



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

VA'AOMANŪ PASIFIKA

PACIFIC STUDIES PASI 101 THE PACIFIC HERITAGE 20 POINTS

TRIMESTER 1 2014

Important dates

Trimester dates: 3 March to 2 July 2014

Teaching dates: 3 March to 6 June 2014

Easter/Mid-trimester break: 18 April to 4 May 2014

Study week: 9 – 13 June 2014

Examination/Assessment Period: 13 June to 2 July 2014

Note: students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

Class times and locations

Lectures:

- Mon and Fri 3.10 – 4pm, HM002 (Hugh Mackenzie Lecture Theatre, Room 002)
- Tues 3.10 – 4pm, HULT323 (Hunter Lecture, Theatre Room 323)

Tutorials:

- RM102 6KP – timetable to be posted on S-Cubed and Blackboard (6 Kelburn Parade)

Names and contact details

Coordinator: Dr Teresia Teaiwa	Administrator: Sylvietta Hanipale
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E: teresia.teaiwa@vuw.ac.nz	E: sylvietta.hanipale@vuw.ac.nz
Office Hrs: Immediately after class or by appointment	Office Hrs: Mon to Fri 8.30am – 4.30pm

Communication of additional information

Any additional information or changes will be conveyed via class noticeboards located at 6 Kelburn Parade, Blackboard, and/or emails to students. You will automatically receive all Blackboard announcements as an email sent to your @myvuw.ac.nz email address. If you are not going to use this Victoria email address set up for you, we strongly encourage you to set a forward from the Victoria email system to the email address you do use.

Prescription

This is a survey course on a range of Pacific nations, covering socio-cultural, geographical, economic, and historical issues including indigenous perspectives.

Course content

Talofa lava, Kia orana katoatoa, Malo e lelei, Bula vinaka, Namaste, Fakaalofa atu, Taloha ni, Halo olketa, Kam na mauri, Aloha kākou, Tena koutou katoa! This course is a journey through the immense geographic, historical, cultural, political and economic diversity of the Pacific Islands region. Along this journey you will encounter interesting and important information about Pacific societies. You will also come to understand and appreciate how the ways one sees, studies, and reports can produce varying and sometimes contradictory images of the Pacific. A particular focus of this course is on the intellectual and academic heritage of Pacific Studies, so we explore questions of what it means to study the Pacific when the university is our anchor.

The theme of PASI 101 is “The Pacific Heritage”. By heritage we mean the taonga, or treasures passed to us. Some of these taonga have long histories, while others have shorter histories. Some of these treasures may come to us through our families or communities, while others may be entirely new gifts from people to whom we have no blood or cultural connection. Some of the heritage we explore in Pacific Studies is material (we can touch it, or feel it), while other things we inherit are in the form of ideas and ways of doing things—not physical things themselves.

Because of this diversity in the Pacific Heritage, PASI 101 aims to cater to a variety of learning styles. For this reason, you are provided with options on your major piece of assessment. This is detailed on pages 6-8 of this course outline. Pacific Studies is a dynamic field that promotes both intellectual and personal growth — and is in turn a field that is open to having its boundaries pushed and developed by its students — you!

Course learning objectives (CLOs)

Students who pass this course should be able to:

1. Explain the basic principles of a Pacific Studies approach to studying the Pacific Heritage;
2. Define and illustrate an understanding of the key concepts of discipline, interdisciplinary, imagined communities, structure and agency, indigenous knowledge and translation;
3. Use the key themes and concepts of PASI 101 in your own critical and/or creative analysis of particular case/s where issues relating to the Pacific heritage are at stake.

Teaching format

This course is delivered in a combination of lecture formats and tutorial discussions. The latter will also involve student presentations, and all students are expected to come to tutorials prepared to engage in substantive discussion, by having read or at least previewed required material.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. Submit the total required number of KCQs and complete ALL components of the major assessment option they have chosen (i.e. Essay/Report or Exhibition/Performance)
2. Sit the examination
3. Attend 9 out of 11 tutorial sessions

Please note that students who achieve a passing mark for coursework at the end of the term, but fail to turn in major assignments or sit the final exam, will not get a “C-”, but will get a “K” grade, indicating that they have not passed the course due to a failure to meet mandatory course requirements.

Workload

The expectations are that students will work 10 hours per point, therefore a 20 point course

equates to 200 hours over the trimester. This includes scheduled contact time, individual or group study, and work on assessment tasks.

