



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

VA'AOMANŪ PASIFIKA

PACIFIC STUDIES

PASI 401

THEORY AND METHODS IN PACIFIC STUDIES

30 POINTS

TRIMESTER 1 2015

Important dates

Trimester dates: 2 March to 1 July 2015

Teaching dates: 2 March to 5 June 2015

Easter/Mid-trimester break: 3–19 April 2015

Study period: 8–12 June 2015

Examination/Assessment Period: 12 June to 1 July 2015

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: Tuesday and Thursday, 14:10 – 16:00pm KP06102
(6 Kelburn Parade, Room 102)

Names and contact details

Coordinator: Dr Teresia Teaiwa	Administrator: Melissa Fiu
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Office Hrs: Immediately before class or by appointment.	Office Hrs: Mon to Fri 8.30am – 3pm

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 course reviews theoretical debates in Pacific Studies, traces the development and use of academic research methods in the Pacific, as well as examining indigenous research methods.

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! PASI 401 is the core-course for the BA Honours in Pacific Studies. This is a seminar-based course that reviews theoretical debates in Pacific Studies, traces the development and use of academic research methods in the Pacific, and examines 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 such as:

- 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?
- What role do indigenous epistemologies play in the practice and production 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?
- How is Pacific Studies distinct from or similar to other academic fields?

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

Course learning objectives (CLOs)

Students who pass this course should be able to:

1. demonstrate familiarity with and understanding of key debates on theory and methodology in Pacific Studies;
2. demonstrate knowledge of major developments in the use of academic research methods in the Pacific;
3. demonstrate competence in formulating and designing an original and viable research project appropriate for implementation at the MA level;
4. demonstrate ability to advance one's own and facilitate others' learning by critically reading, attentively listening, and clearly communicating through written, verbal, and other relevant media.

Teaching format

This course is taught in a seminar format, with scheduled lectures by Pacific Studies academic staff, workshops with Victoria Library staff, and presentations and discussions led by students during timetabled class hours. When necessary, students may be required to attend workshops outside of scheduled seminar meetings.

Mandatory course requirements

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

1. attend at least of 20/24 convened sessions. In the event this is not possible due to a legitimate medical or other reason, the lecturer must be contacted as soon as possible so that alternative arrangements can be made
2. submit all written assignments, on or by the specified dates (subject to such provisions as are stated for late submission of work)
3. sit the final exam.

Students who achieve a passing mark for coursework at the end of the trimester, but fail to turn in any of their written assignments or fail to 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 requirements.

Please note that all your marked coursework for PASI 401 will need to be presented in a portfolio at the end of your Honours degree, for assessment by an external examiner. We recommend you keep copies of all your assignments for this purpose.

All grades received for courses taken as part of the Honours programme, cannot be assumed to predict the final grade for the degree. The external examiner will make the final recommendation for overall grades for the Honours degree, e.g. First Class Honours, Second Class Honours (1 or 2), etc.

Workload

The workload for PASI 401 is consistent with other 30-point courses within the Faculty of Humanities and Social Sciences. It is recommended that you spend at least 300 hours throughout the trimester.

Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	Seminar Chairing (facilitating discussion for 1 hour, approx.. 3-5 hours preparation)	15%	1, 2, 4	tbc
2	Seminar Presentation #1 (10-15 minutes, approx. 3-5 hours preparation)		1-4	5-7 May
3	Seminar Presentation #2 (15-20 minutes, approx. 5-10 hours preparation)		1-4	26-28 May
4	KCQ 1 (500 words minimum, approx. 5-10 hours preparation)	15%	1, 2, 4	13 March
5	KCQ 2 (500 words minimum, approx. 5-10 hours preparation)		1, 2, 4	19 March
6	KCQ 3 (500 words minimum, approx. 5-10 hours preparation)		1, 2, 4	2 April
7	KCQ 4 (500 words minimum, approx. 5-10 hours preparation)		1, 2, 4	28 April
8	KCQ 5 (500 words minimum, approx. 5-10 hours preparation)		1, 2, 4	21 May
9	Research Design: Annotated Bibliography (1000 words minimum, approx.	10%	1-3	8 May
10	Research Design: Final Proposal	20%	1-3	5 June
11	Final Exam	40%	1-2	TBC

SEMINAR CONTRIBUTION (15%)

- Seminar chairing/respondents (5%)
- Research Design presentation 1 (5%)
- Research Design presentation 2 (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 20 out of 24 taught sessions in our regularly scheduled slot.

