.

NO TUTORIAL

Week 2 Pre-colonial worldviews July 14-18

Mon Lecture: Approaches to Polynesian History
Wed Lecture: Oral Traditions and Polynesian Ways of Knowing

Reader: Selections from Robert W. Williamson, *Religious and Cosmic Beliefs of Central Polynesia*. New York: AMS Press Inc., 1933:1-45.

Further Readings
3-Day Loan: Selections from *The Kumulipo: A Hawaiian Creation Chant*, Martha Beckwith (ed). Honolulu: University of Hawaii Press, 1972. Lilikala 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.

First Tutorial: Discussion: How useful are oral traditions such as "myths" and "legends"? What do they tell us about Polynesian pasts? What do they tell us about Polynesian unity? What do they tell us about Polynesian diversity? How are they relevant to contemporary Polynesians?
Tips on preparing for written assignments in this course will be shared in this first tutorial

² Please note that this course outline and class schedule is subject to change.

Week 3 Pre-Colonial Encounters (Native and Native)

July 21-July 25

Mon Lecture: Polynesian Voyages

Wed Lecture: Face to face: *He alo a he alo*

Reader: Selections from Ben Finney, *Hokule`a: the Way to Tahiti*. New York: Dodd Mead and Company, 1979:3-17; Lessin and Lessin, *Village of the Conquerors: Sawana: a Tongan Village in Fiji*. Oregon: University of Oregon, Department of Anthropology, 1970: 1-25.

Video: 9th Floor AV Suite, The Navigators (video: 58 min)

Tutorial Discussion: Did Polynesians travel between Pacific Islands before the Europeans arrived? How did Polynesians maintain kinship, economic, political and spiritual ties with each other? Did Polynesians have much contact with Melanesians and Micronesians in the pre-colonial period? How would we find out? **Tips on preparing for written assignments for this course will be shared again in this tutorial.**

Week 4 Pre-Colonial Encounters (Native and European)

July 28-August 1

Mon Lecture: On the Beach (and other Liminal Spaces)

Wed Field trip: Turnbull Library (date tbc)

Readings: David Chappell's *Double Ghosts: Oceanian Voyagers on EuroAmerican Ships*. London: ME Sharpe, 1997: 3-21, 78-97. David Samwell, "Some Account of a Voyage to the South Seas" in JC Beaglehole (ed), *The Journals of Captain James Cook, Volume 3, The Voyage of the Resolution and Discovery*. Glasgow: University Press, 1777: 1059-1085.

Further Readings

3-Day Loan: Greg Dening, *The Bounty: An Ethnographic History*. Melbourne: University of Melbourne, Department of History, 1988. E.H. McCormick, *Omai: Pacific Envoy*. Auckland: Auckland University Press and Oxford University Press, 1977. Joseph Waterhouse, *The King and People of Fiji*. Honolulu: University of Hawaii Press, 1997.

Closed Reserve: Charles Wilkes, *Narrative of the United States Exploring Expedition, During the years 1838, 1839, 1840, 1841, 1842*. London: Ingram, Cooke and Co, 1852.

Tutorial Discussion: What were the dominant characteristics of encounters between Polynesians and Europeans? Were there differences between the encounters in Eastern and Western Polynesia? Did it matter whether the encounters were just between elites or between commoners? Where did "first encounters" tend to take place? How did Polynesians and Europeans communicate with each other? What kinds of ideas structured their relationships? Have any of these structures survived into the present? Why or why not?

Week 5 Colonial Collaborations

August 4-8

Mon Lecture: *Liumuri--Betrayal? Or Forward Thinking?*
Wed Field trip: Archives New Zealand (date tbc)

Reader Roger C. Thompson, "Britain, Germany, Australia, and New Zealand in Polynesia", in *Tides of History, The Pacific Islands in the Twentieth Century*. Sydney: Allen and Unwin, 1994: 71-92; RG Crocombe and Marjorie Crocombe (eds), *The Works of Ta'unga: records of a Polynesian traveler in the South Seas 1833-1896*. Suva: University of the South Pacific, 1984: 1-26.

