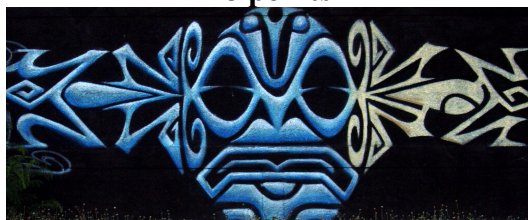


Va'aomanū Pasifika

Pacific Studies & Samoan Studies

PASI 101 (Summer Session) THE PACIFIC HERITAGE

18 points



Graffiti art on the road to Fa'a'a, Tahiti. Image courtesy of Cristina Verán ©2005

1. Course Organisation

Coordinator:

April K Henderson
6 Kelburn Parade
Room 205 ext 5829
April.Henderson@vuw.ac.nz

Venue:

Maclaurin LT103, plus field trips

Lectures, Tutorials, and Field Trips:

9am-3pm daily including one weekend; see attached timetable, pp. 6-7

Blackboard:

Visit: <http://blackboard.vuw.ac.nz/>

For additional information:

Diana Felagai
6 Kelburn Parade
Room 101 ext 5830
Diana.Felagai@vuw.ac.nz

2. Course Aims and Objectives

Talofa lava, Kia orana, Malo e lelei, Bula vinaka, Fakaalofa atu, Taloha ni, Yu orait no moa, Kam na bane ni mauri, Aloha kakou, Tena Koutou!¹ Welcome to PASI 101, a survey paper covering a range of topics relevant to Pacific nations and people. We will explore both indigenous and foreign perspectives on the geography, histories, cultures, economies, politics, and arts of this amazingly diverse region!

This course has been designed as a uniquely intensive, two-week version of the regular term PASI 101 paper. In the next two weeks, you will be expected to cover the same amount of material as the

¹ Samoan, Cook Island, Tongan, Fijian, Niuean, Tokelauan, Tok Pisin, Kiribati, Hawaiian and Maori greetings respectively. ☺

standard PASI 101 course. Additionally, a number of local field trips have been arranged to take advantage of the wealth and diversity of Pacific resources available right here in the Wellington area. It is hoped that you will draw meaningful connections between readings, lectures, class activities, and what you see and hear on your field trips. One of the challenges for Pacific Studies students is being able to identify and respect historical and cultural specificity, while also being able to detect structural commonalities and political or economic trends across the region.

Crunching a course normally taught over twelve weeks into two weeks will require, on your part, tremendous concentration and commitment to keeping up with the readings. Given our reliance on local expertise for our Wellington-area field trips, and the possibility that our seminar conversations may ebb and flow in as-yet-unpredictable ways, a certain degree of flexibility should be given to our course outline and daily timetable.

Course information is available on Blackboard. Relevant supplementary material and information updates will be posted via Blackboard. Visit: <http://blackboard.vuw.ac.nz/>

Students who pass the paper:

- ❖ Are familiar with the basic geography and demography of the Pacific region;
- ❖ appreciate that the Pacific is a complex region politically, culturally and socially;
- ❖ are aware that there are different ways of researching and understanding the Pacific;
- ❖ are able to identify and begin to use a range of local, regional, and international resources for research on the Pacific region;
- ❖ are able to summarize and discuss the ideas put forward in the required texts and lectures;
- ❖ ask thoughtful questions about the origins and effects of popular images of the Pacific;
- ❖ confidently share their own ideas and perspectives on regional issues through written work, and oral or performance presentations.

Key Texts:

- Multilith: available for purchase from Student Notes, this is the main required text for PASI 101.
- All videos screened during lecture hours also constitute required texts for PASI 101.
- Recommended Reading: *Making Our Place: Growing up PI in New Zealand*, edited by Peggy Fairbairn-Dunlop and Gabrielle Makisi.
- Reserve Readings: a selection of optional readings will be available on reserve to enhance and elaborate on topics covered in lecture.
- Handouts: occasionally required readings 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.

Workloads and Course Requirements

Students are expected to meet the following requirements:

- Attend at least 11 out of 13 days of class meetings; attendance will be taken frequently
- Achieve at least 50% in coursework assignments

The workload for PASI 101 is consistent with other departments within the Faculty of Humanities and Social Sciences 18 point courses. You are expected to allow on average 12 (non-class) hours per week—or in this case, at least 2 hours a day—of reading and engaging with the material for this course. Use the opportunities in tutorials to debate and discuss issues raised in lectures. For this intensive course, attendance at lectures and tutorials is mandatory.