Assessment items and workload per item		%	CLO(s)	Due date
1.	Tutorial Seminar: ALL STUDENTS; 7-10 minute presentation, minimum 3 hours prep time	8%	1-3	tbc
2.	KCQs: ALL STUDENTS; 5x 300 word papers reflecting on course materials, minimum 7 hours prep time	20%	1, 2	Wks. 3, 4, 6, 9, 12
3.	Event reviews: ALL STUDENTS; 1x 600 word description of and commentary on a relevant Pacific community event; minimum 4 hours prep time	8%	1-3	28 March
4.	Library Assignment: ALL STUDENTS; 1x quiz related to library use and search techniques; minimum 2 hours prep time	4%	3	4 April
5.	Poto Essay or Report Proposal: ONLY POTO STUDENTS; 1x 300 word proposal + bibliography (not included in word count); minimum 3 hours prep time	5%	1, 3	11 April
6.	Akamai Exhibition or Performance Proposal: ONLY AKAMAI STUDENTS; 1x 300 word proposal + bibliography (not included in word count); minimum 3 hours prep time	4%	1, 3	11 April
7.	Poto Essay or Report: ONLY POTO STUDENTS; 1x 2000 word referenced essay or report + bibliography (not included in word count); minimum 14 hours prep time (1 hour attending an essay-writing workshop through Student Learning Support Services, 2 hours identifying relevant sources, 4 hours reading, 6 hours drafting your essay, 1 hour proofreading...minimum)	15%	1, 3	6 June
8.	Akamai workshops and tech rehearsal: ONLY AKAMAI STUDENTS; 2x 10-20 minute workshops and 1x 2-3 hour tech rehearsal (film students may be required to attend an additional 10-20 minute workshop with ITS staff earlier in the term);	16%	1, 3	tbc (Wks. 10-11)
9.	Akamai Evening: ONLY AKAMAI STUDENTS; 1x performance or oral presentation of visual work; minimum 17 hours prep time (1 hour for workshops, minimum 12 hours for independent or guided preparation, 1 hour for dress rehearsal, 3 hours at Akamai night)			5 June 6-9pm
10.	Akamai Journal: ONLY AKAMAI STUDENTS; 6x 300 word journal entries covering the six-week period of preparation for Akamai from Week 6-12; minimum 3 hours prep time			6 June
11.	Final Exam: ALL STUDENTS; 3 hours, 3 sections (identification and short answers, reading and video summaries, essay), minimum 10 hours prep time recommended	40%	1-3	13 June – 2 July

Assessment

All students complete Tutorial Seminars, KCQs, Event Reviews and Library Assignments worth 40%. Students then choose either the Poto Essay/Report Option or the Akamai Exhibition/Performance Option for their major assessment worth a further 20% to make up the total of 60% for Coursework.

Please identify the options available for your major assessment. Once you've decided which option you'll take, and noted the mandatory assessments for all students, you are advised to highlight the relevant assessments and deadlines for you. The course assessment consists of course work (60%) and a final exam (40%).

A three hour exam will be held during the examination period: 13 June - 2 July 2014.
More details on exact date and time will be available after the trimester break.

KCQS: ALL STUDENTS DUE AT TUTORIALS IN WEEKS 3, 4, 6, 9, 12 20%
KCQ stands for “Key Concepts and Questions”, and is constituted by a short paper (minimum 300 words in length) that students have to coincide with five (5) designated tutorials throughout the term: i.e. Weeks 3, 4, 6, 9, and 12.

All KCQs reflect back on a previous week and should cover all required readings for that week, and at least one of the following: a lecture, event, or video.

The format for a KCQ is:

1. For **at least two required readings** or other required course material covered in the most recent weeks prior, identify:
 - something that is *interesting* to you personally **from each** and explain why;
 - an *important* point **from each**, and explain why you think that point was important to each author/director/speaker;
 - The most *essential* point from each, and explain why you think that point was the most essential idea to each author/director/speaker.
 - At least one *question* that came up for you while you were engaging these particular course materials.
2. *Define* the *key terms* or *concepts* highlighted in the course outline for that week. If you use any sources for your definition, please provide references for them.
3. Discuss the *key terms* or *concepts* in two to three sentences, explaining whether or not they help you understand some aspect of the Pacific Heritage covered in each required text. If they do, explain how. If they do not, suggest a more relevant key term or concept from the text that you think might be more useful for Pacific Studies students to learn.

The minimum word requirement for each KCQ is 300 words or one typed page long. You may use bullet points, and do not have to write in an essay format in the KCQ. As a rule of thumb, you may want to allocate 75-100 words per reading for a total of 150-200 words for question 1; 25 words for question 2; and a further 50-75 words for question 3. Remember, 300 words is just the minimum requirement. You will not be penalised for going up to 500 words in a single KCQ. Students whose KCQs also include references to recommended readings or AV material, will be considered to be working at an exceptional level.

