

Pacific 700 Class Outline

2018



This course lies at the heart of graduate studies in Pacific Studies at the University of Auckland and aims to give students a deeper understanding of Pacific Studies as an interdisciplinary, an understanding of its constituent parts, its intellectual and institutional genealogy, its diversities and its challenges, as well as exploring some specific iterations of Pacific Studies and a few of its key debates. By turning to some of the ideological and theoretical underpinnings of Pacific Studies, and attending to its development and history, Pacific 700 is designed to give students an emerging mastery of Pacific Studies.

Students will explore:

- What is Pacific Studies? Why is it distinctive, and why is it useful?
- What are the intellectual and institutional genealogies of Pacific Studies?
- What are some of the key debates in Pacific Studies, what do they mean and what are they about?
- What are key theoretical and intellectual dimensions of Pacific Studies?
- What should Pacific Studies scholars do? Why?



Student Learning Objectives

Objective 1. Students will gain an advanced knowledge of Pacific Studies.

- 🎧 Will have a strong command of the core literature in Pacific Studies.
- 🎧 Students will have major developments and core theoretical dimensions of Pacific Studies

Objective 2. Students will begin preparation for independent research.

- 🎧 Students will further develop their independent research skills.
- 🎧 Will develop critical reading, analysis and writing to postgraduate level
- 🎧 Learn about some of the key ethical problems and knowledge problems

Objective 3. Develop students ability to use Pacific Studies concepts and knowledge independently, and in new contexts.

- 🎧 Building relationships with a small range of Pacific partners or stakeholders
- 🎧 Developing student professionalization
- 🎧 Practice engagement, lived experience,



Attendance. It is expected that you will attend all classes and field trips. Any absence from class must be notified beforehand. Absence from class does not excuse student from submitting online work, except in the case of illness—illness should be verified.

Fa’aaloalo/Respect. Respect each other. Respect the instructor, and the institution. Respect the knowledge we are developing and learning. Respect other cultures and ways of being and doing. This is particularly important as this is a class that has a great deal of student leadership and student groups. Honour the work of your colleagues, support them in their learning, and contribute to the learning of others and yourself.

Preparation. Be prepared. Being prepared for class (and preparation is clearly indicated below) is an essential part of research, learning and teaching. Being unprepared prevents you from learning; it also inhibits the work of others, and the class, and prevents your full development as a student in the course.

Knowledge. Universities exist to teach, and to research. In Pacific Studies we teach and research Pacific peoples, communities and places, knowledge that has at times been neglected or maligned, or which in many cases has only recently been recognized by academic scholars. Our communities and people hold this knowledge dear, value it deeply, and we expect our students to do the same.



Chapter 1

Class Schedule

In this chapter you'll find an outline of the readings, websites, videos and other resources that will be needed to prepare for class.

Class Schedule

| | | |
|---------|-------------|-----------------------------|
| Week 1 | 28 February | Introduction |
| Week 2 | 7 March | Pacific Studies Genealogies |
| Week 3 | 14 March | Interdisciplinarity |
| Week 4 | 21 March | Indigenous Knowledge |
| Week 5 | 28 March | Knowledge/Politics |
| Week 6 | 18 April | Diaspora |
| Week 7 | 25 April | ANZAC Day: no class |
| Week 8 | 2 May | Gender/Sexuality |
| Week 9 | 9 May | Pacific Studies Research |
| Week 10 | 16 May | Archival/Object Research |
| Week 11 | 23 May | Pacific Studies Futures |
| Week 12 | 30 May | Conclusion |
| | | |
| | | |
| | | Research Lunch |

Class Meetings

Class convenes once a week.

Course Readings

All the readings for this course are available through TALIS
<https://auckland.rl.talis.com/lists/8DC854C5-C533-A37A-6CD7-149F65B40CB8.html>

It can also be navigated to from either Canvas or the library website.