Seminar Chairing and Respondents: All students will be required to take turns chairing seminar discussion. "Seminar chairs" come prepared to make introductory remarks about the readings. Seminar chairs are responsible for opening up discussion by first, commenting on or raising questions which are directly relevant to the readings, and secondly, by relating the readings to lectures, guest lecturers or relevant sessions in the ESocSci Postgraduate Talanoa Series or other seminars on-campus. *It is not expected that the seminar chair will lecture the class. Rather, the*

marking for this piece of assessment will focus on the chair's ability to facilitate discussion amongst all seminar participants. 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 presentations (1 and 2): As part of their contributions to seminar, each student is required to make two presentations on their research design in progress. The aim of the first presentation (10-15 minutes long) is to clearly describe an original and viable research project in Pacific Studies with explicit reference to the underlying theory and method that will inform. The aim of the second presentation (15-20 minutes long) is to reflect on the process of formulating the research design, with specific attention to areas of difficulty and inspiration. At each point, the student is expected to critically 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.

All learning objectives for PASI 401 apply to these assessments. Please see Blackboard for more specific details on the marking criteria for these assessments.

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) minimum 500-word responses to readings and seminars of a given week (3%). Assignments are made available on Bb 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.

All learning objectives for PASI 401 apply to these assessments. Please see Blackboard for more specific details on the marking criteria for these assessments.

Research design (30%)

--Annotated Bibliography—minimum 1000 words (10%) due 8 May 2015

--Final Research Proposal—minimum 1500 words (not including bibliography) (20%) due 5 June 2015

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 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.

All learning objectives for PASI 401 apply to these assessments. This assessment, in particular, focuses on the following: Demonstrate competence in formulating and designing an original and

viable research project appropriate for implementation at MA level. Please see Blackboard for more specific details on the marking criteria for these assessments.

Final Examination—3 hour Examination, Date and Time TBA (40%)

The final examination relates to the following learning objectives of this course:

--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 years' examinations are available at the Library and on the library website for your perusal.

Submission and return of work

All written assessments for PASI 401 must be submitted via Bb by the stipulated due date. The Course Coordinator will endeavour to mark and return assignments within two weeks of 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.

Set texts

--Required reading handouts will be posted on Blackboard for students to print and read before seminars. Any readings distributed in class should be treated as required reading unless otherwise specified.

--A Blackboard (Bb) site will be available for this course. It will be used for class notices, marking matrices, distributing and submitting assignments, sharing electronic copies or links to recommended readings and handouts for this class. Bb may also be used for an on-line discussion forum.

Recommended reading

--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.

--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*, and *The Journal of the Polynesian Society*, *Oceania* and *Asia Pacific Viewpoint* are freely available to you on-line via our Victoria University Library website:

<http://gx4ej7nu5f.search.serialssolutions.com/>

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

Formal and informal student feedback on PASI 401 has resulted in many improvements to this course that will be discussed in class. Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Co-curricular Opportunities for Learning

PASI 401 students are encouraged to attend seminars offered in the ESocSci Postgraduate Talanoa Seminar Series this trimester. The Talanoa series is held in the Access Grid Room on level 9 of the Rankine Brown Library from 3-5pm on alternating Mondays. The Talanoa schedule will be circulated by email, posted on Blackboard, and posted on notice boards at 6 Kelburn Parade. 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 the aspect of "methods" which we are interested in, in this course. There are likely to be questions in the final exam that relate to sessions or themes explored in this seminar series.

