

Va'aomanū Pasifika
Pacific Studies & Samoan Studies

PASI 404 :

**SAMOAN EPISTEMOLOGIES
AND RESEARCH METHODOLOGIES**
Course Outline – Trimester 1

2008

1. Course organisation

Coordinator	Tagaloatele Peggy Fairbairn-Dunlop
Lectures	4 hours per week semester 1 First meeting Monday 4-6pm at 6 Kelburn Pde and negotiation of further meeting times.
Additional information:	Diana Felagai, Vaaomanu Pasifika 6 Kelburn Parade ex 5830

2 Aims, objectives and content

Course aims

This course explores Samoan (and Pacific) systems of knowledge production, ethics and research, including for example, how the Samoan concept of vafealoai (protecting the relationship) has been applied in fields such as oratory, song, poetry and other arts - in the homeland and in migrant communities. Students will compare and contrast these understandings within the wider Pacific context and with Western Knowledge systems. The course reviews English and Samoan texts, including narratives, and current theoretical debate on Pacific ethics and production of knowledge.

Objectives

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

- Understand key issues relating to the ethics of knowledge production – and how this applies to Samoa and Pacific societies today including the influence of changing times (*E sui faiga ae tumau faavae*, the form changes but the founding principles remain)
- Use a variety of research techniques to critically review the way Samoan (and Pacific) values and beliefs are manifest in the literature and daily life events and rituals, including oratory, the pese and poetry – in the home country and in migrant communities
- Through research, compare Indigenous Knowledge and Western Knowledge and be able to problematise the use of the terms traditional, local and indigenous knowledge.
- Critique the appropriateness of Universal Declarations and Conventions, policy documents, and research methodologies to Samoan and Pacific ethical principles.
- Apply understandings in research carried out on a topic of choice.

Course content

The course includes the following themes:

- Knowledge and how this is shared, stored and developed in the past and today (Pacific pedagogy, research methodologies and frameworks)
- The understandings values and beliefs which underpin Pacific epistemologies and how these are reinforced in language (words) ceremonies and daily life events
- How Pacific knowledge systems have been influenced by western thought and practices - including education, the cash economy, science and technology (S & T) and rights based principles
- Issues and strategies in protecting Pacific knowledge today

The course is in four parts

- a) Epistemological baselines (2 weeks)
- b) Application to Samoa and the wider Pacific (4 weeks) including a Field Trip
- c) Special research topics(4 weeks)
- d) Global challenges (2 weeks)

The course comprises two 2 hourly seminars per week where students will discuss their analysis of set readings. The focus is on active scholarly participation by students, the production of high quality work, evidence of additional reading and a community based activity. Students must attend 80% of the scheduled sessions. The course is internally assessed - there are four major pieces of assessed work. In 2008 there will be a field trip to a national Pacific research fono (Auckland, April 2008). Note also that attendance at least one Pacific Post Graduate Talanoa network session is a requirement for this course.

A fee of \$25 will be charged for course readings given out over the 12 weeks. Please pay this to the Administrator. Assignments are to be handed to the Vaaomanu Pacifica Administrative Officer at 6 Kelburn Parade or dropped into the assignment box outside the office door by the due date. Each must have a completed top sheet, which is available at the Vaaomanu Pasifika office. Emailed or faxed assignments will not be accepted except by special arrangement with the lecturer. Late assignments will not be accepted except by special arrangements with the lecturer. In the case of special circumstances, an extension must be requested before the assignment is due.

3 Readings

Readings handed out in class should be treated as required readings. Other recommended sites:

Journals

The Contemporary Pacific, A Journal of Island Affairs, Volume 10 Number 2 Fall 1998 (U of Hawaii)

Social Policy Journal of New Zealand,

Journal of Pacific Studies, USP

The Journal of Samoa Studies (2005) National University of Samoa

Pacific Health Dialogue, *Journal of Community Health and Clinical Medicine for the Pacific*, Pacific Health, FSM, Pacifica Health Research Council, Pacific Basin Medical Association and Micronesian Human Resource Dev Centre (Vol 8 No 1 March 2001) The health of Samoans and other Pacifica Papers from the Pacific Research epistemologies conference, USP Fiji (July 2006)

Web sites

Tidal pools (VUW)

Newspaper articles, novels, poetry, drama...