A total of 5 KCQs must be turned in—these must be turned in to your tutor in hardcopy, and only when you come to tutorial, NO EXCEPTIONS. **[You will also be asked to upload your KCQs to Bb as a back up, but it's the hard copies that will be marked and returned to you with comments.]** Students who do not turn in ALL the required 5 KCQs ON TIME do not meet mandatory requirements for this course. In the weeks that students elect not to turn in KCQs, they will still be asked to discuss discussion questions relevant to the week's course material. Your overall mark for this assignment will be based on your best 4 KCQs. Please see Blackboard for more specific details on the marking criteria for these assessments.

This assessment builds students' critical thinking and communication skills, and provides an opportunity for students to explore the learning objectives of this course, especially the following:

- Explain the basic principles of a Pacific Studies approach to studying the Pacific Heritage
- Define and illustrate an understanding of the key concepts of discipline, interdisciplinary, imagined communities, structure and agency, indigenous knowledge and translation.

TUTORIAL SEMINAR: ALL STUDENTS SLOTS AVAILABLE BETWEEN WKS 3 & 11 8%
Students will be required to sign-up for one seminar slot each. Each seminar is to be 7-10 minutes in length, and assessment will be based on organisation, relevance to course discussions, accuracy, and the provision of references. Please see the Blackboard site for a more detailed outline of assessment criteria.

Seminar topics should be organised as a focused response to the relevant readings, videos, or guest lectures in the week of your presentation. Seminars can also refer to field trips taken, and

engage relevant Pacific news topics. Tutorials are meant to be a supportive forum for exploring new as well as familiar areas of knowledge.

This assessment builds students' communication and leadership skills, and provides an opportunity for students to explore most of the learning objectives of this course, especially the following:

- Explain the basic principles of a Pacific Studies approach to studying the Pacific Heritage;
- Use the key themes and concepts of PASI 101 in your own critical and/or creative analysis of particular case/s where issues relating to the Pacific heritage are at stake.

EVENT REVIEW: ALL STUDENTS 600 WORDS—DUE 28 MARCH 6PM 8%

Wellington is an exciting place to do Pacific Studies!! There are so many things happening here that help us realise how much Pacific people and cultures have to offer, and how important it is for New Zealanders to engage with Pacific perspectives. So that you begin to make the links for yourselves between what we're studying and what's going on in "the real world," all students are expected to turn in one event review this term.

Here are some suggestions for places and events that you might like to choose for your review purposes:

- "Tangata o le Moana", Museum of New Zealand Te Papa Tongarewa, Permanent Exhibition, FREE
- "Migration and Settlement", "Local Industry"—Permanent Exhibitions of the Petone Settlers Museum, FREE
- "Nuku Tewhatewha"—Ongoing exhibition at the New Dowse, Lower Hutt, FREE
- Visit Rapanui "Moai" sculpture at Dorrie Leslie Park, Lyall Bay—anytime, FREE
- Tiffany Singh, "Fly Me Up to Where You Are", Pataka, Porirua, 27 January – 4 May, FREE
- Shigeyuki Kihara, "Where do we come from? What are we? Where are we going?", Pataka, Porirua, 16 February – 25 May, FREE
- Shigeyuki Kihara, "Culture for Sale", Wellington City Gallery, 1 Feb-30 March, FREE
- Kedron Parker, "Kumutoto Stream", Woodward Street Tunnel, 16 Feb-22 March, FREE
- Lemi Ponifasio, "Stones in Her Mouth", The Opera House, 4-5 March 7pm, \$\$
- Lemi Ponifasio, "The Crimson House", St James Theatre, 5-6 March 8pm, \$\$
- Creekfest 2014, Cannons Creek Park, 8 March 10am-4pm, FREE ENTRY, food costs \$

This Event Review assignment requires you to attend or visit a Pacific event outside of class hours and write up a 600-word report covering the "what, where, when, who" of the event. Make sure to also address:

- a) whether and how the event shed any light for you on our course theme of "The Pacific Heritage";
- b) whether and how the event changed any of your understanding of the Pacific;
- c) Whether you would or wouldn't recommend that your classmates went to the event, and why.

Please see the Blackboard site for a more detailed outline of assessment criteria. Your Event Reviews must be turned in electronically via Blackboard. A demonstration will be held in lecture the week preceding the due date. Once the deadline of 4pm Wednesday is passed, no late reviews will be accepted.

This assessment builds students' critical thinking and communication skills, and provides an opportunity for students to especially explore the following learning objectives:

- Explain the basic principles of a Pacific Studies approach to studying the Pacific Heritage;
- Define and illustrate an understanding of the key concepts of discipline, interdisciplinary, imagined communities, structure and agency, indigenous knowledge and translation.