3. Assessment & Course Work

100% Internally Assessed

Required Assignments

6% Library Assignment—due Thursday WEEK 1 by 5 pm

4% Research Outline—due Friday WEEK 1 by 5pm

10% First Field Trip Report—due Tuesday WEEK 2 by 5 pm

(Te Papa, or for those attending The Laughing Samoans show “Choka Blok” on Friday 28 Nov, that is an option, also)

10% Class exercises—held during scheduled tutorials

10% Seminar Presentation--these will be scheduled on first day of class and you will work in pairs

10% Second Field Trip Report—due Monday 7 December by 5 pm

(choose the trip to EKKA or the Politics field trip, if confirmed).

20% Examination—Friday 4 December 1:00-3:00 pm

30% Research Essay—due Friday 11 December by 5 pm

Assignments are to be handed in either directly to April (in class or in Room 205, 6KP) or submitted to Diana Felaga’i in the office at 6 KP. Please attached the orange coversheet to your assignment (these are found on the assignment box outside Room 101 – 6KP)

- ❖ The Library Assignment has been especially designed for us by our Library Liaison Officer, David Kukutai Jones. In addition, library staff have compiled an extremely useful Subject Guide to the Vic library’s Pacific Studies resources for you—ask the Reference Desk for one when you’re at the library. The library is a treasure house and doing this assignment will help you learn how to get the maximum out of it! To assist with completing your Library Assignment, attend one of three tutorials from 3:30-4:30pm, November 23, 24, 25, in Rankine Brown (library building), room to be announced.
- ❖ Class exercises will be outlined during designated tutorials, and may involve a combination of physical, verbal and written participation.
- ❖ Field Trip Reports—these assignments are designed to demonstrate your powers of observation and your writing skills. Quite simply, what is required is your summary of and reflections on two of the local field trips we take during our two-week course.

Some questions to help guide your writing: Where did you go? How did you get there? What did you learn? Who or what made an impression on you and why? Don’t hesitate to write about “the obvious”. It’s amazing how trying to describe what we think is obvious can actually be more challenging sometimes than trying to describe what we find curious.

For your first field trip report, most of you will write on Te Papa. For those of you who have tickets, I will also accept a report on the Laughing Samoans show “Choka Blok” (28 Nov); for your second field trip report you have a choice between writing about the visit to Ekalesia Kerisitiano Kuki Airani, or our visit with a Pacific politician (to be confirmed). Your field trip reports should be approximately 400-600 words, word processed or, if necessary, handwritten.

- ❖ Seminar Presentation—This should be a 7-10 minute discussion of a selected reading or video, highlighting the author’s key points and raising questions for discussion. To

accommodate our large class this year, you have the option of working in pairs or groups for this assignment. If you work in pairs or groups, you may divide responsibility however you wish, but be sure that everybody contributes equally to the preparation and delivery of the presentation. You will receive one, shared mark. We will designate the presentation schedule in our first class meeting.

- ❖ The Examination emphasizes a familiarity with the readings and discussions in lecture and tutorial. If you're up-to-date on your work, you'll be all right! A previous year's Final Examination is available if you'd like to have a look at it—this year's exam will have a similar format.
- ❖ Research Essay—This assignment has two parts. To get you thinking ahead, an outline and proposal for your essay is due in the first week that we meet. In the final research essay, which is due a week after we've finished classes, I'd like to see how you're able to integrate the skills you've developed and the knowledge you've gained from readings, lectures, your Library Assignment, class exercises, your field trip reports, your seminar presentation and the examination.

This is your research assignment: *Drawing on readings done for the course and at least five new sources*, write an essay of at least 2,000 words that *effectively responds to the following question*: WHAT IS THE MOST IMPORTANT ISSUE CURRENTLY AFFECTING PACIFIC PEOPLES AND/OR THE PACIFIC REGION? In *addition to* written materials, you may also incorporate other course materials such as videos and guest lectures, as well as personal observation or experience to illustrate your argument in the essay. Remember: a compelling argument is carefully constructed and thoroughly supported with references to relevant resources! You must provide a bibliography (detailing the author's full name, the full title of a work, place of publication, publisher and date of publication, as well as page references if book chapters or journal articles were used) for your essay. Please arrange your bibliography in the ascending order of author's last names (i.e. from A to Z).