Further Readings

3-Day Loan: Selections from Colin Newbury, *Tahiti Nui: Change and Survival in French Polynesia 1767-1945*. Honolulu: University of Hawaii Press, 1980. Andrew Thornley, *Mai kea ki vei? Stories of Methodism from Fiji and Rotuma*. Suva: Fiji Methodist Church, 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.

Tutorial Discussion: Why were colonial powers interested in acquiring Polynesian territories? How did Polynesians assist in their own colonization, and the colonization of others? Why did Polynesians so readily accept Christianity?

Week 6 Colonial Conflicts

August 11-15

Mon Lecture: Trouble in Paradise: The issue of Slavery
Wed -----IN-CLASS TEST-----

9th Floor AV Suite: Act of War: The Overthrow of the Hawaiian Nation (video 57 mins)
Readings: Selections from H.E. Maude, *Slavers in Paradise: The Peruvian Labour Trade in Polynesia, 1862-1864*. Suva: University of the South Pacific, 1986:63-88; Selections from Noel Rutherford and Peter Hempenstall, *Protest and Dissent in the Colonial Pacific*. Suva: University of the South Pacific, 1984:44-66.

Further Readings

3-Day Loan: Selections from Colin Newbury, *Tahiti Nui: Change and Survival in French Polynesia 1767-1945*. Honolulu: University of Hawaii Press, 1980.

Tutorial Discussion: What were the reasons for conflicts that occurred between Polynesians and European colonizers? Are there any similarities between colonial conflicts in Eastern and Western Polynesia? How have Polynesians tended to resist colonial domination?

Tips for Approaching the Turnbull/Archive Exercise will be shared in this tutorial.

*** MID-TRIMESTER BREAK*** 18-29 August 2008

Week 7 O Tama Toa **Turnbull/Archive Exercise Due**
September 1-5

Mon Lecture: *Mana*
Wed Video: *Fit for a King (51 min)*

Readings: Selections from Sir Tom Davis, *Island Boy: An Autobiography*. Suva: University of the South Pacific, 1992: 89-98. Ratu Sir Kamisese Mara, *The Pacific Way: a Memoir*. Honolulu: University of Hawaii Press, 1997: 34-53.

Further Reading
3-Day Loan: Fay G. Calkins, *My Samoan Chief*. Honolulu: University of Hawaii Press, 1971.

Tutorial: Discussion: What are the similarities and contrasts between Sir Tom Davis and Ratu Sir Kamisese Mara? How did Polynesian leaders negotiate traditional and modern values? How are the experiences of chiefly men different from other men? Why, might we speculate, is there not much scholarship which analyses Polynesian masculinity? How would we characterize the historical relationship between Polynesian men and Europeans? **Tips for how to approach the Essay assignment will be shared in this tutorial.**

Week 8 O Wahine Toa
September 8-12

Mon Lecture: *Mana Wahine*
Wed Lecture: *Mana Wahine (cont'd)*

Readings: Selections from Lili'uokalani, *Hawaii's Story by Hawaii's Queen*. Boston: Lee and Shepard Publishers, 1898: 267-295; Elizabeth Ellem, *Queen Salote of Tonga: the story of an era*. Auckland: Auckland University Press, 1999: 285-301.

Further Reading
9th Floor AV Suite: Women of Power (PASI DVD)
Closed Reserve: 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.

3-Day Loan Haunani-Kay Trask, "Mana and Hawaiian Women" in *From a Native Daughter, Colonialism and Sovereignty in Hawai'i*. Honolulu: University of Hawaii Press, 1999. Bengt Danielsson, "The Hula Girl as Housewife" in *Love in the South Seas*. London: Allen and Unwin, 1956.