LIBRARY ASSIGNMENT: ALL STUDENTS DUE 4 APRIL 6PM 4%

The Library Assignment has been especially designed for us by our Library Liaison Officers.

In addition, the libraries offer extra tutorials for all students during the first few weeks of the trimester—please take advantage of these. Furthermore, there is a handy Subject Guide to the Vic library’s Pacific Studies resources for you—ask the Reference Desk for one when you’re at the library or visit: www.vuw.ac.nz/library/liaison/pacific-studies/index.shtml . The library is a treasure house and doing this assignment will help you learn how to get the maximum out of it!

This assignment builds students’ critical thinking skills and in particular provides students with the opportunity to:

- Use the key themes and concepts of PASI 101 in your own critical and/or creative analysis of particular case/s where issues relating to the Pacific heritage are at stake.

THE MAJOR ASSESSMENT: POTO ESSAY or AKAMAI EXHIBITION/PERFORMANCE

To take into account the diversity of learning strengths among us and the variety of intellectual engagements the Pacific demands, PASI 101 offers two options for the major assessment.

Option 1: Individual Assessment: Poto Essay with Library Assignment and bibliography;

Option 2: Individual Assessment: Individual Akamai Exhibition/Performance with Library Assignment, synopsis, bibliography and journal

Option 2a: Combination Assessment: Group Akamai Exhibition/Performance with individual Library Assignment, synopsis and bibliography and individual journals

The major assessment is a mandatory requirement of this course. Students who do not complete ALL components of their major assessment will automatically get a K grade in this course.

Poto: the Essay/Report Option

20%

Word count: 2000 words

5% for Essay/Report Proposal (300 words) + bibliography—**due 11 APRIL 6pm**

15-% for Final Essay/Report—**due 6 JUNE 6pm**

Essay writing is the primary medium of expression associated with academic culture. Although the essay can be an elegant statement that captures the reader’s imagination, most university graduates do not go on to write essays for a living. The most common form of writing in professional workplaces is the report. The report tends to focus more on ‘facts’, and too often simply confirms what is already known, but can also be used to spur a reader to action. Poto in Samoan means smart or clever, and PASI 101 offers students two options for demonstrating their intelligence around questions of the Pacific Heritage.

For your major assessment you may choose from either the Poto Essay option or the Poto Report option.

1. Poto Essay: “My Intellectual Whakapapa in Pacific Studies”: You have now been exposed to several thinkers, researchers, writers and educators in Pacific Studies. Some of these you have only met through the written word or moving image, and others you have met in person as guest lecturers in this class. Who would you describe as your closest intellectual “kin” within Pacific Studies? Put another way, whose ideas do you find most compatible with yours? In a reflective essay of 2,000 words explain who, how and why with reference to at least five scholarly sources by and/or about this person and their ideas. Conclude by describing what you hope you can contribute to those that come after you in Pacific Studies.

Or

2. Poto Report: In 2014 we are using *Tangata o le Moana: New Zealand and the People of the Pacific* edited by Sean Mallon, Kolokesa Māhina-Tuai and Damon Salesa (2012) as the text book for PASI 101. If you choose the Poto Report option, you will write a book report or book review of our text book, providing an overview of what the book covers, summarising the chapters that were highlights for you, referring your reader to other books with a similar focus

or approach, and concluding with comments on whether the book has helped you understand the Pacific heritage better.

For either the Essay or Report option, your bibliography should have no less than five (5) *library* sources. As much as possible, use sources accessed through the VUW Library. Your bibliography should include authors' names, full title of publication, and place of publication, publisher, and year of publication. The bibliography should be presented in the alphabetical order of the authors' last names (APA and Chicago are common referencing styles in Pacific Studies). While it is acceptable to use relevant internet sites or media sources as references, *try to avoid consulting encyclopaedic reference books or un-vetted internet sites such as Wikipedia. As a university student you have access to so many more specialised sources such as scholarly monographs and academic journals. Take advantage of your university privileges.*

Your essay will be assessed on organisation, relevance, and accuracy and referencing. Please see the Blackboard site for a more detailed outline of assessment criteria, and advice on how to structure your essay.

Written assignments are to be turned in via Blackboard by their due date. *Late assignments will have marks deducted at the rate of one percentage point a day.*

This assignment builds students' critical and creative thinking skills and in particular provides students with the opportunity to:

- Explain the basic principles of a Pacific Studies approach to studying the Pacific Heritage;
- Use the key themes and concepts of PASI 101 in your own critical and/or creative analysis of particular case/s where issues relating to the Pacific heritage are at stake.

