



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

VA'AOMANŪ PASIFIKA

PACIFIC STUDIES

PASI 404

Pacific Epistemologies in Research Methodologies

30 POINTS

TRIMESTER 2 2015

Important dates

Trimester dates: 13 July to 15 November 2015

Teaching dates: 13 July to 16 October 2015

Mid-trimester break: 24 August to 6 September 2015

Last assessment item due: 16 October 2015

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: Mon and Tues 2pm – 4pm, 6KP 102
(6 Kelburn Parade, Seminar Room 102)

Names and contact details

Coordinator: Dr Sailau Suaalii-Sauni	Administrator: Melissa Fiu
Room 203, 6 Kelburn Parade	Room 101, 6 Kelburn Parade
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Office Hrs: immediately after 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 critically examines Pacific research methodologies and methods (e.g. the talanoa, tivaevae, faafaletui, toktok), and their underlying epistemological foundations, using class-based discussions and a practical community-based group research exercise. Students will draw comparisons between these and relevant frames of knowing and doing used in social science and the humanities.

Course content

This is a semi-structured talanoa seminar based course. The order in which each topic occurs within the course is designed to not only introduce students to key areas within Pacific and Pasifika research, but also to give practical hands-on experience actually carrying out at a basic level one or two Pacific research methodologies/methods/tools. The course asks students to reflect on three main questions:

1. What is a Pacific research methodology and/or method?
2. What is Pacific epistemology, and how is it relevant to Pacific research methodologies and methods?
3. How can I apply Pacific research methodologies and methods to my research?

To address these questions, the course expects students to engage in five main types of activities:

1. careful reading of relevant academic scholarship;
2. in-class discussion sessions;
3. a class visit to a Pacific community-based organisation in Wellington;
4. completion of practical in-class Pacific research exercises set by the course convenor;
5. completion of formal written work.

The course seeks to complement PASI 401. It expands on the “Social Science Research and Indigenous Methodologies” module of that course, offering students the opportunity to explore in more depth the Pacific knowledge frames and research methodologies introduced there. It is not necessary to have done PASI 401 in order to do this course and vice versa. PASI 401 is, however, a compulsory course for the BA(Hons) in Pacific Studies. PASI 404 is optional and is for those who wish to focus in some depth on Pacific research methodologies and methods, and their epistemological underpinnings.

Course learning objectives (CLOs)

Students who pass this course should be able:

1. to know what a Pacific research methodology and/or method is/are and the history of their development and usage
2. to critique key Pacific research methodological frameworks, their associated methods and underlying epistemological foundations
3. to assess the comparative value of these key Pacific research methods alongside related methods from within the social sciences and humanities
4. to apply, at a basic level, one or more Pacific research methods within a Pacific community setting
5. to transcribe, collate and interpret, at a basic level, Pacific research data
6. to demonstrate sensitivity and skill in facilitating and/or participating in an in-depth group discussion on a Pacific research topic; and
7. to develop the basic writing skills necessary for publishing a technical research report or academic article.

Teaching format

The teaching approach for this course is based on the semi-structured talanoa seminar format. This format draws on Timote Vaoleti's (2006) ideas of talanoa as informal conversations but places this within a semi-structured seminar type approach. This means that students and course convenor are expected to broadly engage in open interactive dialogue on each of the topics and readings set for the course. While the general topic area is set, the exact path (i.e. manner and form) that the class discussions will take will depend on the interaction and talanoa (lit. 'talking') generated within the seminars.

Students are expected to read all the required readings. A supplementary reading list is provided to help build student awareness of further thinking in key subject areas. The class hosting/chairing exercise is expected to offer students the ability to develop personal confidence and gain experience in leading group intellectual discussion on a key topic in this course. The class visit to a Pacific community service in Wellington offers students the ability to experience first-hand, in a semi-structured way, how the Pacific research methodologies and/or epistemological concerns discussed in class play out or not in a Pacific community-based organisational setting.