Tutorial Discussion: What are the similarities and contrasts between Queen Lili'uokalani and Queen Salote? How did Polynesian leaders balance traditional and modern values? How might the experiences of chiefly women be different from other women? From what we've read, is there any difference between how a Polynesian woman would represent herself, and how a foreign researcher would represent a Polynesian woman? **Further tips on how to approach the Essay assignment will be shared in this tutorial.**

Week 9 Sovereignty and Decolonization

Essay Due

September 15-19

Mon Lecture: Contextualizing Sovereignty and Decolonization
Wed Lecture: The State of our Pacific States

Reader: Nic MacLellan and Jean Chesneaux, *After Moruroa: France in the South Pacific* Melbourne: Ocean Press, 1998: 116-142.

Further Reading
3-Day Loan: Selections from Zohl de Ishtar, *Daughters of the Pacific*. North Melbourne: Spinifex Press, 1994. Haunani-Kay Trask, *From a Native Daughter, Colonialism and Sovereignty in Hawai'i*. Honolulu: University of Hawaii Press, 1999.

9th Floor AV Suite: Sudden Rush (cd/audio).
The Tribunal (video: 84 min)

Tutorial Seminar Presentations

Alternative Discussion questions: What are some of the key issues relating to national sovereignty for colonized peoples in Polynesia? How important is sovereignty for independent Pacific nations? How can people in independent Polynesian nations support formal decolonization in other parts of Polynesia? What are some of the ways that decolonization still needs to take place even after formal independence is achieved?

Week 10 Diasporas?

September 22-26

Mon Video: New Zealand, An Immigrant Nation: Searching for Paradise (46 min)

Wed Field Trip: Te Papa, Back of House-Pacific Collection (tbc)

Readings: Cathy A. Small, *Voyages from Tongan Villages to American Suburbs*. New York: Cornell University Press, 1997: 13-29.

Further Reading
3-Day Loan Toa Luka, *Niue Island to New Zealand*. Ruakaka: Toa Luka, 1993. Morgan Tuimaleali`ifano, *Samoans in Fiji: migration, identity and communication*. Suva: Institute of Pacific Studies, The University of the South Pacific, 1990. 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.

9th Floor AV Suite: Te Vaka (cd/audio). TBA

Tutorial Seminar Presentations

Alternative Discussion questions: Where have Polynesian people migrated to in the past? Where are Polynesian people migrating to today? What are some of the assumptions that are often made about why Polynesians migrate? How can we better understand the nature of contemporary Polynesian migrations? Do all Polynesian migrant communities abroad constitute diasporas?

Week 11 Renaissance? *Ka mate, ka mate! Ka ora, ka ora!*
September 29-October 3

Mon Lecture: Some Key Moments in Contemporary Polynesian Cultural History

Wed Lecture: Is there a Polynesian Cultural Renaissance? And what does that mean?

Reader: John Pule, "Tales of Life's Legends" from *The Shark that Ate the Sun, Koe Magone Kai e La*. Auckland: Penguin Books, 1992: 260-274.

Further Reading

3-Day Loan: Nicholas Thomas, *Oceanic Art*. London: Thames and Hudson, 1995. Sean Mallon and Pandora Fulimalo Pereira, *Speaking in Colour: Conversations with Artists of Pacific Island Heritage*. Wellington: Te Papa Press, 1997.

Closed Reserve: Sean Mallon and Pandora Fulimalo Pereira, *Pacific Art Niu Sila: the Pacific dimension of contemporary New Zealand arts*. Wellington: Te Papa Press, 2002.

Tutorial Seminar Presentations

Alternative Discussion questions: What are some of the key features of the Polynesian cultural and artistic renaissance in New Zealand? How can art stimulate social transformation or ensure social cohesion?

Week 12 Revision **Field Trip Reports Due**
October 6-10

Mon *Sa rauta?* Enough?

Wed Revision and Course Evaluation

Tutorial Seminar Presentations.

Tips for preparing for the Final Exam may also be discussed in this tutorial.