Development Opportunities

In the course of the semester a number of opportunities to participate in the broader intellectual, cultural and social life of Pacific Studies will arise--seminars, launches, performances, panels. Students are **very strongly encouraged** to take part in these, to develop their professional skills and engagements.

Week 1.

Introduction

In this first class we will get to know each other and the instructor, and learn about the basic requirements and expectations for the course.

We'll go over the plan for the semester, distribute necessary materials, and any questions students have will be answered.

In Class Work

- Construct personal intellectual genealogies.
- Write short paragraphs about Pacific Studies.

Week 2

Pacific Studies Genealogies.

- What is Pacific Studies? Where did it come from? Why?
- What differentiates Pacific Studies from other forms of academic and scholarly understanding and investigation?
- Which “Pacific” are we (you) talking about when you think Pacific Studies?

Hau'ofa, E., 1987. The new South Pacific society: integration and independence. *Class and culture in the South Pacific*, pp.1-15.

Hau'ofa, E., 1994. Our sea of islands. *The Contemporary Pacific*, pp.148-161.

Molisa, G.M., 1987. *Colonised people*. Port Vila, Vanuatu: Blackstone Publications. (Select poems made available).

Teaiwa, T., 2005. On analogies: rethinking the Pacific in a global context. *The Contemporary Pacific*, 18(1), pp.71-87.

Wesley-Smith, Terence. 1995. Rethinking Pacific Islands Studies. *Pacific Studies* 18(2), pp. 115-136.

Wendt, Albert. 1977. Towards a New Oceania. *Mana* 1(1), pp. 71-85.

Interdisciplinarity

- What is the relationship between Pacific Studies and the “disciplines”? Which disciplines matter most, and why?
- Why did Pacific Studies form outside/beyond the disciplines?
- In the case of Pacific Studies, what do you think being “interdisciplinary” means?
- How has the interdisciplinary nature of Pacific Studies shaped or limited Pacific Studies?

Diaz, Vicente M., and J. Kehaulani Kauanui. "Native Pacific cultural studies on the edge." *The Contemporary Pacific* 13, no. 2 (2001): 315-342.

Hviding, Edvard. "Between knowledges: Pacific studies and academic disciplines." *The Contemporary Pacific* 15, no. 1 (2003): 43-73.

Whimp, Graeme. "Interdisciplinarity and Pacific studies: roots and routes." *The Contemporary Pacific* 20, no. 2 (2008): 397-421.

Wood, H., 2005. Three competing research perspectives for Oceania. *The Contemporary Pacific*, 18(1), pp.33-55.

Indigenous Knowledge

- What qualities does ‘indigenous knowledge’ have that makes it distinctive (if indeed it is)?
- Why does indigenous knowledge hold a special relevance for Pacific Studies (and vice versa)?
- What place does language hold with relation to knowledge, culture and power?

Thaman, Konai Helu. "Decolonizing Pacific studies: Indigenous perspectives, knowledge, and wisdom in higher education." *The Contemporary Pacific* 15, no. 1 (2003): 1-17.

Clifford, James. "Indigenous articulations." *The Contemporary Pacific* 13, no. 2 (2001): 467-490.

Efi, T.A.T.T.T., 2005. Clutter in indigenous knowledge, research and history: A Samoan perspective. *Social Policy Journal of New Zealand*, 25, pp.61-69.

Gegeo, D.W. and Watson-Gegeo, K.A., 2001. "How we know": Kwara'ae rural villagers doing indigenous epistemology. *The contemporary pacific*, 13(1), pp.55-88.

Knowledge/Politics

- Does anyone or any group have any special claims over Pacific research or knowledge? Which parts? Why?
- Which kinds of politics have shaped the study of the Pacific in the past? Which kinds shape it now? Does knowledge about the Pacific have any effect on politics?

Lawson, Stephanie. "Postcolonialism, neo-colonialism and the "Pacific Way": a critique of (un) critical approaches." (2010).

Linnekin, Jocelyn. "Text bites and the R-word: The politics of representing scholarship." *Voyaging through the contemporary Pacific* (2000): 268-273.