4. General University Policies and Statutes

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>

5. Overview of Weekly Timetable SUBJECT TO CHANGE, AS PER COURSE NEEDS

WEEK ONE

	Mon 23 NOV <i>Introduction; Aotearoa/Niu Sila as a Pacific Nation</i>	Tue 24 NOV <i>Geography; When & Where Do We Begin?</i>	Wed 25 NOV <i>Research & Resources; Pacific Languages</i>	Thurs 26 NOV <i>Education; Pacific Studies: What/Why/ How?</i>	Fri 27 NOV <i>Pacific History</i>
9:00	-Go over course outline -House-keeping Matters	Lecture: Features of Pacific Islands geography	Discussion: Looking ahead to your research projects	Lecture: Learning the Hard Way	Lecture: 40,000 Years, 1200 Cultures, 7 Million People...and We've Got 2 Weeks to Cover It?
10:00	Break	Tutorial exercise: "Body-mapping the Pacific"	Break	Break	Break
10:10	Tutorial Exercise: Warm Pacific Greetings!	outside (weather permitting) & discussion	Lecture: Pacific Languages: Roots and Relationships	Videos: <i>Sons For the Return Home</i> (excerpt) and <i>A Day in the Life</i> (10 min)	Video: <i>Then There Were None</i> (27 mins) & Discussion
11:00	Video: <i>Children of the Migration</i> (71 min); Discussion	Lecture: When and Where Do We Begin? A Survey of Origin Stories	Video: <i>E Ola Ka 'Olelo Hawai'i</i> (15 mins)	Lecture: What (the heck) is "Pacific Studies"?	Tutorial Exercise: Writing History, Writing Representation: Who is Robea Taso?
12:00	12:15 Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
1:00	Lecture: Aotearoa/Niu Sila – A Pacific Island Nation?	Video: <i>Wayfinders</i> (approx 50 mins)	Lecture: Pacific Languages, Declines and Revivals	Lecture: Interdisciplinary + Indigenous + Comparative = PASI	Tutorial and Student Seminars
2:00	Go over Tue. Schedule, Seminars, Addtl. Assignments, Questions?	Tutorial/Group work	Tutorial and Student Seminars	Tutorial and Student Seminars	Guest speaker Ngavaine Tautua-Henry will brief class on EKKa field trip
2:50	Wrap-up and reminders	Wrap-up and reminders	Wrap-up and reminders	Wrap-up and reminders	Wrap-up and reminders
3:30-4:30	Library Tutorial RB 307 (attend only one)	Library Tutorial RB 307 (attend only one)	Library Tutorial RB 307 (attend only one)		
What's Due?				<u>Lib. Assign</u> due in by 5 pm today	<u>Research outline</u> due in by 5pm today

WEEK TWO

	Sat 28 NOV <i>Tutorial at HMLT 002; Field Trip: Te Papa Tongarewa</i>	Sun 29 NOV <i>Field Trip: EKKA</i>	Mon 30 NOV <i>Anthropology</i>	Tue 1 DEC <i>Health & Gender</i>	Wed 2 DEC <i>Pacific Politics</i>	Thurs 3 DEC <i>Economics and Globalization</i>	Fri 4 DEC <i>Our Sea of Islands; Final exam</i>
9:00	Tutorial and Student Seminars (your lecturer may bring treats to compensate for being at Uni so early on Sat morning!)	Field Trip: Meet at Wellington train station at 9:10am for trip to Porirua Ekalesia Kerisitiano Kuki Airani **OR** if you plan on meeting us at the Porirua Station (9.50am) or at the church itself (10:20am) please let April know.	Lecture: The Pacific in Anthropology, Anthropology in the Pacific	Lecture: Our Lives, Our Health	Lecture: Structures Created in the Past Carry Us into the Future? Leadership & Sovereignty in the Post-Colonial Era	Lecture: Global/Village: Impact of Globalization in the Pacific	Guest Lecture: Jakkie Leota:Ete: Malaga: Journey Across Our Sea of Islands
10:00	Field Trip: We will walk to Te Papa at 10am for our field trip to the Tangata o le Moana exhibition Debrief in the Te Papa Amphitheatre (weather permitting). Bring lunch or purchase something there.		Break	Break	Break	Break	Break
10:10			Lecture: Debating Culture	Video: <i>Compassionate Exile</i> (60 min)	Lecture: Leadership & Sovereignty, Contd.	Tutorial exercise: Navunavuci, a Pacific Island Board Game	Tutorial and Student Seminars
11:00			Video Excerpts: <i>Margaret Mead and Samoa</i>	Videos: <i>Maire</i> (40 min); <i>Happy Birthday Tutu Ruth</i> (27 min)	Politics Field Trip OR debate: details tba		Revision for Final Exam
12:00			Lunch Break	Lunch Break	Lunch Break	Lunch Break	
1:00			Tutorial and Student Seminars	Lecture: Gender Issues 101	Video: <i>Fiji, A Year After the Coup</i> (50 mins)	Video: <i>Living on Islands</i> (47 mins)	Final Exam
2:00			Tutorial and Student Seminars	Tutorial and Student Seminars	Tutorial and Student Seminars		
2:50			Wrap-up and reminders	Wrap-up and reminders	Wrap-up and reminders	Wrap-up and reminders	
What's Due?			<u>1st Field Trip Report</u> due in by 5 pm today				6:00pm Shared Meal, 6KP (optional)