PASI 401 and PASI BA (Honours) students are also encouraged to attend the Va'aomanū Pasifika 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!

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-v2/find-your-subject-librarian>
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz

PASI 401 THEORY AND METHOD IN PACIFIC STUDIES

COURSE OUTLINE 2015

WEEK 1: (RE) INTRODUCTIONS TO THEORY, METHOD, AND PACIFIC STUDIES

3 March: Introductions, Course Outline, preliminary discussions

5 March: Seminar discussion, KCQ1 available

Required reading: Wesley-Smith, Terence, Rethinking Pacific Islands Studies, *Pacific Studies*, Vol. 18, No. 2, June 1995: 115-137; Whimp, Graeme, Interdisciplinarity and Pacific Studies: Roots and Routes, *The Contemporary Pacific*, Vol. 20, No. 2, Fall 2008: 397-421; Teaiwa, Teresia and Henderson, April, Humanities and Communities: A Dialogue in Pacific Studies in *Pacific Studies* Vol. 32, No. 4, 2010: 421-438.

Recommended reading: 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; Kiste, Robert C., Pacific Islands Studies at the University of Hawai'i: The First Three Decades, in *Pacific Studies* Vol. 32, No. 4, 2010: 439-466.

WEEK 2: (RE) INTRODUCTIONS TO THEORY, METHOD AND PACIFIC STUDIES (CONT'D)

10 March: Lecture (T. Teaiwa), Seminar discussion

13 March: Seminar discussion, Chair: _____, KCQ2 available, KCQ1 due

Required Readings: Ross, P.E., The Expert Mind in *Scientific American*, 295 (2), Firth, Stewart, Future Directions for Pacific StudiesII in *The Contemporary Pacific* 15(1), 2003:139-148; Thaman, KonaiHelu, Decolonizing Pacific Studies: Indigenous Perspectives, Knowledge, and Wisdom in Higher EducationII, in *The Contemporary Pacific*, 15(1), 2003:1-17; Teaiwa, Teresia, Specifying Pacific Studies: For or Before an Asia-Pacific Studies Agenda in *Remaking Area Studies: Teaching and Learning Across Asia and the Pacific*, edited by Terence Wesley-Smith and Jon Goss, UH Press, 2010:110-124.

Recommended Readings: Naidu, Vijay, No Pacific Studies, we're USP, in *The Journal of Pacific Studies*, Vol. 22, 1998: 191-205; Wendt, Albert, Towards a New Oceania, *Mana*, Vol. 1, No. 1, 1976: 71-85; 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.

WEEK 3: SOCIAL SCIENCE RESEARCH AND INDIGENOUS METHODOLOGIES

17 March: Lecture (S. Suaalii-Sauni), Seminar discussion

19 March: Seminar discussion, KCQ3 available, KCQ2 due

Required Readings: Prescott, S.J. (2008) Using talanoa in Pacific business research in New Zealand: experiences with Tongan entrepreneurs, *AlterNative, Special edition (1)*, 127-148; Sanga, K.F. (2004), Making philosophical sense of indigenous Pacific research, in *Researching the Pacific and Indigenous Peoples: Issues and Perspectives*. Baba, T., et al (eds). Auckland: Centre for Pacific Studies, University of Auckland pp.41-52; Smith, L.T. (2004), Building research capability in the Pacific, for the Pacific and by the Pacific in *Researching the Pacific and Indigenous Peoples: Issues and Perspectives*. Baba, T., et al (eds). Auckland: Centre for Pacific Studies, University of Auckland. Pp 4-16; Pe-Pua, Rogelia. 2002. "Cross-indigenous methodology: Phillipine experience". In *Cross-cultural Psychology: research and applications*. John W Berry et al (eds). Cambridge: Cambridge University Press, 109-137.

