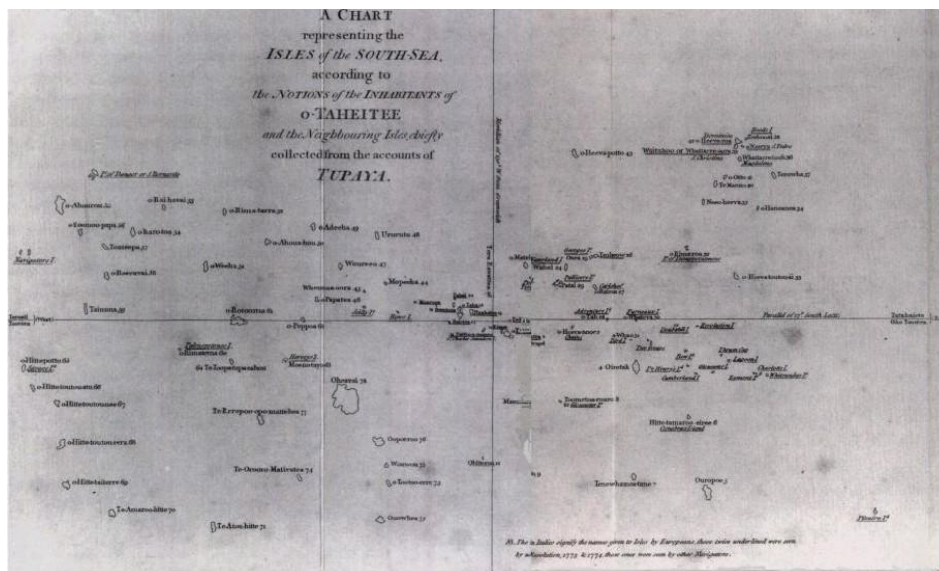


ENGL/MAOR233: Pacific Literature

Trimester 2 2010

Monday 12 July to Saturday 13 November 2010

20 Points



TRIMESTER DATES

Teaching dates: Monday 12 July 2010 to Friday 15 October 2010

Mid-trimester break: Monday 23 August to Sunday 5 September 2010

WITHDRAWAL DATES

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

NAMES AND CONTACT DETAILS

Alice Te Punga Somerville

alice.tepungasomerville@vuw.ac.nz 4636818

office 208 50 Kelburn Pde

CLASS TIMES AND LOCATIONS

Lectures

Tues 3pm-5pm HM LT003

Thurs 3pm-4pm HM LT003

Tutorials

We will arrange tutorials during our first class session. Information about tutorial groups will be posted on the Blackboard site for our class.

COURSE DELIVERY

This course is delivered through lectures (three hours per week: two hours on Tuesdays and one hour on Thursdays) and tutorials (you attend one per week). While brief lecture notes will be added to Blackboard over the course of the trimester, you should not assume that reading those notes will be a complete replacement for that we cover in a lecture.

COMMUNICATION OF ADDITIONAL INFORMATION

- Updated information about the course, and all handouts etc relating to the course, are posted on the Blackboard site for this course.
- Joining in the discussion about texts and issues on the class blackboard site is encouraged.
- Access to the blackboard site is available through <http://blackboard.vuw.ac.nz/>
- Please contact Alice if you have any questions or need further clarification about any aspect of the course.

COURSE CONTENT

This course focuses on the literature of our neighbourhood: the Pacific. Drawing on creative texts from around the Pacific, along with critical work from and about the region, the course foregrounds the tremendous diversity of the place which hiphop artist Oshen has described as the “liquid continent.”

You will consider these texts in relation to a number of contexts: publishing histories; the creation of the field of Pacific Studies; the articulation of Pacific feminisms; the connections and disconnections between Maori and Pacific writing, the position of writing within the broader context of cultural production in the Pacific; and the relationship between Indigenous, Diasporic and Settler communities.