Because of the broad scope of the topics within this course, students are encouraged to read widely. However, to keep the readings per class to a reasonable workload level, the readings have been deliberately allocated to give cumulative knowledge wherever possible. A week by week schedule of topic areas and readings is provided in appendix 1.

Mandatory course requirements

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

- obtain at least 40% for each assignment in order to demonstrate the achievement of all the CLOs of the course.
- attend at least 70% of all tutorials and lectures, so that they will have the opportunity to develop oral communication and teamwork skills in relation to chairing a class discussion, engaging in mock class research exercises and the class field-trip to a Pacific community service provider, and providing an in-class oral presentation.

Any student who is concerned that they have been (or might be) unable to meet any of the MCRs because of exceptional personal circumstances, should contact the course coordinator as soon as possible.

Please note that all your marked coursework for PASI 404 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.

Workload

The expectations are that students will work 10 hours per point, therefore a 30 point course equates to 300 hours over the trimester. This includes scheduled contact time, individual or group study, and work on assessment tasks.

Chairing a class discussion	Approximately 16 hours
Annotated Bibliography (1500 words maximum, references included)	Approximately 56 hours
A qualitative verbatim transcript & draft of basic questionnaire	Approximately 60 hours
Combined summary narrative of key themes from verbatim transcript and basic questionnaire	Approximately 40 hours
Participation in 1 field trip	Approximately 8 hours
Oral Presentation on Essay Topic (20 minutes minimum)	Approximately 48 hours
Essay (4000 words maximum, references included)	Approximately 72 hours

Assessment

This course is 100% internally assessed. There is no end of course examination.

Assessment items and workload per item		%	CLO(s)	Due date
1	Chairing/Co-chairing a class discussion session – 50 minutes	10%	1-7	Mon, July 27 or Tues, Sept 29; or Mon, Oct 5
2	An annotated bibliography - 1500 words (references included)	10%	1,2,3,7	Aug 21, 4pm
3	A qualitative verbatim transcript (based on a 1 hour talanoa, kakala or faafaletui session) & draft of basic questionnaire	10%	1-7	Aug 28, 4pm
4	A combined summary narrative of key themes of verbatim transcript and basic questionnaire findings – 3000 words	15%	1-5, 7	Sept 18, 4pm
5	Participation (by leading, listening and asking questions – based on class readings - where appropriate, by responding to questions if asked) in an applied Pacific research exercise with a Pacific community-based organisation (TBC)	10%	1-6	Mon, Sept 28
6	In class oral presentation on essay topic (20-30 minutes)	10%	1,2,3,7	Tues, Oct 6 and Mon, Oct 12
7	Academic essay – 4000 words (references included)	35%	1-5, 7	16 Oct, 4pm

To fulfil the annotated bibliography, in class oral presentation and essay requirements students must schedule at least three office hour appointments with the course coordinator. The appointments will be organised during Week 1.

Brief description of each assignment types

1. Chairing a class discussion (10%)

This assignment involves, individually or in a pair, preparing discussion activities and facilitating these activities in a way that generates full class discussion of key issues arising from those required readings in the student notes book relevant to the class discussion topic. Pair work will be marked individually. Exact class discussion topic area and readings to be covered for this assignment will be set in class in Week 1. Guidelines for chairing the review session and the marking schedule will be posted on Blackboard.

2. Annotated Bibliography (10%)

This assignment requires compiling and writing brief annotations for 12 different academic sources relevant to the student's essay topic and a brief explanation of the search methodology employed to find the sources. The assignment must note the student's name, the proposed essay topic, and each annotation must state how the source could be of value to addressing the essay topic. All sources must be referenced fully using an accepted academic referencing style. A template with the format to be adopted for this assignment and the marking schedule will be posted on Blackboard.