Recommended reading: Tamasese, K., Peteru, C., Waldegrave, C., and Bush, A. (2005), Ole Taeao Afua, the new morning: a qualitative investigation into Samoan perspectives on mental health and culturally appropriate services, *Australian and New Zealand Journal of Psychiatry*, 39:4, pp 300-309.; Gegeo, D.W. (1998), Indigenous knowledge and empowerment: rural development examined from within, *The Contemporary Pacific*, 10: 2, Fall, pp 289-316.

Reserve reading: Norman K. Denzin, Yvonna S. Lincoln, Linda Tuhiwai Smith (eds), *Handbook of critical and indigenous methodologies*, Los Angeles: Sage, 2008; Linda Tuhiwai Smith, On tricky ground: Researching the Native in the Age of Uncertainty, in *The Sage Handbook of Qualitative Research*. Thousand Oaks, California: Sage Publications, 2005: 85-107; Linda Tuhiwai, *Decolonizing Methodologies: research and indigenous peoples*. London: Zed Books and Dunedin: University of Otago Press, 1999.

WEEK 4: SOCIAL SCIENCE RESEARCH AND INDIGENOUS METHODOLOGIES (CONT'D)

24 March: Lecture (S. Suaalii-Sauni), Seminar discussion

26 March: Seminar discussion, Chair: _____

Required Readings: Punch, K.F. (1998) Introduction and Some Central Issues, *Introduction to Social Research: Quantitative & Qualitative Approaches*. London: Sage Publications pp 1-32.; Snook, I. (2003), The ethics and politics of social research in C. Davidson and M. Tolich (eds), 2nd edition, *Social Science Research in New Zealand: many paths to understanding*. Auckland: Pearson Education NZ Ltd. pp 42-52. 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.

Recommended 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; Crapanzano, V. (1984), Review: Life-Histories, *American Anthropologist*, 86[4]: 953-960; Etherington, K. (2009), Life story research: A relevant methodology for counsellors and psychotherapists, *Counsel Research*, 9:4, 225-233; excerpt from Crook, Tony, *Anthropological knowledge, secrecy, and Bolivip, Papua New Guinea*. Oxford University Press, 2007: 1-36.

WEEK 5: CULTURAL STUDIES IN/OF/FOR OCEANIA

31 March: Lecture (T. Teaiwa), Seminar discussion

2 April: Seminar discussion, KCQ4 available, KCQ 3 due

Required Readings: Diaz, Vicente M. and J. Kehaulani Kauanui. Native Pacific Cultural Studies on the Edge. *The Contemporary Pacific* 13.2 (Fall 2001): 315–341; Wood, Houston. Cultural Studies for Oceania, *The Contemporary Pacific*, Vol. 15, No. 2, Fall 2003: 340–374.

MID-TERM BREAK 3-17 APRIL

WEEK 6: 'ARTICULATION' AS THEORY AND METHOD

21 April: Lecture (T. Teaiwa), Seminar discussion

23 April: Seminar discussion, Chair: _____

Required Readings: Slack, Jennifer Daryl. The Theory and Method of Articulation in Cultural Studies. In David Morley and Kuan-Hsing Chen, eds. *Stuart Hall: Critical Dialogues in Cultural Studies*. New York and London: Routledge, 1996: 112–127; Clifford, James. Chapter 4. Interviewer: Manuela Ribeiro Sanches. Paradigm Press, 2003: 79–93.

Recommended readings: Teaiwa, Teresia. "Articulated Cultures: Militarism and Masculinities in Fiji during the mid-1990s" in *Fijian Studies: A Journal of Contemporary Fiji*, 3(2), 2005:201-222; Clifford, James. Indigenous Articulations. *The Contemporary Pacific* 13.2 (Fall 2001): 468–490.

