



# UU204 Pacific Worlds COURSE OUTLINE

1. **SEMESTER/YEAR:** Summer Flexi 2021 (January 4<sup>th</sup> – February 7<sup>th</sup>)
2. **MODE OF DELIVERY/LOCATION:** Face to Face
3. **PRE-REQUISITES:** UU100, UU114 & 75% of 100 level courses required for program
4. **COURSE CO-ORDINATOR:** Frank Thomas
5. **TEACHING TEAM**

<p><b>Name:</b> Frank Thomas <b>Office:</b> H310 (FALE Building) <b>Phone:</b> 323-2478 <b>Email:</b> <a href="mailto:thomas_fr@usp.ac.fj">thomas_fr@usp.ac.fj</a> <b>Consultation Hours:</b> Thursday 9:00-11:00 am and by appointment</p>
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#### Teaching Assistants

TBA

#### 6. **COURSE DESCRIPTION**

What does it mean to be an Pacific Islander or Oceanian today and in the future? This generic interdisciplinary course aims to develop Pacific consciousness and sustainability thinking. It introduces students to the places, histories, cultures, arts, and politics of Oceania. Specific issues include migration patterns; colonial and post-colonial contexts; Pacific understandings of cultural and natural heritage and conflict over natural resources. A unique aspect of this course is the use of a contextual pedagogy that applies Pacific navigational concepts through the use of a 'Vaka' model. Navigating through specific issues and contexts related to Pacific histories, current realities and future aspirations of the region, students will develop self and collective awareness, demonstrate teamwork, and engage in critical and creative thinking.

#### 7. **COURSE LEARNING OUTCOMES**

On successful completion of this course, students should be able to:

1. **Discuss** knowledge pertaining to the history of migration patterns in the Pacific (origins, settler communities and recent migrants)

2. **Contrast** the colonial and post-colonial contexts in the Pacific
3. **Explain** Pacific understandings of cultural and natural heritage in relation to conflict over natural resources (e.g. mining, logging and marine resources)
4. **Discuss** future challenges and opportunities in the Pacific (e.g. diaspora, globalization, sustainable development and regionalism)
5. **Critically discuss** what it means to be a Pacific Islander today and in the future

## 8. USP GRADUATE OUTCOMES

The USP graduate outcomes are as follows:

1. **Communication:** Graduates will be able to communicate ideas clearly and persuasively in structured formats using language and other modes of communication that are appropriate for context, audience and specific disciplinary conventions.
2. **Creativity:** Graduates will extend boundaries of current knowledge in a particular discipline or profession.
3. **Critical Thinking and Quantitative Reasoning:** Graduates will be able to evaluate multiple perspectives and arrive at a reasonable independent judgement based on evidence.
4. **Ethics:** Graduates will demonstrate a commitment to high ethical standards in scholarly, professional and socio-cultural practices.
5. **Pacific Consciousness:** Graduates will recognize the cultural heritage and diversity of Pacific societies for sustainable development in a contemporary environment.
6. **Professionalism:** Graduates will demonstrate the ability to carry out tasks to acceptable standards within their profession and occupations.
7. **Teamwork:** Graduates will work together in a respectful and collaborative manner to complete tasks within teams to achieve an outcome.

## 9. COURSE CONTENT

Focus for Each Week	
1	Unit 1: Introduction to course & Migration patterns in the Pacific (origins, settler communities and recent migrants)
2	Unit 2: Contrast the colonial and post-colonial contexts in the Pacific
3	Unit 3: Natural resource use and conflict

4	Unit 4: Future challenges and opportunities
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## 10. ALIGNMENT OF LEARNING OUTCOMES, ACTIVITIES AND ASSESSMENT

The following table demonstrates the alignment of the course learning outcomes to appropriate activities and assessments and the links to programme and USP graduate outcomes.

Course Learning outcomes	Associated Teaching and Learning activities	Assessment	USP Graduate Outcomes
1	Lectures  Tutorials that include critical reflective activities in relation to units 1-4 topics Compulsory readings	Tutorial participation and folder  Unit 1-4 Quizzes	1, 2, 3, 5, 7
2	Lectures  Tutorials that include critical reflective activities in relation to units 1-4 topics Compulsory readings	Tutorial participation and folder  Unit 1-4 Quizzes	1, 2,3, 5, 7
3	Lectures  Tutorials that include critical reflective activities in relation to units 1-4 topics Compulsory readings	Tutorial participation and folder	1, 2, 3, 5, 7
4	Lectures  Tutorials that include critical reflective activities in relation to units 1-4 topics Compulsory readings	Tutorial participation and folder	1, 2, 3, 5, 7
5	Lectures  Tutorials that include critical reflective activities in relation to units 1-4 topics Compulsory readings  Prepare Reflection I & II in unit 1 and 4 in answer to the question: What does it mean to be a Pacific Islander today and in the future to you  Preparation Unit 1-4 Quizzes  Prepare Critical Reflective Research Paper /Matai	Tutorial participation and folder  Reflection I & II  Unit 1-4 Quizzes  Critical Reflective Writing Paper (1500) words) or Matai (800 words)	1, 2, 3, 5, 7

## 11. ASSESSMENT PORTFOLIO

TYPE OF ASSESSMENT	WEIGHT	Comments/Rationale	LEARNING OUTCOME
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<b>CONTINUOUS ASSESSMENT – 100%</b>			
Unit 1-4 Group Tutorial Activities	25%	Tutorial group activities: Critical reflective discussions in relation to the compulsory literature, films and videos in small groups based on prescribed questions covering unit 1-4 topics. These discussions are summarized and submitted at the end of the week in a group folder for marking. This encourages teamwork and reflection.	1 – 5
Reflection (2x)	25%	In relation to the content of units 1-4 students will write a critical reflection (500 words) in unit 1 and 4 in answer to the question: What does it mean to be a Pacific Islander today and in the future to you? This aims to instill Pacific Consciousness	5
Unit 1-4 Quizzes (12 multiple choice questions for each Quiz)	20%	Students will work individually on a set online quizzes that will demonstrate understanding of the literature and video's in relation to topics in all units	1, 2 and 5
CRWP/Matai	30%	<u>Critical Reflective Writing Paper (1500 words) or Matai (800 words)</u> : Students will review relevant literature in relation to a select research topic question to produce a critical reflective research paper. This task enables deeper enquiry and research on the part of the individual student.  This assessment asks from students to demonstrate critical Pacific consciousness in relation to contemporary issues.	4 and 5

## 12. PASSING THE UNIT

In order to be awarded a pass in this unit, students must:

- Achieve an overall mark of at least 50% in the course.

## 13. GRADE DISTRIBUTION

A+	A	B+	B	C+	C	D	E
85-100	78-84	71-77	64-70	57-63	50-56	40-49	0-39

## 14. ASSESSMENT POLICIES AND REGULATIONS

Students of UU204 are required to submit their assignments in word document format (word.doc) via designated assignment drop boxes on Moodle to allow for Turnitin assessment and grading. PDF formats, image formats, scanned documents or any other document format will not be accepted for grading and students will be required to upload a word.doc file.

For detailed regulations, please refer to the USP Handbook and Calendar.

**Tampering with the Turnitin system will result in an automatic failure of the course.**

**Plagiarism**, copying materials from other sources without proper referencing and acknowledge of the source is a serious offence and will be dealt with severely. In the **Regulations Governing Academic Misconduct** section of the USP Handbook & Calendar plagiarism is defined as “the copying of another person’s creative work and using it as one’s own – without explicitly giving credit to the original creator. Work copied without acknowledgement from a book, from another student’s work, from the internet or from any other source”. If lecturer is satisfied that plagiarism has occurred, they will report the matter to the Head of School. They can reduce marks appropriately. If the matter is seen as serious enough it can be taken to the Student Disciplinary Committee by the Head of School.

**15. IMPORTANT DATES**

<b>Activity</b>	<b>Date</b>	<b>Weighting (%)</b>
<i>Submission Reflection I (What does it mean to be a Pacific islander today and in the future?)</i>	<i>Sunday January 10<sup>th</sup> 23:55</i>	<i>12.5%</i>
<i>Submission weekly tutorial group folder</i>	<i>Friday 17:00 each week</i>	<i>25%</i>
<i>Do Unit 1-4 Quizzes</i>	<i>Unit 1: Monday January 11<sup>th</sup> 8:30 – 23:55 Unit 2: Friday January 15<sup>th</sup> 8:30 – 23:55 Unit 3: Monday January 25<sup>th</sup> 8:30 – 23:55 Unit 4: Monday February 1<sup>st</sup> 8:30 - 23:55</i>	<i>20%</i>
<i>Submission Critical Reflective Writing Paper CRWP or Matai</i>	<i>Sunday February 7<sup>th</sup> 23:55</i>	<i>30%</i>
<i>Submission Reflection II (What does it mean to be a Pacific Islander today and in the future to you?)</i>	<i>Sunday February 7<sup>th</sup> 23:55</i>	<i>12.5%</i>

## 16. STUDENT WORKLOAD

<b>TYPE</b>	<b>Hours</b>
Lectures (3x week)	12
Tutorials 2 hrs (10x 4 weeks)	40
Assignments (Tutorial folders, Reflections I & II, Reflective Writing Paper)	50
Quizzes + Preparation	12
Library research	20
Related reading	50
Online activities (literature search, watch videos, access readings, back ground research)	26
<b>Total</b>	<b>210</b>