Meleisea, Malama. "Ideology in Pacific studies: a personal view." *Class and culture in the South Pacific* (1987): 140-152.

Trask, Haunani-Kay. "Natives and anthropologists: The colonial struggle." *Voyaging through the contemporary Pacific* (2000): 255-63.

White, Geoffrey M., and Ty Kawika Tengan. "Disappearing worlds: Anthropology and cultural studies in Hawai'i and the Pacific." *The Contemporary Pacific* 13, no. 2 (2001): 381-416.

Diaspora

- Is the diaspora the real analytical field of Pacific Studies?
- How should we understand the diasporic/transnational experiences and realities for Pacific peoples?
- Do Pacific Studies approaches offer any special understandings of Pacific Diaspora? What are they/why?

Francis, S.T., 2009. 13. The View from 'Home' — Transnational Movements from Three Tongan Villages. *Migration and Transnationalism*, pp.203.

Lee, H., 2009. Pacific migration and transnationalism: Historical perspectives. *Migration and Transnationalism. Pacific Perspectives*, pp.7-42.

Teaiwa, Teresia. "Native thoughts: A Pacific Studies take on cultural studies and diaspora." *Indigenous diasporas and dislocations* (2005): 15-36.

Uperesa, F.L., 2014. Fabled futures: Migration and mobility for Samoans in American football. *The Contemporary Pacific*, 26(2), pp.281-301.

Gender/Sexuality

- What does gender mean in different Pacific cultures? Is it studied and understood in the same ways in the Pacific as elsewhere?
- How is Pacific Studies gendered? How has affected the focus and nature of Pacific Studies?
- What do the differences between local Pacific sexualities and new or foreign sexualities reveal?

Gender in the Pacific: Volume 2 of Teaching Oceania Series, available online at <http://hdl.handle.net/10125/42433>.

Luafata Simanu-Klutz, 2002. On being Samoan, On Being Woman <https://search-proquest-com.ezproxy.auckland.ac.nz/docview/232011440/fulltext/E377DA1FB6124698PQ/1?accountid=8424>

Either

M. A. Tamaira, 2010. From Full Dusk to Full Tusk: Reimagining the "Dusky Maiden" through the Visual Arts. The Contemporary Pacific 22 (1): 1-35."

Or

Suaalii, T.M., 1997. Deconstructing the 'exotic' female beauty of the Pacific Islands and 'white' male desire. Women's Studies Journal, 13(2), p.75.

Tengan, T.P.K. and Markham, J.M., 2009. Performing Polynesian masculinities in American football: From 'rainbows to warriors'. The International Journal of the History of Sport, 26(16), pp. 2412-2431.

Besnier, N., 2002. Transgenderism, locality, and the Miss Galaxy beauty pageant in Tonga. American Ethnologist, 29(3), pp. 534-566.

Pacific Research Methods

- Are Pacific Research methods different to those with other origins or from other disciplines? How? Why?
- Are 'traditional' forms of Pacific knowledge creation and enquiry transferable to scholarly forms of research?
- Is there a danger of essentializing or homogenizing Pacific cultures and lives through the assertion of singular research approaches?

Anae, M., K. Mila-Schaaf, E. Coxon, D. Mara, and K. Sanga. "Teu Le Va—Relationships across research and policy in Pasifika Education." (2008).

Bennett, J., Brunton, M., Bryant-Tokalau, J., Sopoaga, F., Weaver, N. and Witte, G., 2013. Pacific research protocols from the University of Otago. *The Contemporary Pacific*, 25(1), pp.95-124.

McFall-McCaffery, J., 2010. Getting started with Pacific research: Finding resources and information on Pacific research models and methodologies. *Mai Review*, 1, pp.1-5.

Vaiolleti, Timote M. Talanoa Research methodology: a developing position on Pacific research. *Waikato Journal of Education* 12 (2006).