WEEK 7: (RE) SEARCH METHODS

28 April: VUW LIBRARY SESSION TBC, KCQ4 due

30 April: RESEARCH PROJECT WORKSHOP

WEEK 8: RESEARCH SEMINARS #1

5 May: Seminar presentation, Discussion

7 May: Seminar presentation, Discussion, Annotated Bibliography due

KCQ 5 available

WEEK 9: FEMINIST THEORY AND ORAL HISTORIES IN PACIFIC STUDIES

12 May: Lecture (T. Teaiwa)

14 May: Seminar discussion

Required Readings: Cameron, Deborah, Introduction: Why is Language a Feminist Issue? in *The Feminist Critique of Language: A reader*, Deborah Cameron (ed). London and New York: Routledge, 2998:1-21; Anderson, Kathryn and Jack, Dana C. Learning to Listen: Interview Techniques and Analyses, in *Women's Words: The Feminist Practice of Oral History*, edited by Sherna Gluck and Daphne Patai. New York and London: Routledge, 1991: 11-26; Griffen, Vanessa (ed), *Women Speak Out! A Report of the Pacific Women's Conference October 27-November 2, 1975* digitized on <http://www.nzetc.org/tm/scholarly/tei-GriWom1.html>; Hall, Lisa Kahaleole, Navigating Our Own 'Sea of Islands': Remapping a Theoretical Space for Hawaiian Women and Indigenous Feminism, *Wicazo Sa Review*. Vol. 24, No. 2, 2009: 15-38.

Reserve readings: Fyfe, Judith and Manson, Hugo. *Oral History and How to Approach It*. Wellington: New Zealand Oral History Archive, 1989; Jones, Alison, Herda, Phyllis and Suaalii, Tamasailau M. (eds), *Bitter sweet: Indigenous Women in the Pacific*. Dunedin: University of Otago Press, 2000; Reinharz, Shulamit. *Feminist Methods in Social Research*. New York: Oxford University Press, 1992.

Recommended reading: Griffen, Vanessa, *Women, Development and Empowerment: A Pacific Feminist Perspective* digitized on <http://www.nzetc.org/tm/scholarly/tei-GriWom2.html>; Teaiwa, Teresia, Reading Gauguin's Noa Noa with Hau'ofa's Nederends: Militourism, Feminism and the 'Polynesian' Body, *UTS Review*, Vol. 5, No. 1, 1998: 53-69; Teaiwa, Teresia, An Oral Fixation Worth Having: How Working at the Margins of Historiography Can Save Your Soul, Keynote Address, National Oral History Association of New Zealand, 2011.

WEEK 10: COMPARATIVE METHODS IN PACIFIC STUDIES

19 May: Lecture (T. Teaiwa)

21 May: Seminar discussion, KCQ5 due

Required readings: Howe, Kerry R., Pacific Islands History in the 1980s: New Directions or Monograph Myopia? *Pacific Studies*, Vol 3, No. 1, 1979: 81-90; Huntsman, Judith (ed.), Introduction, *Tonga and Samoa: Images of Gender and Polity*, Macmillan Brown Centre for Pacific Studies, Christchurch, 1995: 7-18;

Recommended readings: Gregor, Thomas and Tuzin, Donald, Comparing Gender in Amazonia and Melanesia: A Theoretical Orientation in *Gender in Amazonia and Melanesia: an exploration of the Comparative Method*, Berkeley: University of California Press, 2001: 1-16; Kaplan, Alice, French Lessons: How Paris Changed Jacqueline Bouvier Kennedy, Susan Sontag and Angela Davis, *The Chronicle of Higher Education*, January 28, 2014: <http://chronicle.com/article/French-Lessons/131326/>

WEEK 11: RESEARCH SEMINAR #2

26 May: Seminar Presentation, Discussion

28 May: Seminar Presentation, Discussion

Week 12: HOW IS PACIFIC STUDIES DISTINCT FROM OR SIMILAR TO OTHER ACADEMIC FIELDS?

2 June: Exam revision, Course Evaluation, Shared meal

4 June: AKAMAI XV AND 16TH ANNIVERSARY OF PACIFIC STUDIES 6-9PM ALL WELCOME
(Final proposal due 5 June)