The course maintains a dual focus on texts from Pacific writers based in New Zealand (‘Pasifika’ writers) and Pacific writers based in other parts of the region and/ or in other metropolises. An additional dimension of literature in the Pacific – writing produced by Europeans *about* the Pacific – provides an important context for reading these texts by writers who identify with the Pacific.

While our focus will be on Anglophone creative and critical texts, students who are able to read outside English are encouraged to pay attention to those texts in other languages as well.

LEARNING OBJECTIVES

By the end of the course you should be able to:

- discuss key features of Pacific Literature (including texts produced by Pacific writers based in New Zealand, texts produced in the Pacific outside of New Zealand, and texts produced by Europeans about the Pacific).
- articulate the place of Pacific Literary Studies within the fields of Pacific Studies and (Anglophone) Literary Studies.

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- develop, through lectures, tutorial discussions, tutorial readings and assessment, an understanding of relevant literary traditions, histories of interaction and colonisation, and the politics of publication and anthologising in the region.
- critically consider specific texts by Pacific people in the light of the above understandings.

EXPECTED WORKLOAD

For a 20-point course, you are expected to commit yourself to 200 hours of work. I recommend that you spend on average 14 hours per week including class contact hours, reading, writing and preparation. The remaining time should be spent on reading and preparation during the break.

GROUP WORK

One piece of assessment for this course is group work: we will form the groups after the first week of classes and you will be expected to present a 10 minute presentation with your group about an aspect of Wendt's novel. Your group presentation must include a verbal component (10 mins) and a 1 page handout for the rest of the class. Everyone in your group will get the same mark for this assignment: this is worth 10% of the final grade. Although everyone in your group is not expected to verbally contribute to the presentation itself, if you are not present on the day you will receive a mark of 0 for this assessment. Further details about the topic are in the assessment section of this handout.

READINGS

Essential texts (in order of reading):

- Sullivan, Wendt & Whaitiri (eds) *Whetu Moana*.
- Selina Tusitala Marsh (eds). *Niu Voices*.
- Albert Wendt *The Adventures of Vela*.
- Chantal Spitz *Island of Shattered Dreams*.
- Craig Santos Perez *from Unincorporated Territory*.
- ENGL248 Class Notes (Student Notes) cost t.b.a.

For the first two weeks of trimester all undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two all undergraduate textbooks will be sold from vicbooks and student notes from the Student Notes Distribution Centre on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

ASSESSMENT REQUIREMENTS

Each of these assessments has been designed to focus on a different aspect of the overall objectives of the course.

Assessment	% of final mark	Due date
Tutorial reports [5@200words = 1000 words]	20	Week 1 (Friday), week 3, week 6, week 8, week 11.
Close reading exercise [1000 words]	20	13 August
Group presentation: introducing the class to an aspect of Wendt’s novel	10	7 September
Research: Starter (10%), presentation (10%), and essay (30%) on own research topic [2000 words]	50	Starter week 9 (bring to tutorial). Presentations 12 Oct. Final essay 11am 14 Oct: bring to lecture!

20% Tutorial reports

You are to write 5 short tutorial reports (200 words), which have a combined weighting of 20% of your overall mark for the course. The topics for each report are listed below. Bring reports **to your tutorial** on the week indicated above. If you are not attending your tutorial for some reason, hand in the report (email is fine) **before** the start time of your tutorial.

These reports are not researched: they are your own ideas on the topic. They will be marked on the basis of successful completion of the task and the quality of your answer. This assessment task is tied to the second and third learning objectives for our course.

- 1

In the phrase “Pacific Literature,” what is the “Pacific”? In the phrase “Pacific Literature,” what is “Literature”?

- 2

Brown Wellington: sit in an urban space somewhere in Wellington (a bus stop, a street, a train, a library, a school etc). Look around you. Who can you see? Where can you see? What can you see? Reflect on the presence of Maori and Pasifika communities in Wellington from the point of view of the place you’re sitting.