3. Qualitative Verbatim Transcript & Draft of Basic Questionnaire (10%: 5% marks each)

This assignment is made up of three parts that culminate in the qualitative verbatim transcript and basic questionnaire that will be transcribed by the course convenor and will provide the ultimate items for assessment. The student's performance in the following three parts will be taken into consideration when assessing their contribution to the overall quality of the content evidenced in the verbatim transcript and questionnaire. The three parts include: (a) the student's individual contribution to the class Pacific research topic guide and questionnaire; (b) the student's individual contribution to the class information sheet and consent form (using templates provided by the course convenor); and (c) the student's own performance in the mock and actual Pacific research talanoa or faafaletui or other type of Pacific research exercise that is decided upon. The verbatim transcription evidences each student's engagement in the actual talanoa or other session, and the final questionnaire used in the talanoa or other session, together with the draft topic guides and ethics information and consent forms, altogether provide evidence of participation in the assignment. This assignment will be explained more fully in class. See Blackboard for specific marking criteria for this assignment.

4. Thematic summary of findings from verbatim transcript and basic questionnaire (15%, 3000 word maximum)

This assignment draws on the verbatim transcript produced and from questionnaire findings. It requires a summary of the findings from both data sources. The thematic summary must narrate in summary form key themes arising from the data, noting how the information collected addresses or not the research topic and questions. This assignment will be explained more fully in class. See Blackboard for specific marking criteria for this assignment.

5. Participation in an applied Pacific research exercise with Pacific community organisation (10%)

This assignment involves attending and participating in a talanoa or faafaletui with a Wellington-based community service. The actual service that will be visited is to be confirmed. This will be announced in class and via Blackboard. Participation in this assignment means students are to demonstrate good learning through showing active engagement in the talanoa/faafaletui session

with the service. Questions and responses raised ought to show good familiarity with relevant themes, arguments and issues raised in class and in set course readings.

Information on the Wellington Service chosen will be disseminated in class and via Blackboard. Specific details of the format for the visit will be provided for students in class and posted on Blackboard. See Blackboard for specific marking criteria for this assignment.

6. In Class Oral Presentation on Essay Topic (10%)

This assignment involves a brief explanation of the student's essay topic, including (but not limited to) an overview of the key issues to be explored within the proposed essay, key sources to be used and an outline of the key theoretical argument adopted. Guidelines for the in class oral presentation and the marking schedule will be posted on Blackboard.

7. Essay (35%: 30% for essay and 5% for attending at least 3 meetings with course convenor on essay topic)

This assignment involves writing a 4000 word academic essay (including references) on a topic of relevance to the course and of interest to the student. Over the course of at least three scheduled office hour sessions the student will work together with the course coordinator to focus his or her essay topic and search methodology. The marking schedule for this assignment will be posted on Blackboard.

Submission and return of work

Written assignments are not to be submitted in hardcopy, but in electronic format only. Electronic assignments are submitted as a MS Word file through Blackboard. How to name your file and instructions for uploading your electronic assignment can be found on Blackboard in the "Assignments" section. Your mark and marked assignment with feedback will be found on Blackboard in the same section or through your course coordinator.

Your grade and feedback comments for hosting, chairing and oral presentation assessments will also be entered on Blackboard within two weeks of the hosting, chairing and presentation.

Extensions and penalties

Extensions

Assignments submitted more than seven days after the 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.

Penalties

No penalty will be given for written work that does not meet the maximum word count, but a penalty of 1 mark per 500 words over the word count will be deducted. 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.

Practicum/placement/field trip/internship arrangements

A field trip to a Pacific community based social or health service in Wellington will be held Monday, 28 September. The actual service to be visited will be confirmed by Week 1. The arrangements for the fieldtrip will be announced in class and via Blackboard. Transport will be arranged by the course coordinator. Students are to meet in front of 6 Kelburn Parade on the scheduled day and time. There is no cost associated with this field-trip.

Set texts

A Student Notes Book is required and is available for purchase at Vic Books on Kelburn Parade (see www.vicbooks.co.nz – PASI 404 Student Notes). All videos screened in lectures are required texts. Any hand-outs or readings given out in lectures or tutorials will be posted on Blackboard or placed on course reserve in the library.