6. Daily Schedule

DAY 1 MONDAY 23 NOVEMBER: INTRODUCTIONS; AOTEAROA/NIU SILA AS A PACIFIC NATION

What is the local context for “Pacific Studies”? What is the history of New Zealand in the Pacific? What are the histories of Pacific peoples in New Zealand?

Videos: *Children of the Migration* (71 min)

Readings for today:

- Multilith #1: “Political Entities of the Pacific Islands.” Map prepared for the Center for Pacific Islands Studies, University of Hawai’i at Manoa by Manoa Mapworks, 1987. Revised 1991
- Multilith #2: “When the hula meets the haka” from *Mana* (magazine) 10:14-27, 1995; “When the hula meets the haka—and settles down” from *Mana* (magazine) 11:34-39, 1996.
- Multilith #3: “Introduction” and “Part 1: Some Markers on the Journey” from *Making Our Place*, edited by Peggy Fairbairn-Dunlop and Gabrielle Sisifo Makisi. Palmerston North: Dunmore Press, 2000: 9-18, 19-43.

DAY 2 TUESDAY 24 NOVEMBER: GEOGRAPHY; WHEN AND WHERE DO WE BEGIN?

What are some key features of Pacific geography? What are some of the orthodox theories about Pacific people’s origins? What are some of the unorthodox theories? Which are you more convinced by? How much do ‘origins’ matter?

Videos: *Wayfinders* (approx 50 min)

Readings for today: <<Review map from Monday>>

- Multilith #10: “Whence and How?” in KR Howe, *Where the Waves Fall*, A new South Sea Islands history from first settlement to colonial rule, Sydney and London: George Allen and Unwin: 3-24.

Morning tutorial exercise: Body-mapping the Pacific

Afternoon tutorial: Student seminars:

1. _____ 2. _____ 3. _____

DAY 3 WEDNESDAY 25 NOVEMBER: RESEARCH & RESOURCES; LANGUAGE

PART I RESEARCH: How can we use the research resources available to us to find out more about the Pacific? How are our resources and tasks different from those of Pacific people who live their lives far removed from universities?

PART II LANGUAGE: Is language the best window into a culture? How does language shape our perceptions of reality and our imagination of other possibilities? How are Pacific languages related? Can Pacific people claim English as their language? How have Pacific people used creative writing for social and political purposes? How much do you see poetry and creativity with words being a part of lived Pacific cultures?

Video: *E Ola ka ‘Olelo Hawai’i* (15 min)

Readings for today:

- Multilith # 4: “Pasefika Languages and Pasefika Identities: Contemporary and Future Challenges” by Afeleti Tuiletufuga-Hunkin in *Tangata o te Moana Nui: The Evolving Identities of Pacific Peoples in Aotearoa/New Zealand* edited by Cluny Macpherson, Paul Spoonley, Melani Anae. Auckland: Dunmore Press, 2000:196-211.
- Multilith # 5: “O oe se a?” by Tate Simi, in *A deeper Song*. Apia: Samoan Observer, 1992:42-43.
- Multilith # 30: Excerpts from *Lali: A Pacific Anthology*, Albert Wendt (ed). Auckland: Longman Paul, 1980: 16-17, 103-107, 190-193, 222-223, 270-271, 284-291.