The writings of traders, missionaries, administrators, travellers and researchers including George Brown, Turner, Churchward, Kramer, Margaret Mead, Bradd Shore, Freeman

Myths and Legends and Pese (see T Chande Lutu-Drabble – Tusi Pese Fatuga Tuai a Samoa)

Novelists and poets, A Wendt, Ruperake Petaia, Noumea Simi, Tate Simi, Momoe von Reiche, Tusiata Auea, Strickland and Sia Figiel, Grace Molisa

Pacific researchers as Sir Peter Buck, Teo T, Tamasailau Suaalii, Malama Meleisea, A-M Tupuola, Melani Anae, Jemima Tiatia, Aroha Mead and S Ratuva; Richard Moyle; Cluny Macpherson, Patricia Kinloch & Joan Metge *Talking past each other*

Pacific research guidelines, including

Anae, Coxon, Mara Wendt-Samu and Finau (2001) *Pasifika Education Research guidelines*, MOE
Guidelines on Pacific Health (2005) *Health Research Council of New Zealand*, Thaman, Siwatibau

4 Assignments

The course is internally assessed. There are four assignments:

Assignment 1 25 marks Review

Due March 21

Drawing on course readings (Gegeo, Kabini, Wendt and Smith) and at least one other reading that you have identified, discuss three reasons why Pacific people must research and document Pacific epistemologies.

Assignment 2 25 marks

Due April 13

Select an issue/ concept

Gather views of at least three people on this issue. Discussion notes	(10)	April 4
Prepare a bibliography of 3 readings on the issue	(10)	April 9t
Seminar presentation and one page report including your view	(05)	

(Note materials from this assignment could form the basis for major assignment 4)

Assignment 3 15 marks Critique

Due: April 27

Field Trip, Pacific Research Forum (Auckland April 15, 16, 17)

Assignment topic for this to be decided.

Assignment 4: 25 marks

Due May 26

Selected Topic (this should be agreed to with coordinator by April 13 at the latest)

Outline and bibliography (5)	7 ½ marks (due April 29)
Seminar presentation	7 ½ marks (due April 29-May 5)
Research Essay.	10 marks (due May 26)

The final 10 marks will be allocated for tasks including:

- Seminar presentations, notes on readings and critiques
- Attendance and notes on at least one session of the Pacific Post Graduate Talanoa network session (Karen access grid)

Students will also be expected to keep a notebook/ journal of new terms, definitions meanings etc.

Feb 25, March 3

- 1 Introductions, course themes and requirements
Establish schedule for semester (negotiate times for second meeting)
- 2 Definitions and frameworks
Why and how are Pacific people researching their own epistemologies today?

Readings Week one

Linda Tuhiwai Smith (1999) chapters from *Decolonising Methodologies: Research and Indigenous Peoples*, University of Otago Press.

Albert Wendt (2001) Novelists and Historians and the art of remembering in *Class and Culture in the South Pacific* edited by Anthony Hooper et al, IPS, USP Suva

Paul Callaghan and Kim Hill (2007) *As far as we know, Conversations about science, life and the universe*, Pelican

Readings Week two

Sanga K (2004) Making Philosophical Sense of Indigenous Pacific Research in Tupeni Baba et al *Pacific Peoples in researching the Pacific and Indigenous Peoples issues and perspectives*

Gegeo D W, and Karen Gegeo How we know: Kwara'ae Rural Villagers doing Indigenous epistemology, *Contemporary Pacific*, volume 13, Number 1, Spring 2001 (p55-85).

Meyer Manulani Aluli, Our own Liberation: Reflections on Hawaiian epistemology (Spring 01)

Sialavaa M (2003) Mother of Wesley Aretaseteta Sialavaa in Fairbairn-Dunlop P & G Makisi *Making Our Place: Growing up PI in New Zealand*, Dunmore Press, Palmerston North.