Akamai: the Exhibition/Performance Option

20%

4% synopsis/proposal (300 words) and bibliography—**due 11 APRIL 6pm**

6% reflective journal/on-line blog on creative process—**due 6 JUNE 6pm**

10% final product—exhibited/performed and assessed **5 JUNE 6-9pm**

For the 14th year in a row, PASI 101 students are being offered the opportunity to exhibit or perform their major assignment in an artistic medium. Students who select this option come together to present their work in a production entitled "Akamai"—meaning "smart, clever" in Hawaiian—at the end of the term. In Trimester 1, Pacific Studies PhD student Emalani Case will be offering classes in Hawaiian hula for PASI 101 students, with a view to a group performance at our annual Akamai evening event on 5 June.

The idea behind Akamai is to give PASI 101 students the opportunity to actively engage in the creative processes related to learning about the Pacific heritage or creating a heritage artefact of your own. You may compose an original or "cover" a song or rap; you may choreograph a dance; you may write and dramatise a short play; you may present a painting, a collage or do an installation work; or you may choose to integrate different art forms using a multi-media approach. You may choose to be assessed individually or as part of a group. Your exhibition/performance must be conceptualised around themes raised in PASI 101. *You are advised to discuss your ideas with your tutor or lecturer before turning your proposal in.*

You will be required to present a 300-word synopsis (i.e. summary or description) of your performance, and a bibliography of at least five sources that you've consulted for the production. You will also be required to attend workshop sessions in addition to your regular tutorials in the last three weeks of the term.

You will be assessed on the care and attention to detail shown in the overall production and presentation of your work; the relevance of your work to the course themes; and the quality of your synopsis and bibliography. The 'final product' for this assessment is worth 10% whether you are doing an individual or group presentation. See Blackboard for more details on the assessment criteria.

This assignment builds students' critical and creative thinking skills and in particular provides students with the opportunity to:

- Explain the basic principles of a Pacific Studies approach to studying the Pacific Heritage;
- Use the key themes and concepts of PASI 101 in your own critical and/or creative analysis of particular case/s where issues relating to the Pacific heritage are at stake.

Final Exam

3 Hour Examination

40%

Date: 13 June – 2 July with more details available after the trimester break

10% identifications and short answer questions

20% summaries of selected readings

10% 1 essay

The KCQs and examination emphasise 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! Previous years' final examinations are available in the Library, on the Library website under and on the PASI 101 Blackboard site if you'd like to have a look at them.

This assignment builds students' critical thinking and communication skills and in particular encourages students to:

- Explain the basic principles of a Pacific Studies approach to studying the Pacific Heritage;
- Use the key themes and concepts of PASI 101 in your own critical and/or creative analysis of particular case/s where issues relating to the Pacific heritage are at stake.

Submission and return of work

All written assignments for PASI 101 should be submitted electronically via Blackboard by the specified deadline; **KCQs are the only assignments that must be submitted in hard copy in person, at tutorials, as well as online via Bb.** The Course Coordinator and Tutors endeavour to return written assignments with feedback in a timely manner, between 1-3 weeks after receipt.

Extensions and penalties

Late submissions for student assignments in all Samoan Studies and Pacific Studies undergraduate courses are subject to a penalty, except when accompanied by a medical certificate or evidence of other exceptional circumstances. The exact deduction will be calculated on the basis of one half mark per day late.

Assignments submitted more than seven days after a due date or authorised extension will still be accepted in order to meet mandatory course requirements, but will not be marked. For more information about circumstances warranting extensions, refer to the section on extensions in the Victoria University Assessment Handbook.

Additional expenses

The Event Review assignment requires you to go independently to attend an event or exhibition related to the Pacific Heritage. You are not required to spend money for this assignment—but a range of events has been suggested above—most of which are FREE for the public. Where there are costs for some events, please understand that you are NOT REQUIRED to attend an event that costs you money. Please use your discretion.

Set texts

The PASI 101 required text, *Tangata o le Moana: New Zealand and the People of the Pacific* is available to be purchased from VicBooks: www.vicbooks.co.nz for \$71.99. As the first ever history of Pacific people in Aotearoa/New Zealand, and a beautifully illustrated one at that, the book both documents the Pacific heritage of this country, and becomes a taonga or treasure in and of itself. As such, you will not want to treat it like any other textbook. For your convenience, your Course Coordinator and Student Learning Support staff have developed some note-taking templates for

each required chapter from the book so that you do not have to underline or highlight or otherwise deface your beautiful book. We hope your family and friends will also get to enjoy the incredible wealth of knowledge it contains.