Archival/Object Research

- What can we learn from texts and objects? How?
- How are absences, silences and power embedded in our collections of objects and texts? How have these collections shaped our understanding of the Pacific?
- How can Pacific Studies scholars intervene in these processes? Should they?

Trouillot, M.R., 1995. *Silencing the past: Power and the production of history*. Beacon Press.

Meet at the Auckland Museum.

Go to the Auckland Museum catalogue and search to find a document that you are interested in. Email the details of this document to Damon prior to class.

Week 11

Pacific Studies Futures

- Does Pacific Studies have any particular absences, shortcomings or concerns it needs to radically or quickly address?
- What do you think the key future directions of Pacific Studies should be, given your knowledge of the field and many of its key works?
- What does Pacific Studies (if we imagine it to be relatively coherent) have to teach others? What might it need to learn from others?

Wesley-Smith, T., 2016. Rethinking Pacific Studies Twenty Years On. *The Contemporary Pacific*, 28(1), pp.153-169.

Kauvaka, L.L.K., 2016. Berths and Anchorages: Pacific Cultural Studies from Oceania. *The Contemporary Pacific*, 28(1), pp. 130-151.

Firth, S., 2007. Pacific islands trade, labor, and security in an era of globalization. *The Contemporary Pacific*, 19(1), pp.111-134.

Steiner, C.E., 2015. A Sea of Warriors: Performing an Identity of Resilience and Empowerment in the Face of Climate Change in the Pacific. *the contemporary pacific*, 27(1), pp.147-180.

Week 12

Conclusion

Final class.

Discussion and class breakup.

Date to be Finalized

Research Lunch.

Students will present from their final projects in a lunchtime session to which staff and advanced Pacific Studies students will be invited.

Student presentations will be roughly 7-10 minutes (details to be finalized).

Exact timing will be confirmed in the first part of the course. The lunch will be held in either the staff lunchroom or the Wendt Hub.

Chapter 2

Assessment

What you need to know about your assessment.



Reading Responses (25%)

Most weeks you will have to compose a response to the readings set for that day. These responses will be marked. The collection of all of them, which will be at least 250 word minimum, will be worth 25% of your grade. These are to be entered in the discussion tool on Canvas.

Your responses should be analytical, and will be read by all your classmates.

Read the set readings: and the extra ones if you can.

Please go on to Canvas/ TALIS/this iBook for Pacific 700.

Write a short response to the readings. This should not be a summary of the reading(s) but comments

Your response should culminate with

- At least one question you wish to discuss in class (but as many as five or six).
- A list of some core concepts

Your response must be posted at least three hours before class so your classmates and the instructor can read it beforehand.

Seminar Participation (10%)

Students will be assigned a grade that evaluates their

performance in class. Attendance is necessary, but not sufficient. Students will have to be prepared, and prepared to share their views, thoughts, ideas and knowledge. Postgraduate study is about

learning to take the steps to actively construct knowledge, and to critically discuss and analyze.

Session Convenor (5%)

Some weeks we will have a student who will be leader/chair/ convenor of our class. This may sound difficult, and be very

| ASSESSMENT | | |
|----------------------------|------|---------------------|
| Reading responses/comments | 25% | (see Canvas) |
| Seminar participation | 10% | (whole course) |
| Session Convening | 5% | (students choose) |
| Essay | 20% | (due 15 April, 4pm) |
| Final Project prospectus | 5% | (due 6 May, 4pm) |
| Final Project | 35% | (due 10 June, 4pm) |
| | 100% | |

challenging for individual students, but offers enormous benefits for all of us as a class. The reason we do this is:

- To develop student leadership skills and practice intellectual work orally.
- To share responsibility for our collective learning
- To guide and enrich discussion, by diversifying student participation and leadership.
- To build students' intellectual ability to lead, shape, and guide discussion and other kinds of intellectual work.
- To share the work of holding classmates and instructor responsible for the conduct of class.
- And, not least, to prevent the instructor (yours truly) from talking too much.