- 3

Taking it to the people. Decide on a public venue for your insights into Pacific Literature: Wikipedia; an amazon.com review; a ‘comments’ section or a blog or website; a poster or handout; a facebook quiz; a contribution to a church or school newsletter; or come up with another idea (run it past me first – and keep

it legal!). Make a contribution of at least 50 words, and be prepared to show this to the class. (We will discuss this further in tutorials during week five.)

- 4

Pick one character from *Island of Shattered Dreams* and imagine you are going to go and meet them for lunch. Choose ONE text (poem, short story, essay) from our course which you would like take along to recommend to that character; explain why.

- 5

At some point in the trimester, attend a Pacific event/ gallery exhibition/ performance/ etc. Write about how it connects with the literature we're reading in our class. Come and check with me if you're not sure the event etc you're going to write about is appropriate. (Feel free to think outside the square!)

20% Close reading exercise

Write a 1000 word close reading of one text (poem or short story) that has not yet enjoyed published critical treatment. You'll be able to check Google or the MLA bibliography to see whether it's been critically examined yet.

This isn't a long formal essay: it's a close reading. Hand in a copy of your text, with all of your annotations and notes scrawled over it, along with your 1000 word close reading.

These reports are not researched: they are your own ideas on the topic. They will be marked on the basis of successful completion of the task and the quality of your answer. Your close reading should identify key literary features of the text, drawing on your knowledge of literary terms and Pacific contextual material. Your close reading should be arranged in clear paragraphs and you need to proofread for grammar and spelling. This assessment task is tied to the first and fourth learning objectives for our course.

10% Group presentation

With your group (we'll sort these out after the first week of lectures), introduce the class to Albert Wendt's *The Adventures of Vela* by paying attention to one specific aspect of the text. Your group will do your presentation on one of the following:

- Wendt as a writer
- Genre: the novel and the epic poem
- Nafanua
- The role of a tulafale
- Samoan religion
- Mobility, movement
- The concept of the va
- Tagaloa
- Aotearoa in the novel
- Various artistic forms
- How people have responded to the book ('reception')
- Another idea (discuss with me first)

Make sure your group prepares a 1 page resource to distribute to the class (I can do the photocopying if you get it to me at least a day early). Your group will have a maximum of TEN minutes for your presentation.

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Your presentation will be marked on the basis of successful completion of the task (including keeping within the ten minute time limit) and the quality of your verbal and written contributions. Your group verbal presentation should identify key aspects of the topic you have chosen, and clearly link these relevant aspects of Wendt's novel. Your written contribution should clearly support your verbal presentation, and must be proofread for grammar and spelling. This assessment task is tied to the first, third and fourth learning objectives for our course.

50% Research

Presentation (10%) Starter (10%) Essay (30%)

Produce an essay about some aspect of Pacific Literature which appeals to you. You may wish to focus on a particular text, author, nation-state, island, region, critical claim etc. Your essay needs to demonstrate engagement with the themes of the course, and treatment of specific texts (critical and/or literary).

Starter: Write between 1 and 2 pages about your research essay. The writing does not need to be overly formal but needs to be clear. It may include mindmaps, lists, images, etc. Make sure you *name the texts* on which you will focus, and show *how your topic relates to the overall themes of the course*.

Presentation: Prepare to talk to the class about your topic during the last week of class. This is a chance to share your 'angle' on Pacific Literature with everyone else, and gives us a chance to marvel at the range of literary studies in the Pacific. This will not be a long presentation (depending on class size, 3-4 mins) so you will need to be very selective about what you share with us.

Essay: (2000 words)

Your research essay will be marked on the basis of successful completion of the task and the quality of your answer. Your essay must demonstrate that you have developed a clear and relevant research question, completed appropriate research about the topic, and produced careful readings of specific Pacific texts. At this level of study, there is an expectation that your essay is well structured, clearly expressed, proofread for grammar and spelling, and correctly referenced. Each argument you make should be well supported by specific textual references.