All other required texts will be made available electronically on Blackboard. Required audio-visuals will be screened during class time, but will otherwise be available for repeat viewings through the Central Library Glass Room. All required readings are listed in the detailed course syllabus attached.

Recommended reading

- Most recommended readings will be made available electronically via Bb.
- All videos screened during lecture hours also constitute required texts for PASI 101. After they have been screened during class hours, videos are made available for repeat viewings at the Library.
- Reserve Readings: a selection of optional readings is held on Closed Reserve or 3-Day Loan in the VUW Central Library to enhance and elaborate on topics covered in lecture.
- Map of the Pacific: a map is included in the PASI 101 Student Notes, but Pacific Studies majors are encouraged to invest in a good-sized map of the contemporary Pacific.
- Another useful source that contains on-line digitised texts relevant to Pacific Studies is: <http://www.nzetc.org/tm/scholarly/tei-corporus-pacific.html>

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

Student feedback

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php. You will have an opportunity to participate in the formal evaluation of this course. Formal and informal student feedback on PASI 101 has resulted in many improvements to the course.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability

- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: <http://library.victoria.ac.nz/library/resources/subjectcontacts.html>
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- VUWSA: www.vuwsa.org.nz

PASI 101 THE PACIFIC HERITAGE COURSE OUTLINE 2014

WEEKS 1-3 THEME: OUR INTELLECTUAL HERITAGES AND PACIFIC STUDIES

KEY CONCEPTS: DISCIPLINE, INTERDISCIPLINARITY

WEEK 1	3-7 MARCH:	JOURNEYS
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AV: Excerpt from “Children of the Migration”, 74 mins, JV9290 C536 2004; Excerpt from “Made in Taiwan: Nathan and Oscar’s Excellent Adventure”, 60 mins; CS21 .1575 2006; Excerpt from “There once was an island: Te henua e noho”, 80 mins; QC903.2.P26 T44 2010.

Required reading: “Explorers and Pioneers: The First Pacific People in New Zealand” by Janet Davidson, in *Tangata o le Moana: New Zealand and the People of the Pacific*, Sean Mallon, Kolokesa Māhina-Tuai and Damon Salesa (eds). Wellington: Te Papa Press, 2012: 37-56 (**in text book**); “When the hula meets the haka” from *Mana* (magazine) 10:14-27, 1995 and “When the hula meets the haka—and settles down” from *Mana* (magazine) 11:34-39, 1996; Emelihter Kihleng, “the Micronesian Question”, http://tinfishpress.com/?page_id=512; Kathy Jetnil-Kijiner, “Lessons from Hawai’i”, <http://www.youtube.com/watch?v=3sbtpazYra0> (**On Bb**)

Recommended reading: “E Kore Au E Ngaro: Ancestral Connections to the Pacific” by Peter Addis, *Tangata o le Moana: New Zealand and the People of the Pacific*, Sean Mallon, Kolokesa Māhina-Tuai and Damon Salesa (eds). Wellington: Te Papa Press, 2012: 17-36 (**in text book**);

Further reading: “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 (**on Bb**); *Fresh off the Boat*, by Oscar Knightley and Simon Small. Wellington, NZ: The Play Press, 2005. (**On reserve**)

NO TUTORIALS: but please make sure to sign up for your tutorials this week.

WEEK 2	10-14 MARCH:	EDUCATION
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Guest lecture: Emalani Case, PASI PhD student

AV: “Trouble is my business” 82 mins; LA2126 T7683 2008

Required reading: “Education and Employment Migration Schemes in the Post-war Era,” by Kolokesa Māhina-Tuai in *Tangata o le Moana: New Zealand and the People of the Pacific*, Sean Mallon, Kolokesa Māhina-Tuai and Damon Salesa (Eds). Wellington: Te Papa Press, 2012: 161-178 (**in text book**); “Education in Western Samoa: Reflections on My Experiences” by Lonise Tanielu in *Women’s Studies Journal* 13(2):45-59; “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. (**On Bb**)

Recommended reading: *Rethinking education curricula in the Pacific Islands: challenges and prospects*, Kabini Sanga and Konai Helu Thaman (eds). Wellington, NZ: He Parekereke, 2009. *Culture counts: changing power relations in education*, Russell Bishop and Ted Glynn. Palmerston North, NZ: Dunmore Press, 1999. (**On reserve**) “The Classroom as a Metaphorical Canoe: Co-operative Learning in Pacific Studies”, by Teresia Teaiwa in *World Indigenous Nations Higher Education Consortium Journal* 2005: 38-48. (**On Bb**)

TUTORIALS START THIS WEEK.