Recommended reading

Recommended readings will be posted on Blackboard.

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

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php. You will have an opportunity to participate in the formal evaluation of this course. Formal and informal student feedback on PASI 404 has resulted in improvements to the course.

Feedback from a previous cohort of students in this course highlighted appreciation of the mock in-class Pacific research exercises, especially the “talanoa session” and the field trip to a Pacific community service provider. They recommended more time for unpacking the readings. The lecturer has reorganised the course lecture structure this year to spend more time unpacking key concepts and arguments promoted by the required readings.

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

Week by week timetable with allocated reading in Student Notes Book

PASI 404: WEEK BY WEEK TIMETABLE & MAIN READINGS

Week/Day	Topic & Reading
Week One:	What is Pacific epistemology?
Day 1: Mon, 13 July	<ol style="list-style-type: none"> 1. Gegeo, D and Watson-Gegeo, K. “Whose knowledge? Epistemological collisions in Solomon Islands community development”, <i>The Contemporary Pacific</i>, 2002, v.14, n.2, pp.377-409. 2. Gegeo, D. and Watson-Gegeo, K.A. “How we know: Kwara’ae rural villagers doing indigenous epistemology”, <i>The Contemporary Pacific</i>, 2001, v.13, n.1, pp.55-88.
Day 2: Tues, 14 July	<ol style="list-style-type: none"> 3. Nongkas, C., and Tivinarlik, A. “Melanesian indigenous knowledge and spirituality”. <i>Contemporary PNG Studies: DWU Research Journal</i>, 2004, v1, pp.57-68. 4. Huffer, E. and Qalo, R., “Have we been thinking upside-down? The contemporary emergence of Pacific theoretical thought”, <i>The Contemporary Pacific</i>, 2004, v16, n.1, pp.87-116. 5. Hviding, E. “Between knowledges: Pacific Studies and Academic Disciplines”, <i>The Contemporary Pacific</i>, 2003, v.15, n.1, pp.43-73. 6. Okere, T. “Is there one science, Western science?”, <i>Africa Development</i>, 2005, v.XXX, n. 3, pp.20-34. 7. Roberts, M. “Indigenous knowledge and western science: perspectives from the Pacific”. In <i>Science and technology education and ethnicity: an Aotearoa/New Zealand perspective</i>, 1998, Wellington: The Royal Society of New Zealand, pp.59-75.
Week Two:	What are our Pacific research methodologies and methods?
Day 3: Mon, 20 July	<ol style="list-style-type: none"> 8. Sanga, K. “Making philosophical sense of indigenous Pacific research”, In <i>Researching the Pacific and indigenous peoples: issues and perspectives</i>, Tupeni Baba et al (eds), Auckland: Centre for Pacific Studies, University of Auckland. 2004. pp.41-52. 9. Suaalii-Sauni, T., and Aiolupotea, M.F. “Decolonising Pacific research, building Pacific research communities and developing Pacific research tools: the case of the ‘talanoa’ and ‘faafaletui’ in Samoa”, <i>Asia Pacific Viewpoint</i>, Vol. 55, No. 3, December 2014, pp.331-344. 10. Vallance, R.J., “Is there a Melanesian research methodology?”, <i>Contemporary PNG Studies: DWU Research Journal</i>, 2007, v.7, pp.1-16.
Day 4: Tues, 21 July	<ol style="list-style-type: none"> 11. Helu Thaman, K. “Partnerships for progressing cultural democracy in teacher education in Pacific Island countries”, in <i>Handbook of Teacher Education</i>, Townsend, T., and Bates, R., (eds), 2007, Netherlands: Springer, pp.53-66. 12. Prescott, S.J. “Using talanoa in Pacific business research in New Zealand: experiences with Tongan entrepreneurs”, <i>AlterNative</i>, 2008, special edition, v.1, pp.127-148. 13. Vaioleti, T.M. “Talanoa research methodology: a developing position on Pacific research”, <i>Waikato Journal of Education</i>, 2006, v.12, pp.21-34. 14. Tamasese, K., et al., “Ole Taeao Afua, the new morning: a qualitative investigation into Samoan perspectives on mental health and culturally appropriate services”, <i>Australian and New Zealand Journal of Psychiatry</i>, 2005, v.39, n.4, pp.300-309.
Week Three	Co-Chaired Summary Class Discussion Sessions on Pacific Research Methodologies & Methods & Introduction to Qualitative Research Methodologies
Day 5: Mon, 27 July	Chaired/Co-Chaired Summary Class Discussion Session Assignment on Pacific Research Methodologies & Methods (Allocation of Topic Areas & Organisation of Co-Chairs to be done in Week 1).
Day 6: Mon,	15. Giddings, L.S. and Grant, B.M. “Mixed methods research for the novice researcher”,