Morning tutorials: classroom tutorial exercise: “O oe se a?”

Afternoon tutorial: Student seminars:

1. _____ 2. _____ 3. _____

DAY 4 THURSDAY 26 NOVEMBER: EDUCATION; PACIFIC STUDIES – WHAT/WHY/HOW?

When we are in the classroom, how do we learn best? In what ways can the classroom be made more conducive to thinking productively and critically about the Pacific? What is Pacific Studies? What kind of knowledge do we expect to gain from Pacific Studies? How are we going to proceed with learning about the Pacific? What metaphors or models of learning might enhance Pacific Studies? What can you tell about Pacific Studies from this week’s and last week’s readings? Identify the most important issues that each of the articles raises.

Videos: *Sons for the Return Home* (excerpt); *A Day in the Life* (10 min)

Readings for today: <<Revisit “O oe se a?”>>

- Multilith # 6: “Education in Western Samoa: Reflections on My Experiences” by Lonise Tanielu in *Women’s Studies Journal* 13(2):45-59.
- Multilith # 7: “From a Native Daughter” by Haunani-Kay Trask in *The American Indian and the Problem of History*. New York: Oxford University Press, 1987:171-179.
- Multilith # 8: “Re-thinking Pacific Island Studies,” Terence Wesley-Smith in *Pacific Studies* 18(2):115-137.
- Multilith # 9: “Studying the Pacific,” Ron Crocombe in *Class and Culture in the South Pacific*, edited by Antony Hooper et al, Suva and Auckland: Centre for Pacific Studies, Auckland University and Institute of Pacific Studies, the University of the South Pacific, 1987:115-138.

Afternoon tutorial: Student seminars:

1. _____ 2. _____ 3. _____

DAY 5 FRIDAY 27 NOVEMBER: PACIFIC HISTORY

Tutorial Discussion: *What do our readings tell us are some significant similarities and differences among Pacific Islanders’ experiences in pre-colonial times? How does the past impact on our present? How can our understanding of the past be improved?*

Video: *Then There Were None* (27 min)

Guest Speaker: Papa Orometua Ngatupuna Niuputa and Deacon Ngavaine Tautua-Henry of EKKA will provide briefing on Sunday field trip

Readings for this week:

- Multilith # 11: “Explorers: 1520-1780” and “Whalers, Traders and Missionaries: 1780-1850”, Douglas Oliver in *The Pacific Islands*, Honolulu: University of Hawaii, 1961:83-116.
- Multilith # 12: “Pre-Colonial Times” by Robert C. Kiste in *Tides of History: The Pacific Islands in the Twentieth Century* edited by K.R. Howe, Robert C. Kiste and Brij V. Lal. St. Leonards, NSW: Allen & Unwin, 1994: 3-28.
- For further reading (optional):
- On reserve: Doug Munro, “Who Owns Pacific History? Reflections on the Insider/Outsider Dichotomy”, *The Journal of Pacific History* 29(2):232-37.
- On reserve: Haunani-Kay Trask, “Natives and Anthropologists: The Colonial Struggle” in *Voyaging through the Contemporary Pacific*, David Hanlon and Geoffrey M. White (eds.). Lanham, Maryland: Rowman and Littlefield, 2000:255-263.
- On reserve: Michael King, “The Climate Changes” from *Being Pakeha: an encounter with New Zealand and the Maori Renaissance*. Auckland: Hodder and Stoughton, 1985: 174-193.

Morning tutorial exercise: Writing History, Writing Representation: Who is Robea Taso?

Afternoon tutorial: Student seminars:

1. _____ 2. _____ 3. _____

DAY 6 SATURDAY 28 NOVEMBER: FIELD TRIP – TANGATA O LE MOANA AT TE PAPA

Reflect on how Pacific cultures and histories are being presented at the Museum of New Zealand Te Papa Tongarewa. Does the Tangata o le Moana exhibit give you a multi-dimensional portrayal of Pacific cultures? Does it give you a sense of the ways that Pacific culture is “made”? How can literature enhance our understanding of the lived cultures of the Pacific?