WEEK 3 KCQ 1 DUE	17-21 MARCH:	WHAT IS PACIFIC STUDIES?
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Guest lecture: Rachel Yates, PASI PhD student

Required reading: “Re-thinking Pacific Island Studies,” Terence Wesley-Smith in *Pacific Studies* 18(2): 115-137; “Albert Wendt’s Critical and Creative Legacy in Oceania: An Introduction”, by Teresia Teaiwa and Selina Tusitala Marsh in *Flying Fox Excursions: Albert Wendt’s Creative and Critical Legacy in Oceania. Special Issue of the Contemporary Pacific: A Journal of Island Affairs.* 22(2), 2010: 233-248. **(On Bb)**

Recommended reading: “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; “Preparation for Deep Learning: A Reflection on ‘Teaching’ Pacific Studies in the Pacific”, by Teresia Teaiwa in *Journal of Pacific History*, 46(2), 2011: 214-220. **(On Bb)**

WEEKS 4-5 THEME: THE PACIFIC OR OCEANIC IMAGINARY, AN EVOLVING REGIONAL HERITAGE

KEY CONCEPT: IMAGINED COMMUNITIES

WEEK 4 EVENT REVIEW & KCQ 2 DUE	24-28 MARCH:	MAPPING
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AV: “Wayfinders”, 56 mins, GN440.2 .W357 1999

Recommended AV: “Captain Cook, obsession and discovery”, 226 mins; G420.C62 C378 2007 (see Episode 3, “Beyond Speculation”)

Required reading: “Visitors: Tupaia, The Navigator Priest,” by Anne Salmond, *Tangata o le Moana: New Zealand and the People of the Pacific*, Sean Mallon, Kolokesa Māhina-Tuai and Damon Salesa (eds). Wellington: Te Papa Press, 2012: 57-76 **(in text book)**; “Our Sea of Islands” by Eveli Hau’ofa in *A New Oceania* edited by Eric Waddell, Vijay Naidu and Eveli Hau’ofa. Suva: School of Social and Economic Development, the University of the South Pacific, 1993. **(on Bb)** “Pacific Maps: Historical and Contemporary”, Serge Tcherkezoff, 2007: http://www.pacific-encounters.fr/cartographie_01_eng.php

Recommended reading: “The Bigness of our Smallness” by Tarcisius Kabutaulaka in *A New Oceania* edited by Eric Waddell, Vijay Naidu and Eveli Hau’ofa. Suva: School of Social and Economic Development, the University of the South Pacific, 1993:91-93; “Truth or Dare?” by Douglas Borer in *A New Oceania* edited by Eric Waddell, Vijay Naidu and Eveli Hau’ofa. Suva: School of Social and Economic Development, the University of the South Pacific, 1993:84-87. **(On Bb)**

WEEK 5 LIBRARY ASSIGNMENT DUE	31 MARCH-4 APRIL:	CREATIVE WRITING AND ARTS
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Guest lecture: Shailesh Lal, PASI PhD student

Required reading: “Arts Specific: Pacific Peoples and New Zealand’s Arts” by Fulimalo Pereira, *Tangata o le Moana: New Zealand and the People of the Pacific*, Sean Mallon, Kolokesa Māhina-Tuai and Damon Salesa (eds). Wellington: Te Papa Press, 2012: 305-334 **(in text book)**; “Inside us the dead (NZ-born version)” by Karlo Mila, in *The Contemporary Pacific* Vol. 22, No. 2, 2010: 281-282; Selina Marsh <http://www.youtube.com/watch?v=CNxvOb5LPdw>; “Inside us the dead,” from *Lali: A Pacific Anthology*, Albert Wendt (ed). Auckland: Longman Paul, 1980:284-291; Albert

in the Twentieth Century”, by Geoff Bertram, *Tangata o le Moana: New Zealand and the People of the Pacific*, Sean Mallon, Kolokesa Māhina-Tuai and Damon Salesa (eds). Wellington: Te Papa Press, 2012: 201-220 **(in text book)**; “Economic Development and Dependency”, by Bruce Knapman 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. **(on Bb)**

Recommended readings: “The MIRAB economy in South Pacific Microstates,” I.G. Bertram and R.F. Watters in *Pacific Viewpoint* 26(3):497-519. **(on Bb)**

Further reading: “The Discovery of the Gift: Exchange and Identity in the Contemporary Pacific,” Nicholas Thomas in *Entangled Objects: Exchange, Material Culture, and Colonialism in the Pacific*. Cambridge, Massachusetts and London: Harvard University Press, 1991:184-208. **(On reserve)**

PLEASE NOTE THAT 18 APRIL IS A PUBLIC HOLIDAY FOR GOOD FRIDAY: THERE WILL BE NO LECTURES OR TUTORIALS THAT DAY

22 April – 2 May Mid-Trimester Break

WEEK 8	5-9 MAY:	POLITICS
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AV: “Fiji a Year after the Coup”, 50 mins; DU600 .F555 1990

