

Va'aomanū Pasifika

Pacific Studies & Samoan Studies

SAMO 111 SAMOAN SOCIETY AND CULTURE 2009
Course Outline – Trimester 1

1. Course Organisation

- Course coordinator:** Galumalemana Alfred Hunkin
6 Kelburn Parade, Room 202
Telephone:: 463-5831
Galumalemana.hunkin@vuw.ac.nz
- Lectures:**
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|-----------|----------------|-----------|
| Monday | 1.10 - 2.00pm | HMLT 003* |
| Tuesday | 1.10 - 2.00pm | HMLT 003* |
| Wednesday | 12.00 -12.50pm | HMLT 003* |
- *(Hugh Mackenzie – Level 1 Room 003)*
- Tutorials:**
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|-----------|-----------------|-----------------|
| Monday | 11.00 - 11.50pm | 6KP – Room 102* |
| Wednesday | 11.00 - 11.50pm | 6KP – Room 102* |
- *(6 Kelburn Pde – Room 102)*
- Trimester dates:**
- Monday 2 March** – First trimester begins
Friday 10 April – Good Friday – Mid Trimester Break
Monday 13 & 14 April – Easter Monday & Tuesday (*uni holidays*)
Monday 27 April – First trimester resumes
Friday 5 June – First trimester ends – Lectures cease.
Monday 8 June – Mid year study break
Friday 12 June – Mid year Examinations begin
Wednesday 1 July – Mid year exams end
- For additional information:** Diana Felagai, Va'aomanū Pasifika
6 Kelburn Parade
Telephone : 463-5830
Office hours: 9.00-5.00pm

2 Learning Objectives

Course Aims

This course will introduce students to Sāmoan culture and society in a broad sense. It will focus particularly on fa'asāmoa not only as the nucleus in which its culture and values are framed but also as a major concept in viewing the world of Sāmoans in Sāmoa and Sāmoans outside, particularly in centres such as New Zealand, and other cosmopolitan centres such as Honolulu, Australia and Los Angeles. The course will include aspects of pre-European Sāmoan society, cultural change as well as trends for the future of fa'asāmoa in New Zealand.

Objectives

Students at the end of the course, should be able to:

- identify some of the key values and concepts of Sāmoan society.
- analyse the impact of outside/ western influences on fa'asāmoa and Sāmoan society
- explain the development of responses by Sāmoan whether it be political, educational, sporting, social etc to the new environment.
- identify and develop an understanding of contemporary issues that relate and are impacting on Sāmoan in New Zealand Society.

Course Content

SAMO 111 is an introductory overview which will survey/examine Sāmoan culture and society from the dawn of its beginnings to the present day and into the future. Topics that will constitute the programme include the following:

- . Mythological creation/historical beginnings
- . Fa'asāmoa and its traditional 'wrappings'/meanings
- . The church and its role in fa'asāmoa
- . Identity: 'O le ā le Sāmoa? /What is a Sāmoan?
- . Gagana Sāmoa / Language
- . Sāmoan music and art
- . Land
- . Sport / Education / Future of Fa'asāmoa in NZ

SAMOA BA GRADUATE ATTRIBUTES

Critical Thinking

1. Able to appreciate & understand the relationship between the language and culture of fa'asāmoa.
2. Able to use skills and knowledge to grow in understanding Samoan society & its place in the modern world.
3. Demonstrates an awareness of the challenges to language and cultural survival in modern diaporic environment.
4. Able to relate knowledge of fa'asāmoa to challenges and provide solutions in cross-cultural arenas.

Creative Thinking

1. Demonstrate creative ability to apply ideas and knowledge of fa'asāmoa to modern settings.
2. Demonstrate awareness in making creative connections between a Samoan identity and cultural realities within NZ social settings.
3. Demonstrates an appreciation of the value of Samoan oral traditions such as poetry, music and oral arts such as oratory in modern applications.

Communication

1. Demonstrate ability to express self competently and confidently in writing and speaking in the Samoan language in a variety of social settings.

2. Able to use appropriate register of spoken language for appropriate social situations.
3. Able to apply knowledge of fa'asamoa in making considered responses from a Samoan point of view.
4. Ability to critique public attitudes and perceptions from a Samoan perspective.

Leadership

1. Ability to negotiate and mediate between family, community and Samoan society at large.
2. Initiative to conduct and lead in issues of importance affecting Samoan community in relation to wider community in New Zealand and diaspora.
3. Demonstrate responsibility in taking care of the relationships between Samoan and other New Zealanders –*teu le vafealoa'i* (look after the relationships).

Other

1. Ability to make informed decisions that reflect awareness of issues that impact on a smooth and safe transition in New Zealand.

3. Readings, Basic texts

1. SAMO 111 course reader - \$14.49
Purchased at the Student Notes – Student Union Building
2. All videos screened in lecture times constitute required texts.
3. Handouts given out during lectures or tutorials.
4. Music tapes played with accompanying words.
5. Library Reserve Readings : Use the reserve section in the library for materials placed on reserve.

4. Assessment & Coursework

Assessment

Coursework	50%
Final Examination	50% (3 hour exam)
<i>(Examination period – 12 June-1st July 2009)</i>	

Coursework

A. 2 Essays :

Essay one (1500 words)	due Thursday, 9 April, 2009	20%
Essay two (1500 words)	due Friday 15 May, 2009	20%

B. Seminar presentations 10%

A. Two written essays should be handed to Va'aomanū Pasifika office at 6 KP, or dropped into the assignment box outside the office door by the due date/time. Emailed or faxed 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 special circumstances, you **MUST** request an extension **BEFORE** the assignment is due. Make sure to attach a cover sheet to your assignment. These are found on assignment box outside Room 101. See Annex 1 for allocation of marks for the essays.