28 July	<p><i>Contemporary Nurse</i>, 2006, v.23, pp.3-11.</p> <p>16. Punch, K.F. “Collecting Qualitative Data”, in <i>Introduction to social research: quantitative and qualitative approaches</i>, 1998, London et al: Sage Publications, pp.174-197.</p> <p>17. Finlay, L. “Applying phenomenology in research: problems, principles and practice”, <i>British Journal of Occupational Therapy</i>, 1999, v.62, n.7, pp.299-306.</p> <p>18. Farrelly, T., and Nabobo-Baba, U. “Talanoa as empathic apprenticeship”, <i>Asia Pacific Viewpoint</i>, Vol. 55, No. 3, December 2014, pp.319-330.</p>
Week Four	Guest Lecture on Understanding Pacific Quantitative Research & Tools & Pacific Ethics
Day 7: Mon, Aug 3	<p>Guest Lecture: Surveying Pacific peoples: tools and analyses</p> <p>19. McMurray et al. “Quantitative data collection by survey, questionnaire and experiment”, in <i>Research: a commonsense approach</i>. 2004, Southbank, Victoria: Thomson Social Science Press. pp. 101-123.</p> <p>20. Punch, K.F. “Collecting Quantitative Data”, in <i>Introduction to social research: quantitative and qualitative approaches</i>, 1998, London et al: Sage Publications, pp.102-110.</p>
Day 8: Tues, Aug 4	21. Meo-Sewabu, L. “Cultural discernment as an ethics framework”, <i>Asia Pacific Viewpoint</i> , Vol. 55, No. 3, December 2014, pp.345-354.
Week Five	Pacific Evaluation Research & Begin Practical Class Pacific Research Exercise
Day 9: Mon, Aug 10	<p>22. White, R. “Doing evaluation research”, in <i>Social research methods: an Australian perspective</i>, 2006, Melbourne: Oxford University Press. pp. 159-185.</p> <p>23. Waa, A. et al. “Section 2: Planning your evaluation”, in <i>Programme evaluation: an introductory guide for health promotion</i>, 1998, Auckland: University of Auckland. pp.1-25</p>
Day 10: Tues, Aug 11	<p><i>Discussion on cultural and research protocols and ethics when meeting with Pacific community organisations or speaking with Pacific participants for research or evaluation purposes.</i></p> <p><i>Students are (with convenor’s guidance) to choose topic for in-class practicum and begin developing a topic guide and questionnaire & discuss ethics information sheet & consent form (Convenor to provide final info sheet & consent form for in-class exercise)</i></p>
Week: Six	Finalise topic guide & basic questionnaire & do mock practice and then actual run of Pacific group data collection exercise
Day 11: Mon, Aug 17	Finalise topic guide & basic questionnaire
Day 12: Tues, Aug 18	Carry out mock & then actual Pacific group research session
AUG 24 - 6 SEPT	MID-TRIMESTER BREAK
Week Seven	Collating Pacific research data
Day 13: Mon, Sept 7	<p><i>Organising, coding/thematising Pacific research data – in class exercise</i></p> <p>24. McMurray, A.J. et al. “Analysing the content of qualitative data”, in <i>Research: a commonsense approach</i>. 2004, Southbank, Victoria: Thomson Social Science Press. pp.241-259.</p>
Day 14, Tues, Sept 8	<p><i>summarising Pacific research exercise findings</i></p> <p><u>No set reading for this class.</u></p>
Week Eight	Analysing and Writing-Up Pacific research data
Day 15:	Class review of summaries from questionnaire and from Pacific group research exercise