Required reading: “Good Neighbour, Big Brother, Kin? New Zealand’s Foreign Policy in the Contemporary Pacific” by Teresia Teaiwa, *Tangata o le Moana: New Zealand and the People of the Pacific*, Sean Mallon, Kolokesa Māhina-Tuai and Damon Salesa (eds). Wellington: Te Papa Press, 2012: 241-264 **(in text book)**; “Coups, Conflicts, and Crises: The New Pacific Way?” by Gerard Finnin and Terence Wesley-Smith. Honolulu: East-West Center Working Papers, Pacific Islands Development Series, No. 13, June 2000. **(On Bb)**

Recommended reading: “Representing the People: Pacific Politicians in New Zealand” by Graeme Whimp, *Tangata o le Moana: New Zealand and the People of the Pacific*, Sean Mallon, Kolokesa Māhina-Tuai and Damon Salesa (eds). Wellington: Te Papa Press, 2012: 265-284 **(in text book)**; “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 **(On Bb)**.

Further reading: “Catching myself in my default mode: personal leadership at home”, Kabini Sanga in *Living and leaving a legacy of hope: stories by new generation Pacific leaders*. Wellington, NZ: He Parekereke, Victoria University of Wellington, 2009: 219-232. **(On Bb)**

WEEKS 9-11 THEME: INHERITING PROBLEMS, INHERITING SOLUTIONS?

KEY CONCEPTS: INDIGENOUS KNOWLEDGE AND TRANSLATION

WEEK 9	12-16 MAY:	LANGUAGE
KCQ 4 DUE		

Guest lecturer: Leausālilō Sadat Muaiava, Samoan Studies Lecturer

AV: “E ola ka ‘olelo Hawai’i”, 15 mins; Personal Item.

Recommended AV: “Te rere a Te Amokura”, 29 mins; WJ Scott Education Library, 372.21 RER or IECS006

Required readings: "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. "O oe se a?" by Tate Simi, in *A deeper Song*. Apia: Samoan Observer, 1992:42-43. **(On Bb)**

Recommended readings: "Report on the Samoan language in the New Zealand educational context" by Bernard Spolsky. Wellington, 1988. **(On reserve)**

WEEK 10	19-23 MAY:	CULTURE AND GENDER
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Guest lecturer: Dr. Sailau Sua'ali'i-Sauni, Pacific Studies Senior Lecturer/Samoan Studies Programme Director

Recommended AV: "Margaret Mead and Samoa", 51 mins, DU813 M42 1988; "Man without Pigs", 60 mins; available electronically on-line via VUW Library.

Required readings: "The Education of the Samoan Child," Margaret Mead in *Coming of Age in Samoa*, New York: Morrow Quill Paperbacks, 1961:20-38; "Cooperation and Competition," Derek Freeman in *Margaret Mead and Samoa: The Making and Unmaking of an Anthropological Myth*, New York: Penguin, 1984:200-211. "Gender Division of Labour", Jocelyn Linnekin in *The Cambridge History of the Pacific Islanders* edited by Donald Denoon et al, Cambridge: Cambridge University Press, 1997: 105-112. **(on Bb)**

Recommended readings: "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. **(On Bb)**.

WEEK 11	26-30 MAY:	HEALTH AND COMMUNITY
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AV: "Sia at the dentist", <http://www.youtube.com/watch?v=4HXVx-4Helc>; "Maire", 41 mins; RC606.55.M375 1999.

Recommended AV: "Compassionate Exile", 58 mins; RC154.9.F4 C737 1999; "Kau Faito'o: Traditional Healers of Tonga", 27 minutes; available electronically/on-line via VUW library;

Required readings: "Empowering Pacific Peoples: Community Organisations in New Zealand" by Cluny Macpherson, *Tangata o le Moana: New Zealand and the People of the Pacific*, Sean Mallon, Kolokesa Māhina-Tuai and Damon Salesa (eds). Wellington: Te Papa Press, 2012: 179-200 **(in text book)**; "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 **(on Bb)**.

Recommended readings: Excerpt from Epeli Hau'ofa's *Kisses in the Nederends*. Auckland: Penguin, 1987; "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 **(In reader)**

WEEK 12	3-6 JUNE:	WHAT IS PACIFIC STUDIES (REVISITED)?
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POTO ESSAY/REPORT & KCQ 5 DUE

NOTE: Monday 2 June is a public holiday.

A vote will be held in Weeks 10-11 for a lecture you'd like repeated and/or a new topic to be covered.