This assessment task is tied to the first, third and fourth learning objectives for our course.

ASSIGNMENT COVER SHEETS

Assignment cover sheets and extension forms can be found on Blackboard or outside the Programme office. Remember to fill in your tutor's name.

EXTENSIONS AND PENALTIES

Extensions will be granted only in exceptional and unforeseen circumstances. Issues of workload do not constitute exceptional and unforeseen circumstances. If you require an extension, you must complete an extension request form (available on your course Blackboard site) prior to the assignment due date. This must be accompanied by relevant documentation (e.g. a doctor's certificate) where appropriate. Tutors cannot grant extensions. Work that is submitted late without an extension is subject to penalties. If work is handed in late, then one grade step (e.g. "B" to "B-") is subtracted and minimal comments are offered.

MANDATORY COURSE REQUIREMENTS

To gain a pass in this course you must:

- Submit the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work)
- Attend a minimum of 8 tutorials

CLASS REPRESENTATIVES

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

STATEMENT ON LEGIBILITY

You are expected to present work that meets appropriate standards. Work submitted during the course (i. e. work that is internally assessed) should be typed or prepared on a computer. Work submitted in the final examination will obviously be handwritten. You are expected to write clearly. Where work is deemed 'illegible', you will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) within a specified time frame.

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

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- 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>

GENERAL UNIVERSITY POLICIES AND STATUTES

You 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>

The AVC (Academic) website also provides information 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. This website can be accessed at:

<http://www.victoria.ac.nz/home/about/avcademic/Publications.aspx>

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COURSE PROGRAMME

Week 1	13 July	Introduction: Where are we? When are we? Writing in the Pacific.	
	15 July	Sinavaiana. "introduction: a kind of genealogy"	**rpt 1 due Friday**
Week 2	20 July	Representations of the Pacific	
	22 July	Representations of the Pacific	
Week 3	27 July	Aotearoa is in the Pacific: Brown Wellington	**rpt 2 due in tutorial**
	29 July	Aotearoa is in the Pacific: Brown Wellington	
Week 4	3 Aug	Aotearoa is in the Pacific: <i>Whetu Moana</i>	
	5 Aug	Aotearoa is in the Pacific: <i>Whetu Moana</i>	
Week 5	10 Aug	The Pacific is in Aotearoa: <i>Niu Voices</i>	
	12 Aug	The Pacific is in Aotearoa: <i>Niu Voices</i>	**close rdg due Friday**
Week 6	17 Aug	The Pacific is in Aotearoa: Albert Wendt, <i>Whetu Moana</i>	**rpt 2 due in tutorial**
	19 Aug	The Pacific is in Aotearoa: Albert Wendt <i>Vela</i>	
Mid Trimester Break:	Monday 23 August to Sunday 5 September 2010		
Week 7	7 Sept	<i>Vela</i>	**group presentations**
	9 Sept	<i>Vela</i>	
Week 8	14 Sept	Region: linking <i>Vela</i> to the region	**rpt 2 due in tutorial**
	16 Sept	Writing about writing: workshop session on final essays	
Week 9	21 Sept	<i>Island of Shattered Dreams</i>	**essay starter due**
	23 Sept	<i>Island of Shattered Dreams</i>	
Week 10	28 Sept	Specificity vs regionalism: <i>Whetu Moana</i> , <i>SPAN</i> , <i>Perez</i> , <i>IofSD</i> , <i>Niu Voices</i>	
	30 Sept	Diaspora: <i>Niu Voices</i> , <i>Whetu Moana</i> , Student Notes	
Week 11	5 Oct	<i>from Unincorporated Territory</i>	**rpt 2 due in tutorial**
	7 Oct	<i>from Unincorporated Territory</i>	
Week 12	12 Oct	We are writing in the Pacific: Student Presentations I.	
	14 Oct	We are writing in the Pacific: Student Presentations II.	
		Bring final essays to class.	