Field Trip: *Tangata o le Moana* Exhibition at Museum of New Zealand Te Papa Tongarewa

Handout provided to help structure field trip

Shared lunch/debrief afterward (exact location tbd)

DAY 7 SUNDAY 29 NOVEMBER: FIELD TRIP – EKALESIA KERISITIANO KUKI AIRANI, PORIRUA

How might this particular church service be familiar to you? How is it new or different to what you might have expected? How would you describe the social role of the church? Do you think the church functions differently in island and New Zealand contexts? Is Christianity a conservative or progressive force for Pacific people? Why?

Readings:

- Handout: Brief provided by Ngavaine Tautua-Henry and the EKKA.
- Handout: Excerpts from *Cannibals and Converts: Radical Change in the Cook Islands*, Maretu, translated, annotated and edited by Marjorie Crocombe. Suva: Institute of Pacific Studies, the

University of the South Pacific in association with the Ministry of Education, Rarotonga, 1983: 2-15, 198-202.

NOTE: Meet at Wellington train station 9:10am for 9:30 train to Porirua. **Review briefing handout provided by Ngavaine Tautua-Henry on Friday. This covers appropriate clothing and what to expect.** If you plan to meet us in Porirua, either be at the Porirua train station at 9:50am, or at the church itself at 10:20am. It is located on McKillop Street, two doors up from the RSA, Porirua East. Note that this is NOT the Cook Islands Christian Church that fronts Mungavin, but the one further up McKillop St.

DAY 8 MONDAY 30 NOVEMBER: ANTHROPOLOGY

What makes one approach to knowledge “native”, and another approach “anthropological”? Can we distinguish between flat, one-dimensional representations of a people and fuller, multi-dimensional representations? How has anthropology contributed to our understanding of Pacific cultures? How has it been misleading? Can we do better?

Videos: *Margaret and Samoa* (excerpt)

Readings for today:

- Multilith #13: “The Education of the Samoan Child,” in Margaret Mead, *Coming of Age in Samoa*, New York: Morrow Quill Paperbacks, 1961:20-38.
- Multilith #14: “Cooperation and Competition,” in Derrick Freeman, *Margaret Mead and Samoa: The Making and Unmaking of an Anthropological Myth*, New York: Penguin, 1984:200-211.
- Multilith #15: “South Pacific Stories: A Photo Essay,” by Ann Stephen, in *Meanjin* 53(4):679-688.

Afternoon tutorial: Student seminars:

1. _____ 2. _____ 3. _____

DAY 9 TUESDAY 1 DECEMBER: PACIFIC HEALTH/GENDERED INTERSECTIONS

PART I: What are the similarities and differences in social responses to leprosy and HIV/AIDS in the Pacific? What about social responses to diet-related diseases such as Type 2 diabetes and obesity? How do the latter health concerns get normalized in popular discourses about Pacific health - i.e how do people “explain” these health concerns in relation to Pacific peoples’ genetic or cultural inheritance? Do we think about our health everyday? What steps can we take to living healthier lives? How do our readings help us to think critically about health issues?

Videos: *Compassionate Exile* (60 min); *Maire* (40 min); *Happy Birthday Tutu Ruth* (27 min)

Readings for today, PART I:

- Multilith #16: Excerpts from Epeli Hau’ofa’s *Kisses in the Nederends*. Auckland: Penguin, 1987.
- Multilith #17: “Pacific Women and AIDS” by Vasemaca Rarabici, and “Living with AIDS: An HIV mother’s story” in *Pacific AIDS Alert Bulletin*, No. 18, 1999:3-5.

- Multilith #18: “Chapter 1: Before Makogai” and “Chapter 2: Two Dilemmas” by Sister Mary Stella, SMSM in *Makogai: Image of Hope*. Christchurch: Lepers’ Trust Board, 1978:17-47.
PART II: What are the factors that render women invisible in research and literature? Are some Pacific women more visible than others? How do different Pacific societies place cultural value on girls and women?

Readings for today, PART II:

- Multilith #19: “Gender Division of Labor,” Jocelynn Linnekin in *The Cambridge History of the Pacific Islanders* edited by Donald Denoon et al, Cambridge: Cambridge University Press, 1997:105-112.
- Multilith #20: “The Pacific Islands: All it Requires is Ourselves” by Vanessa Griffen in *Sisterhood is Global* edited by Robin Morgan, Garden City, New York: Anchor Press/Doubleday, 1984:517-524.