B. Individual Seminars. Seminar presentations will begin in week 7.

Seminars will take place during tutorials.

Students must sign up for their seminar dates and times before the Mid-Trimester break. Topics for seminars may be based on readings or video or guest lectures presented during classes.

Each Seminar will be between 5 - 10 minutes in duration. Marks will be allocated according to relevance to course work; organisation; cogently presented as well as accompanying references.

Note : The top 3 seminars will be re-presented in the last week of classes to whole class.

5. Course Requirements

Students are required to complete the following minimum requirements in order to sit final examinations

- Attend a minimum of eight (8) tutorials (out of ten)
- Achieve at least 50% in course work assignments

The workload for SAMO 111 is consistent with other departments within the Faculty of Humanities and Social Sciences 18 point courses. You are expected to allow on average 12 hours per week for this course.

Students are encouraged to use the opportunities in tutorials to debate and discuss issues raised in lectures. Tutorials will begin from Week : (9th March 2009).

Penalties

Assignments handed in after the due date must be accompanied by a medical certificate or other evidence of exceptional circumstances, to be considered for grading. Information on penalty arrangements will be included with detailed instructions for the exercise.

6. General University Requirements

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* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

This website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates.

Academic Integrity and Plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

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

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

Lecture Outline

Week 1	M 2 March	Introduction to course Sāmoan belief systems: e.g mythological beginnings Fa'asāmoa: religious, cultural & historical meanings.
	T 3 March	
	W 4 March	

Readings:

Kramer, Augustin	(1994) The prehistoric Time Pg 24-43
Bro. Henry, Fred	(1979) Prehistoric Time Pg 1-11
Aiono, F.L.T	(1996) Motugā'afa
Kamu, L	(1996) Pre-Christian Concept of God in Sāmoa.

Week 2	M 9 March	The church & its role in fa'asāmoa Religion in traditional Sāmoa “ “
	T 10 March	
	W 11 March	

Readings:

Taule'ale'ausumai F.J	(1990) The Word made Flesh
Hunkin, A.L	(1980) Religious Change in Sāmoa
Kamu, L	(1996) Towards a theological Understanding of Sāmoan Culture.

Week 3	M 16 March	'O le ā le Sāmoa?/ What makes a Sāmoan? “ “ “ “ “
	T 17 March	
	W 18 March	

Readings:

Anae, M	(1997) Viewpoints and perspectives
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Week 4	M 23 March	NZ- born Sāmoan identity NZ born Sāmoa “ “
	T 24 March	
	W 25 March	

Readings:

Tiatia, J	(1998) Caught between Cultures
Anae, M	(1997) Viewpoint and perspectives
Mcperson, C	(1984) On the future of Sāmoan ethnicity in N.Z
Other extra materials handed out during class.	
Fairbairn-Dunlop, P	(2003) Making our Place Growing up PI in New Zealand

Week 5	M 30 March	Gagana Sāmoa/ Language Oratory “
	T 31 March	
	W 1 April	

Readings:

Aiono, F.L.T	(1996) Motuga'afa
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Week 6	M 6 April	Ta Tatau/ Sāmoan tattoo
	T 7 April	Sāmoan art
	W 8 April	Sāmoan music

Readings:

Faleomaveaga, H (1990). The Ritual of the Tatau
 Linkel, Ads (1997) Fa’asāmoa / The Sāmoan way
 Moyle, R (1988) Traditional Sāmoan Music
 Other extra materials handed out during class.

M I D - T R I M E S T E R B R E A K

- 13 April– 24 April ‘09

Week 7	M 27 April	Sāmoan music
	T 28 April	Land -Its meaning
	W 29 April	“ “

Readings:

Aiono, F.L.T (1986) Land Tenure in Sāmoa
 Galuvao, M (1987) Land and Migration in
 Western Sāmoa

Week 8	M 4 May	Siapo / Women art
	T 5 May	Siapo / Women art
	W 6 May	“ “

Readings/video:

Video & articles on Fatu Feuu
 Vercoe, C (1999) Video : Sāmoan Siapo
 Other extra materials handed out during class.

Week 9	M 11 May	Sport and fa’asāmoa / historical snippets
	T 12 May	“
	W 13 May	“

Readings/video

Materials to be handed out in class

Week 10	M 18 May	Education and Sāmoans in New Zealand
	T 19 May	“ “ “
	W 20 May	“ “ “

Readings/video

Materials to be handed out in class

Week 11	M 25 May	The future / will fa’asāmoa survive in NZ?
	T 26 May	“ “
	W 27 May	“ “

Readings:

Efi, Tuiatua T T (1995) Englishing My Sāmoan

Week 12	M 1 June	Public Holiday – Queens Birthday
	T 2 June	Re-presentation of top three
	W 3 June	Students seminars

Essay Title:

Your essay will be marked using the following criteria:

- A clear focus of the essay on the topic/ subject / issues.
- Conceptual frameworks as found in research and studies / readings of Samoa and Samoan society and culture are used in the essay.
- Relevant links between articles / books in terms of issue/question/topic.
- Adequate preparation in the thinking, and in the critical reading of course materials and supplementary readings.
- Argument clearly and consistently developed and well supported
- No confusing, irrelevant information and / or unsupported claims.
- Standard of expression and structure of essay.
- References are correctly given, text and references/bibliography.

Overall comments: