

PASI 401 Theory and Method in Pacific Studies 2008 30 points*

Course Outline – Trimester 1

Coordinator: Dr. Teresia Teaiwa, 6 Kelburn Parade, Room 103, ext 5110
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Seminars: Thursday, 12.00-2.00pm New Kirk 204
Occasionally on Mondays, 3:00-5:00pm Access Grid, RB Library

For additional information: Diana Felagai, 6 KP, Room 101, ext 5830
Diana.felagai@vuw.ac.nz

Haere mai, nau mai! Afiō mai! Karaki! Welcome!

PASI 401 is the core-course for the BA Honours in Pacific Studies. This course reviews theoretical debates in Pacific Studies, traces the development and use of academic research methods in the Pacific, as well as examining the notion of indigenous research methods.

The course builds on undergraduate core courses taught in Pacific Studies at Victoria University of Wellington, but attempts to probe more deeply into questions of

- What are the historical, philosophical, and ideological foundations of Pacific Studies?
- How has 'the Pacific' as an area or object of study been negotiated by Pacific Studies scholars?
- What theoretical and methodological tools can be drawn from other fields or disciplines for use in Pacific Studies?
- How is Pacific Studies distinct from or similar to other academic fields?
- What role do indigenous epistemologies play in the practice and production of Pacific Studies?
- What role does comparative research and analysis have to play in developing the field of Pacific Studies?
- What, if any, theoretical and methodological innovations have emerged in Pacific Studies?
- How can we draw on available resources to design our own Pacific Studies projects?

As such, the course is crucial in laying the foundation for the PASI BA Honours graduate attribute of being able to formulate an interdisciplinary and comparative

* Note: Details in this course outline are subject to change and this document should not be considered a legally binding contract.

research project drawing on appropriate methodology to creatively address critical questions in Pacific Studies.

Learning Objectives:

- demonstrate familiarity with and understanding of key debates on theory and methodology in Pacific Studies;
- demonstrate knowledge of major developments in the use of academic research methods in the Pacific;
- demonstrate ability to formulate and design an original and viable research project appropriate for implementation at the MA level.

PASI BA GRADUATE ATTRIBUTES

To qualify for entry into the BA Honours programme in Pacific Studies, you have to have satisfied one of the following criteria

- A) completed a degree of this university;
- B) satisfied the prerequisites for the subject to be presented as listed in section 2, or been exempted from those prerequisites by the relevant Head of School;
- C) been accepted by the relevant Head of School as capable of proceeding with the proposed course of study. (p.260 University Calendar 2007) .

Below are the necessary attributes of someone who graduates with a PASI major. We expect Pacific Studies BA Honours students to demonstrate the same:

Critical Thinking

1. Demonstrates knowledge of the geographic, historical, cultural, social, political and economic diversity and complexity of the Pacific as a region.
2. Able to analyze and question assumptions and theories that frame representations of the Pacific.
3. Able to evaluate the quality and origin of sources of information on the Pacific.
4. Able to formulate and evaluate research questions that demonstrate an engagement with the broader context of the Pacific region.
5. Demonstrates an awareness of insider/outsider debates over knowledge in the Pacific and takes care to account for indigenous perspectives when conducting analysis of material.

Creative Thinking

1. Demonstrates awareness and appreciation of the relevance and value of creative work in enhancing understanding of Pacific societies.
2. Able to apply, synthesize, and interpret ideas and concepts from research and readings in creative academic projects.
3. Demonstrates an understanding of multidisciplinary approaches to studying the Pacific and is able to apply and create an interdisciplinary research project.

Communication

1. Demonstrates familiarity with a selection of key terms and concepts in Pacific languages.
2. Able to formulate and defend a well-considered point of view on Pacific issues.
3. Able to give and accept generous and diplomatic critique.

Leadership

1. Demonstrates a sense of responsibility towards Pacific communities in the islands, in New Zealand and in the world.
2. Demonstrates confidence and competence in representing Pacific perspectives when contributing to public debates.
3. Demonstrates a commitment to life-long learning about the Pacific.

PASI 401 Workloads and Mandatory Requirements

The workload for PASI 401 is consistent with other 30 point courses within the Faculty of Humanities and Social Sciences. It is recommended that for every contact hour of a postgraduate course, you spend at least 4 hours of preparation.

Mandatory requirements for this course include minimum attendance of 10/12 taught sessions, timely submission of written assignments, and any other specific mandatory requirements laid out by the course coordinator in the course outline.

Key Texts

--Required reading handouts: any readings distributed in class should be treated as required reading unless otherwise specified. Photocopying levy: \$30.00. Please pay to our Administration Assistant, Diana Felagai by the end of Week 2 or Friday 7 March.

--Closed Reserve and 3-Day Loan: key texts will be placed on Closed Reserve or 3-Day Loan in the Central Library for your reference and further reading.

Note: as postgraduate students, you need to be keeping up with the latest scholarship in our field. Current issues of scholarly journals like *The Contemporary Pacific*, *The Journal of Pacific History*, *The Journal of the Polynesian Society*, *Oceania* and *Asia Pacific Viewpoint* are freely available to you on-line via our VUW Library website: <http://gx4ej7nu5f.search.serialssolutions.com/>

Assessment

Coursework	60%
Seminar participation	15%
5 KCQ Papers	15%
Research Design	30%
Annotated Bibliography	10%
Final Proposal	20%
Final Examination	40%

Seminar participation (15%)

- Seminar chairing 1 (2.5%)
- Seminar chairing 2 (2.5%)
- Research Design presentation (5%)
- Pasifika Postgraduate Talanoa Seminar Series attendance (5%)

The purpose of the seminar format and assessment structure is to provide students with the opportunity to develop familiarity with and understanding of key debates on theory and methodology in Pacific Studies; develop knowledge of major developments in the use of academic research methods in the Pacific; develop an original and viable research project appropriate for implementation at the MA level.

PASI 401 is a combination lecture and seminar course. Whether there is a guest lecture, group work or student presentation on a given day, it is incumbent on all students to have done the assigned readings beforehand and come prepared to discuss the readings in class. PASI 401 students are required to attend and contribute to at least 10 out of 12 taught sessions in our regularly scheduled slot.

PASI 401 students are additionally required to attend at least 4 out of 5 seminars offered in the Va'aomanū Pasifika Postgraduate Talanoa Seminar Series this trimester. The Talanoa series is held in the Access Grid Room on level 1 of the Rankine Brown Library from 3-5pm on 17 March, 31 March, 7 April, 5 May, 19 May. The seminar series involves postgraduate student researchers from around the country sharing their research via live internet link, allowing questions and comments. It's a stimulating forum that is directly relevant to our course, and this is why attendance is required for PASI 401 students. There are likely to be questions in the final exam that relate to sessions or themes explored in this seminar series.

Related to the Talanoa Seminar series is the "Building Pacific Research Capacity and Scholarship Fono" during the mid-term break, from 16-18 April at the University of Auckland. All PASI 401 students are invited to attend this fono (meeting), and students' travel and accommodation will be paid for by Va'aomanū Pasifika. Details will be discussed in class, and arrangements will be made by Administration staff of Va'aomanū Pasifika. While attendance at the fono is not mandatory, it is highly recommended since the fono will provide a valuable opportunity for PASI 401 students to hear key figures in Pacific research and scholarship speak, and to meet with other postgraduate students and researchers from around the country.

PASI 401 Assessments cont'd

PASI 401 and PASI BA Honours students are encouraged to attend the Pacific Studies Occasional Seminar Series, and other relevant seminars on campus, whenever possible. A key component of postgraduate culture is taking advantage of the rich and diverse intellectual community and research activities that are available at university. Some of your most valuable discoveries may come from seminars and workshops that may not seem to have any direct relevance to your own interests at first. So, keep an open mind!

Seminar Chairing: All students will be required to take turns leading or chairing seminar discussion, and it may be necessary because of the number of enrolments for this class, to share chairing duties. "Seminar chairs" come prepared to make introductory remarks about the guest lecturer or fellow student presenter. At the end of the guest lecture or student presentation seminar chairs are responsible for opening up discussion by first, commenting on or raising questions which are directly relevant to the lecture or presentation; and secondly, by relating the presentation to pertinent contents of the current or past course readings. It is the seminar chairs' responsibility to try to keep the discussion "grounded" in the presentation and readings, while making links to our overarching questions of theory and method in Pacific Studies.

Research Design presentation: As part of their contributions to seminar, each student is required to make a presentation of their research design in progress. The aim of the presentation is to clearly describe an original and viable research proposal in Pacific Studies with explicit reference to the underlying theory and method that informs it. The student is also expected to be able to assess and discuss the merits and limitations of their selected theories or methods in light of broader debates in Pacific research circles and in Pacific Studies.

5 Key Concepts and Questions (KCQ) Papers (15%)

The purpose of this assessment is to provide students with the opportunity to develop familiarity with and understanding of key debates on theory and methodology in Pacific Studies; develop knowledge of major developments in the use of academic research methods in the Pacific; develop an original and viable research project appropriate for implementation at the MA level.

This mode of assessment is constituted by five (5) approx. 500 word responses to readings and seminars of a given week (3%). Assignments will be distributed to students by lecturer in designated weeks. The assignments are designed to help focus students' engagement with key concepts and questions about theory and method in Pacific Studies, based on readings, and with a view towards critical reflection on and application in students' own individual projects. Each KCQ will thus also include stair-casing assignments that will feed into the final research design project.

Note: After an assignment is handed out, there is a one week turnaround for students to complete and return it.

PASI 401 Assessments cont'd

Research design

(30%)

--Annotated Bibliography—minimum 1000 words (10%) due 1 May 2008

--Final Research Proposal—minimum 1500 words (not including bibliography) (20%) due 8 June 2008

The purpose of this assessment is to provide students with the opportunity to demonstrate the ability to formulate and design an original and viable research project appropriate for implementation at the MA level.

Your annotated bibliography should contain no less than ten entries and should provide annotations of at least 100 words for each entry (not including the title or other bibliographic information). A format for annotating bibliographies will be handed out and discussed in seminar. Your annotated bibliography will be assessed on the quality and range of your sources, the consistency and fullness of your bibliographic information, and the provision of summaries that explain the appropriateness and relevance of each source for your topic. A sample annotated bibliography will be provided in class well before the assignment is due.

The research proposal must clearly describe an original and viable research proposal in Pacific Studies with explicit reference to the underlying theory and method that informs it. A suggested template for the research proposal will be provided.

Note: Marks will be deducted for grammatical and spelling errors on all written coursework assignments. Therefore, it is recommended that you proofread your written assignments before turning them in. Marks will also be deducted for assignments turned in after the due date: 1% for every day over due.

Final Examination—3 hr Registry Examination, Date and Time tba (40%)

The purpose of the final examination is to allow the student to:

--demonstrate that familiarity with and understanding of key debates on theory and methodology in Pacific Studies has been achieved;

--demonstrate that knowledge of major developments in the use of academic research methods in the Pacific has been achieved.

The format of the final examination is as follows:

10% Definitions and Summaries

30% Essays (2)

Previous year's examinations are available at the Library and on the library website for your perusal.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

Student Conduct and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at:

www.vuw.ac.nz/policy/StudentConduct.

The policy on Staff Conduct can be found on the VUW website at:

www.vuw.ac.nz/policy/StaffConduct.

Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean of your faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website:

www.vuw.ac.nz/policy/AcademicGrievances.

Students with Impairments (See appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the Course Co-ordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building; Telephone: 463-6070; Email: disability@vuw.ac.nz

The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

General University Policies and Statutes (cont'd)

Student Support

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contact is **Dr Allison Kirkman, Murphy Building, room 407 and Dr Stuart Brock, Murphy Building, room 312**. Assistance for specific groups is also available from the Kaiwawao Maori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email: student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at: www.vuw.ac.nz/st_services/

Manaaki Pihipihinga Programme

This programme offers:

- Academic mentoring for all Māori & Pacific students at all levels of under graduate study for the faculties of Commerce & Administration and Humanities & Social sciences. Contact Manaaki-Pihipihinga-Programme@vuw.ac.nz or phone 463 6015 to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses
- Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; Pacific-Support-Coord@vuw.ac.nz or phone 463 5842.

Manaaki Pihipihinga is located at: 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring & some first year commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Māori Studies mentoring is done at the marae.

Student Services

In addition, the Student Services Group (email: student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at: www.vuw.ac.nz/st_services/

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at education@vuwsa.org.nz) is located on the ground floor, Student Union Building.

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means no cheating. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times. Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is prohibited at Victoria. The University defines plagiarism as follows:

Plagiarism is 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. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material. **Plagiarism is not worth the risk.***

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Academic Integrity and Plagiarism cont'd

Avoiding Plagiarism¹

Of course, everyone uses other peoples' ideas and information (if not their exact words) to write essays. But it is important that these ideas and words are acknowledged and cited. Different academic disciplines have different conventions for citing sources. You are asked to follow those current in Pacific Studies. The proper formats for citations and references are illustrated below:

The following is a direct quote:

“Most Pacific Islanders are reluctant to make difficult decisions, even if they appear to be the right ones, for fear of giving offence” (Latukefu 1992:30).

You could paraphrase the above quote in different ways. Here are two examples:

Many Pacific people fear offending others and as a result, even their beliefs do not seem to help them make difficult decisions (Latukefu 1992:30).

or:

Latukefu suggests that many Pacific people shy away from making choices that are unpopular even if they are right (Latukefu 1992:30).

The following is plagiarism:

For fear of giving offence, most Pacific Islanders reluctantly make difficult decisions, even if they are the right ones.

Note: in the last example, not only was there a very simplistic paraphrasing of the original, but there was also no citation provided.

Find out more about plagiarism and how to avoid it, on the University's website at: www.vuw.ac.nz/home/studying/plagiarism.html.

¹ Adopted and adapted from SAMO 111 Course Outline 1999 and Auckland University's 271.201 Pacific Worlds Course Outline 2000

PASI 401 Theory and Method in Pacific Studies
Course Outline 2008

Week 1: What are the historical, philosophical and ideological foundations of Pacific Studies?

28 Feb: Introductions, Course Outline, First assignment handed out
 Note: Welcome BBQ for all PASI students, 6 Kelburn Pde, 4pm

Required reading: Wesley-Smith, Terence, 'Rethinking Pacific Islands Studies,' Pacific Studies, Vo. 18, No. 2, June 1995: 115-137; *additional reading tbc.*

Further reading: Firth, Stewart, "Future Directions for Pacific Studies" in The Contemporary Pacific 15(1), 2003:139-148; Thaman, Konai Helu, "Decolonizing Pacific Studies: Indigenous Perspectives, Knowledge, and Wisdom in Higher Education", in The Contemporary Pacific, 15(1), 2003:1-17; Crocombe, Ron, "Studying the Pacific", 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.

Week 2: What role do indigenous epistemologies play in the practice and production of Pacific Studies?

6 March: GROUP WORK

Readings: Hereniko, Vilsoni, 'Indigenous Knowledge and Academic Imperialism,' Remembrance of Pacific Pasts: An Invitation to Remake History, Borofsky, Robert, (ed.), University of Hawai'i Press, Honolulu, 2000: 78-91; Gegeo, David W., 'Indigenous Knowledge and Empowerment: Rural Development Examined from Within,' The Contemporary Pacific, Vol. 10, No. 2, Fall 1998: 289-315

Further reading: Keesing, Roger, "The Past in the Present: Contested Representations of Culture and History," in Michael Goldsmith and Keith Barber (eds), Other Sites: Social Anthropology and the politics of Representation (1992), 8-28; Trask, Haunani-Kay, 'Natives and Anthropologists: The Colonial Struggle,' Keesing, Roger M., 'Reply to Trask,' and Linnekin, Jocelyn, 'Text Bites and the R-Word: The Politics of Representing Scholarship,' in The Contemporary Pacific, Vol. 3, No. 1, Spring 1991: 159-177; Munro, Doug, "Who Owns Pacific History? Reflections on the Insider/Outsider Dichotomy", The Journal of Pacific History 29(2):232-37; Huffer, Elise and Qalo, Ropate, 'Have We Been Thinking Upside-Down? The Contemporary Emergence of Pacific Theoretical Thought,' The Contemporary Pacific, Vo. 16, No. 1, Spring 2004: 87-116; Meyer, Manulani Aluli, 'Our Own Liberation: Reflections on Hawaiian Epistemology,' The Contemporary Pacific, Vol. 13, No. 1, Spring 2001: 124-148.

Week 3: How has ‘the Pacific’ as an area or object of study been negotiated by researchers?

13 March: *VUW Library session with Sue Hirst, 12pm*
Please make time to stay an extra hour to 2pm for discussion.

Readings: Fry, Greg, ‘Framing the Islands: Knowledge and Power in Changing Australian Images of “the South Pacific,”’ Voyaging through the Contemporary Pacific, Hanlon, David and White, Geoffrey M. (eds.), Rowman & Littlefield, Lanham, 2000: 25-63; Hau’ofa, Epeli, ‘Our Sea of Islands,’ A New Oceania: Rediscovering Our Sea of Islands, Naidu, Vijay, Waddell, Eric, and Hau’ofa, Epeli (eds.), SSED, USP in association with Beake House, Suva, 1993: 2-16.

Further reading: Howe, Kerry R., ‘Pacific Islands History in the 1980s: New Directions or Monograph Myopia?’ Pacific Studies, Vol 3, No. 1, 1979: 81-90; Wendt, Albert, ‘Towards a New Oceania,’ Mana, Vol. 1, No. 1, 1976: 71-85; *more to be confirmed (tbc)*.

Week 4: What, if any, theoretical and methodological innovations have emerged in the Pacific?

17 March: PASIFIKA POSTGRADUATE TALANOA SEMINAR
20 March: GUEST LECTURE: tbc

Seminar chairs: _____

Readings: Excerpts from Smith, Linda Tuhiwai, Decolonizing Methodologies: research and indigenous peoples. London: Zed Books and Dunedin: University of Otago Press, 1999; Anae, Melani et al. “Pasifika Education Research Guidelines”, Wellington: Ministry of Education, 2001; Sanga, K., & Pasikale, A. (2002). Research for Pacific Empowerment: Guidelines for Researching with Pacific Communities: Economic Research Development Group.

Further reading: tbc

Week 5: What role does comparative research and analysis have to play in the developing field of Pacific Studies?

27 March: GUEST LECTURE: Birte Blaschek, PhD candidate in Sociology, VUW

Seminar chair: _____

READING: Huntsman, Judith (ed.), ‘Introduction,’ Tonga and Samoa: Images of Gender and Polity, Macmillan Brown Centre for Pacific Studies, Christchurch, 1995: 7-18; Excerpts from Howe, Kerry, Race Relations, Australia and New Zealand: a comparative survey, 1770’s-1970’s. Auckland: Longman Paul, 1982; Excerpts from Lilomaiva-Doktor, Sailiemanu, Beyond Migration, The Samoan Concept of Malaga:

A Multidimensional Approach. PhD dissertation, University of Hawai'i—Manoa, 2005.

Further readings: tbc

Week 6: What, if any, theoretical and methodological innovations have emerged in Pacific Studies?

31 March: PASIFIKA POSTGRADUATE TALANOA SEMINAR

3 April: GUEST LECTURE: tbc

Seminar chairs: _____

Readings: Diaz, Vincente M., and Kauanui, Kēhaulani J., 'Native Pacific Cultural Studies on the Edge,' The Contemporary Pacific, Vol. 13, No. 2, Center for Pacific Islands Studies & University of Hawai'i Press, Fall 2001: 315-342.

Further readings: Wood, Houston, 'Cultural Studies for Oceania,' The Contemporary Pacific, Vol. 15, No. 2, Fall 2003: 340-374; Teaiwa, Katerina and Kabutaulaka, Tarcisius, 'Personalizing Pacific Studies: Strategies for Imagining Oceania Surfing Our Sea of Islands: The Politics of Imagination,' SPAN, Thomas, Larry and Nicole, Robert (eds.), Suva, Fiji, Nos 50/51, April and October, 2000: 14-42.

Week 7: What theoretical and methodological tools can be drawn from other disciplines or fields for use in Pacific Studies?

7 April: PASIFIKA POSTGRADUATE TALANOA SEMINAR

10 April: GUEST LECTURE: Associate Professor Tagaloatele Peggy Fairbairn-Dunlop

Seminar chairs: _____

Readings: Glassick, C.E., Huber, M.T. and Maeroff, G.I., "Chapter Two", in Scholarship assessed: Evaluation of the professoriate. San Francisco: Jossey-Bass, 1997: 22-36; *other required readings tbc.*

Further reading: Grubb, Farley, "Social Science versus Social Rhetoric: Methodology and Pacific Labor Trade to Queensland, Australia" in Historical Methods 34(1), 2001: 5-36.

Mid-term Break 14-25 April

**Building Pacific Research Capacity and Scholarship Fono
Fale Pasifika, University of Auckland
16-18 April**

Week 8: Topic to be nominated by students in Week 7

1 May: Group work, debrief on Auckland fono, peer feedback on draft research designs, etc.

Readings: tbc

Weeks 9: How can we draw on available resources to design our own Pacific Studies projects?

May 5: PASIFIKA POSTGRADUATE TALANOA SEMINAR

8 May: RESEARCH DESIGN SEMINARS

12:00pm Course Administration and

Presenter: _____

Chair: _____

Presenter: _____

Chair: _____

Presenter: _____

Chair: _____

Presenter: _____

Chair: _____

Readings: P.E. Ross, "The Expert Mind" in Scientific American, 295 (2), 2006:46-53.

Week 10: How can we draw on available resources to design our own Pacific Studies projects?

15 May RESEARCH DESIGN SEMINARS

Presenter: _____

Chair: _____

Presenter: _____

Chair: _____

Presenter: _____

Chair: _____

Presenter: _____

Chair: _____

Readings: tbc

Week 11: How can we draw on available resources to design our own Pacific Studies projects?

19 MAY PASIFIKA POSTGRADUATE TALANOA SEMINAR
22 May RESEARCH DESIGN SEMINARS

Presenter: _____

Chair: _____

Presenter: _____

Chair: _____

Presenter: _____

Chair: _____

Presenter: _____

Chair: _____

Readings: tbc

Week 12: How is Pacific Studies distinct from or similar to other academic fields?

29 May CONCLUSIONS

Readings: tbc

<<FINAL EXAMINATION DATE TO BE ANNOUNCED>>