Afternoon tutorial: Student seminars:

1. _____ 2. _____ 3. _____

DAY 10 WEDNESDAY 2 DECEMBER: PACIFIC POLITICS

What relationships exist between national leaders and “traditional” leaders in Pacific societies? How have indigenous structures been impacted by colonialism? What are the challenges and difficulties facing national leaders in the Pacific? How have Western notions of democracy improved or debilitated effective leadership?

Video: *Fiji: A Year After the Coup* (50 min)

Field Trip: Pacific Politics Field trip --or--

Tutorial Activity: Mock debate (details to be advised)

Readings for today:

- Multilith #21: “Background” in *Cook Islands Politics: The Inside Story*, edited by Ron Crocombe et al, Auckland: Polynesian Press in association with South Pacific Social Sciences Association, 1979:1:22.
- Multilith #22: “Coups, Conflicts, and Crises: The New Pacific Way?” by Gerard Finin and Terence Wesley-Smith, Honolulu: East-West Center Working Papers, Pacific Islands Development Series, no. 13, June 2000.
- Handouts: news articles.

Afternoon tutorial: Student seminars:

1. _____ 2. _____ 3. _____

DAY 11 THURSDAY 3 DECEMBER: ECONOMICS AND GLOBALIZATION

Do we understand what subsistence means? What is “sustainable development”? What are the possibilities for sustainable development in Pacific Islands? How easy is it to cope with the demands of both traditional obligations and the capitalist market? How easy is it to survive as a

family/as a nation under present economic arrangements?? What do we mean by “globalization,” and how do we situate the Pacific in our model of global flows?

Videos: *Living on Islands* (47 min)

Readings for today:

- Multilith #23: Bruce Knapman, “Economic Development and Dependency” in *Tides of History: The Pacific Islands in the Twentieth Century* edited by K.R. Howe, Robert C. Kiste and Brij V. Lal. St. Leonards, NSW: Allen & Unwin, 1994:325-349.
- Multilith #24: Roman Grynberg. “The Ghost of Nkrumah in the Seas of Oceania” in *A New Oceania* edited by Eric Waddell, Vijay Naidu and Epeli Hau’ofa. Suva: School of Social and Economic Development, the University of the South Pacific, 1993:68-71.
- Multilith #25: I.G. Bertram and R.F. Watters. “The MIRAB economy in South Pacific Microstates,” in *Pacific Viewpoint* 26(3):497-519.
- Multilith #26: “Killing Me Softly” by Aziz Choudry. ZNET Daily Commentaries, 3 August 2002. <http://www.zmag.org/sustainers/content/2002-08/03choudry.cfm>

Morning and early afternoon tutorial exercise: Navunavuci: A Pacific Island Board Game

Afternoon tutorial: Student seminars:

1. _____ 2. _____ 3. _____

DAY 12 FRIDAY 4 DECEMBER: OUR SEA OF ISLANDS?: IMAGINING THE PACIFIC

What exactly is Epeli Hau’ofa suggesting in his essay “Our Sea of Islands”? What are the pros and cons of his proposal? As we are concluding this course, and thinking back to our early discussions, do you think that changing our terminology would make much of a difference in how we approach Pacific Studies?

Readings for today;:

- Multilith #27: Epeli Hau’ofa. “Our Sea of Islands,” in *A New Oceania* edited by Eric Waddell, Vijay Naidu and Epeli Hau’ofa. Suva: School of Social and Economic Development, the University of the South Pacific, 1993.
- Multilith #28: Tarcisius Kabutaulaka. “The Bigness of our Smallness,” in *A New Oceania* edited by Eric Waddell, Vijay Naidu and Epeli Hau’ofa. Suva: School of Social and Economic Development, the University of the South Pacific, 1993:91-93.
- Multilith #29: Douglas Borer. “Truth or Dare?” in *A New Oceania* edited by Eric Waddell, Vijay Naidu and Epeli Hau’ofa. Suva: School of Social and Economic Development, the University of the South Pacific, 1993:84-87.

Morning tutorial: Student seminars:

1. _____ 2. _____ 3. _____

FINAL RESEARCH ESSAY DUE FRIDAY 11 DECEMBER, 5PM (6 KELBURN PARADE)—NO EXTENSIONS!!