It is not the session convenor's job to talk for two hours.

It is her job to organize discussion, monitor it, prompt it, and to manage discussion. These are very important academic and real life skill sets. In a well worked session, where everyone is prepared and shares the work, everyone in the session will have spoken for their share of the time.

Responsibilities of the Convenor

The Week Prior to Class.

Discuss with the instructor a week ahead of class and discuss particular themes that need emphasis or development. Note: implicitly you will have read the readings for this week by this stage.

Compose the prompt which will be posted online and which will guide the responses that students will have to provide prior to the next class.

Before Class:

- Ensure that classmates have their posts online.
- Read all responses.
- Moderate responses.
- Respond to the group of responses by summarizing and drawing out the major issues and questions we will discuss in class. Note form is fine. The instructor will print these out and make copies for everyone.

In Class:

- Welcome everyone, check in with everyone, get everyone ready.(Semi) Formally open class
- Introduce the subject, briefly go over the readings, and then lay out the plan for class.
- Pose the first question, open it to class and encourage contributions at least initially based on responses.
- Feed the discussion with further questions, changes in direction, or elicit further discussion or comment.

- Keep some notes.
- Round off discussion, and if you can summarize what the major points were, what we need to do further, and what our strengths or challenges were.
- Close class (semi-formally).

After Class.

Post notes or post-class commentary at the end of the online discussion chain. Follow up on any points that were raised or anything that needed to be

Arrange to meet with instructor in the next week (for 5-10 minutes) to discuss your work as Session Convenor and finalize your grade.

Prior to coming to class students should read all the responses of their classmates. Think about these responses. Make notes.

Respond back. Discuss and think.

Pacific Studies Essay (20%)

This will be a 1,500-2000 word essay (or another form of formal or semi-formal writing) that draws upon and connects to the first half of the course.

For this paper you will choose one issue or theme we have covered in the first five weeks of class and write a critical reflection essay. There are many different ways to do this paper, but the core of it is to respond to and think through the issue or theme you have chosen – why did it resonate with you? Why is it an important issue/theme? How does it connect to the ways knowledge about the Pacific are generated, produced, circulated, and consumed?

Some possibilities include:

A. Critical reflection on the Pacific as an area of study and the place of Pacific Studies in academia and the Pacific; how do the genealogies of Pacific studies and their historical production shape where we are today and where we might be headed?

B. Discuss the challenge of indigenous knowledge frameworks to mainstream academic approaches: critically evaluate the aspects of power in knowledge production about the Pacific and address the impact of calls for indigenous knowledge to be taken seriously; what kinds of assumptions are built into those calls?

C. What does it mean to “decolonize” Pacific Studies and what are the opportunities and difficulties with this kind of approach? If you wish to pursue a form of writing other than a standard essay, and you are encouraged to do so, should you wish, please talk to your lecturer beforehand.

Final Project (5% + 35%)

This is comprised of a **final project prospectus (5%)** that describes your project, and a **final project (35%)**.

The brief for the final project is to **apply distinctive Pacific Studies way(s) of research and/or analysis to a particular topic of your choosing**. Before proceeding to compose your prospectus, though, you should discuss your thinking with the lecturer.

The **prospectus** is a 500 word design of what will be your final project: it will include a **thesis or topic statement**, a **statement of scope** (what you will cover), an **outline of your approach or method** in answering or developing your topic, and a **bibliography** of no less than ten sources.

The **final project** itself will be between 4 and 4,500 words (or equivalent amount of work in another form). The project must be properly researched and referenced, but its format is flexible, and the format can be discussed through the process of the prospectus.

- A formal academic essay
- Film or Audiovisual Project
- iBook
- Website
- A different form of formal or semi-formal writing

You should choose a topic of interest (to you and to others) and importance, and frame an enquiry around it that is appropriately sized, and asks an interesting question. It should directly engage some key question(s) about Pacific Studies.

The lecturer will set aside time out of class before prospectuses are due to discuss your projects individually.