Kame-elehiwa Lilikala, *Native Land and Foreign Desires*, (1992) Bishop Museum Press, Honolulu

Other

- Lincoln and E G Guba (2002) Judging the quality of Case Study Reports, pp205-216 Huberman & Miles H62 Q1 RC
- K M Eisenhardt (2002) Building Theories from Case Study Research in Huberman & Miles
- Martyn Hammersley (2002) Ethnography and Realism, p 65-80 in Huberman & Miles
- C K Riessman Narrative Analysis, pp217-270) Huberman & Miles

See D16.14 Oral traditions and, relating our past

Weeks - March 10, 17, 28, April 7

Understandings

- 1 What is knowledge and how is this acquired, used and passed on
 What are the beliefs underlying Samoan (Pacific) knowledge
 - Time (past, present and future)
 - Place / space (the fish that is divided, the faamatai and 'place')
 - Concepts of person and relationships v individual
 - Holistic (land, sea and people relationships)
 - Concepts of the 'good' society
2. How are these beliefs, values shown in daily life events and ceremonials
 Ava ceremony, Oratory, fale, Pese, Other
- 3 Challenges including:
 Gender and youth voice, human rights, community security, sacred and secular, science, documentation and ownership issues

Readings

Kramer, The prehistoric time The origins of the Gods, Chiefs and the people of Samoa, The origin of the Tagaloa title

Tui Atua Tupua Tamasese Taisi Efi (1994) *The Riddle in Samoan History*, The Journal of Pacific History, pp. 66- 79

Tui Atua Tupua Tamasese (2007) *Pacific Indigenous Dialogue*

'Aumua Mata'itusi Simanu, (2002) Iunite 2 & Iunite 5 – 'O le Vāfealoa'i ma le Fa'aaloalo, in 'O se Manuali'i – A text for the Advanced Study of Samoan Language and Culture, University Press of Hawai'i

Tupuola Malifa (nd) *le toga* unpublished paper, Vaaomanu Pasifika, VUW

Tupuola Malifa (nd) *Tamaitai* unpublished paper, Vaaomanu Pasifika, VUW

Fairbairn-Dunlop P (1996) *Tamaitai Samoa: Their stories* USP IPS (Samoan and English versions)

Fairbairn-Dunlop P and G Makisi (2003) *Making our Place: Growing Up PI in New Zealand*, Dunmore

Levine, Hal (2003) *Some Reflections on Samoan Cultural Practice and Group identity in Contemporary Wellington, New Zealand*, Journal of Intercultural Studies, Vol. 24, No 2, pp. 175-186.

Galumalemana Hunkin (2007) *Fa'asamoa in Wellington* Unpublished paper Va'aomanū Pasifika.

Theme Presentations

The creation story and, the faalupega

The va, and how this is observed in material culture, pese and daily life events

Knowledge and the faaSamoa

Gender and place

April 28, May 5Readings (see also week 1 readings)

Gegeo D W and Karen Ann Watson-Gegeo (2001) How we Know Kwaraae Rural Villages doing Indigenous Epistemology *The contemporary pacific*, 13.1 (2001) 55-88

Okusitino Mahina (2004) Art as Ta-va 'time-space' transformation in Tupeni Baba et al
Pacific and by Pacific Peoples in Researching the Pacific and Indigenous Peoples: Issues and Perspectives Tupeni Baba, Okusitino Mahina Nuhisifa Williams and Unaisi Nabobo-Baba (ed) Centre for Pacific Studies, The University of Auckland

Thaman K (2003) A conceptual framework for analysing Pacific Education ideas: The case of Tonga in *Educational Ideas from Oceania* ed Thaman K, IOE, USP

Taufe'ulungaki A (1994) Language community attitudes and their implications for the maintenance and promotion of the Tongan language *Directions: Journal of Educational Studies* vol 16, no 1, pp 84-108

Meyer M A (2001) Our Own Liberation: Reflections on Hawaiian Epistemologies 13.1 (2001) 124-148

Huffer E & Qalo R (2004) Have we been thinking upside down? The contemporary emergence of Pacific theoretical thought in *The Contemporary Pacific*, vol 16 no 1 pp87-116

Week 8 Universals including bioethics**May 12, May 21**Readings

www.bioethics.org.nz/about-bioethics/issues-in-focus/human_embryos/index/html

Global conventions such as CEDAW CRC

Mead A & S Ratuva ed (2007) *Pacific Genes and Life Patents*, Call of the Earth, UN University Institute of Advanced Studies

Week 9-12 Individual research and seminar presentations and review

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.

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.

Find out more about plagiarism and how to avoid it, on the University's website at:

www.vuw.ac.nz/home/studying/plagiarism.html.

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.

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.

Post graduate support

- Post graduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities

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.