Mon, Sept 14	<u>No readings set</u>
Day 16: Tues, Sept 15	<p>Guest Lecture: Analysing & writing up questionnaire data</p> <p>Guest Lecturer – Dr. Russil Durrant</p> <ul style="list-style-type: none"> • How to make basic descriptive sense of census and questionnaire data • How to write-up basic descriptive statistical information from Pacific census and questionnaire data • Using computer software <p><u>No readings</u></p>
Week Nine	Strategies for disseminating Pacific research findings
Day 17: Mon, 21 Sept	<p>Comparing different reporting and dissemination strategies: considering issues of translation, target audiences and budgetary constraints.</p> <p>(Readings to be posted on Bb).</p>
Day 18: Tues, 22 Sept	<p>Evaluating cost-effectiveness of different reporting and dissemination strategies: considering different case scenarios on how would one evaluate for cost-effectiveness?</p> <p>(Readings to be posted on Bb).</p>
Week Ten	Visit with Pacific community-based organisation – TBC & Reflexive research practice
Day 19: Mon, 28 Sept	<p>Students to attend and participate in research discussion with a Wellington Pacific community social or health service staff. Students to bear in mind Pacific cultural protocols, and epistemological and ethical concerns. (Instructions for visit to be posted on Bb in Week 7 file).</p> <p>Reflections/reflexive practices on visit with Pacific community service and on topics and practical exercises covered so far. Reading for this week is:</p> <p>25. Fook, J. “Reflexivity as method”, <i>Annual Review of Health Social Sciences</i>, 1999, v.9, pp.11-20.</p>
Day 20: Tues, 29 Sept	Chaired/Co-chaired class discussion review of Pacific community organisation visit and relevant readings covered in class so far
Week Eleven	Decolonising Pacific research methodologies & Student Essay Topic Presentations
Day 21: Mon, 5 Oct	<p>Decolonising research methodologies</p> <p>26. Pe-Pua, R., “From decolonizing psychology to the development of a cross-indigenous perspective in methodology: the Philippine experience”, in <i>Indigenous and cultural psychology: understanding people in context</i>, Kim, U., et al (eds), 2006, New York: Springer, pp.108-137.</p> <p>27. Smith, L. “Building research capability in the Pacific, for the Pacific and by Pacific Peoples”, in <i>Researching the Pacific and indigenous peoples: issues and perspectives</i>, Tupeni Baba et al (eds), Auckland: Centre for Pacific Studies, University of Auckland. 2004. pp.4-16.</p> <p>28. Jones, A., & Jenkins, K., “Rethinking collaboration: working the indigene-colonizer hypen”, in <i>Handbook of Critical and Indigenous Methodologies</i>, Denzin, N.K et al (eds), 2008, Thousand Oaks, California et al: Sage Publications, pp. 471-486.</p> <p>This class will involve a chaired/co-chaired class discussion review of theme of</p>

	'decolonising research methodologies' using all relevant readings covered in class
Day 22: Tues, 6 Oct	Student presentations on essay topics & student feedback
Week Twelve	Student Essay Topic Presentations Continued & Course Summation & Shared Brunch
Day 23: Mon, 12 Oct	Student presentations on essay topics & student feedback
Day 24: Tues, 13 Oct	Course Summation & Shared Lunch
STUDY WEEK	ESSAY DUE FRIDAY OCT 16 No Examination for this course.