



**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

**VA'AOMANŪ PASIFIKA  
PACIFIC STUDIES**

**PASI 401  
THEORY AND METHODS IN PACIFIC STUDIES  
30 POINTS**

**TRIMESTER 1 2016**

**Key dates**

**Trimester dates:** 29 February to 29 June 2016

**Teaching dates:** 29 February to 5 June 2016

**Easter break:** 24–30 March 2016

**Mid-trimester break:** 25 April to 1 May 2016

**Study period:** 6–9 June 2016

**Examination/Assessment Period:** 10–29 June 2016

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](http://www.victoria.ac.nz/students/study/withdrawals-refunds).

If you cannot complete an assignment or sit a test in the last three weeks of teaching, or an examination, it may instead be possible to apply for an aegrotat (refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)).

**Class times and locations**

**Lectures:** Tues and Wed, 11am – 1pm 6KP/102  
(6 Kelburn Parade, Room 102)

## Names and contact details

Coordinator: Dr Teresia Teaiwa	Administrator: Melissa Fiu
Room 202, 6 Kelburn Parade	Room 101, 6 Kelburn Parade
Ph: 04 463 5110	Ph: 04 463 5830
E: <a href="mailto:teresia.teaiwa@vuw.ac.nz">teresia.teaiwa@vuw.ac.nz</a>	E: <a href="mailto:melissa.fiu@vuw.ac.nz">melissa.fiu@vuw.ac.nz</a>
Office Hrs: Immediately after class or by appointment	Office Hrs: Mon to Fri 9am – 3pm

## Communication of additional information

Additional information will be communicated in lectures and on Blackboard. 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 a critical 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. sit and complete the final exam, to achieve CLOs1-2,
2. submit all written assignments, on or by the specified dates (subject to such provisions as are stated for late submission of work) to achieve CLO 3,
3. attend at least of 20/24 convened sessions to achieve CLO 4.

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

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.

## 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	4-5 May
3	Seminar Presentation #2 (15-20 minutes, approx. 5-10 hours preparation)		1-4	25-26 May
4	KCQ 1 (500 words minimum, approx. 5-10 hours preparation)	15%	1, 2, 4	11 March
5	KCQ 2 (500 words minimum, approx. 5-10 hours preparation)		1, 2, 4	18 March
6	KCQ 3 (500 words minimum, approx. 5-10 hours preparation)		1, 2, 4	7 April
7	KCQ 4 (500 words minimum, approx. 5-10 hours preparation)		1, 2, 4	20 April
8	KCQ 5 (500 words minimum, approx. 5-10 hours preparation)		1, 2, 4	19 May
9	Research Design: Annotated Bibliography (1000 words minimum, approx.	10%	1-3	5 May
10	Research Design: Final Proposal	20%	1-3	3 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 5 May 2016

--Final Research Proposal—minimum 1500 words (not including bibliography) (20%) due 3 June 2016

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.

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.

## **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**

### **Extensions**

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.

### **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.

### **Set texts**

There is no set text book for this course.

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.



## Student feedback

Formal and informal student feedback on PASI 401 has resulted in improvements to this course including sharpening the focus on methods and methodology, assigning new readings, and re-designing assessments and seminar discussion formats.

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://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](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)

- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)
- Special passes: refer to the *Assessment Handbook*, at [www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf](http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf)
- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Terms and conditions: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- Victoria graduate profile: [www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)

# PASI 401 THEORY AND METHOD IN PACIFIC STUDIES

## COURSE OUTLINE 2016

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

1 March: Introductions, Course Outline, preliminary discussions

2 March: Seminar discussion, KCQ1 available

**Required reading:** Wesley-Smith, Terence, Rethinking Pacific Islands Studies, *Pacific Studies*, 18(2), 1995: 115-137; Whimp, Graeme, Interdisciplinarity and Pacific Studies: Roots and Routes, *The Contemporary Pacific*, 20(2), 2008: 397-421; Teaiwa, Teresia and Henderson, April, Humanities and Communities: A Dialogue in Pacific Studies in *Pacific Studies* 32(4), 2010: 421-438.

**Recommended reading:** Wesley-Smith, Terence, Rethinking Pacific Studies Twenty Years On, *The Contemporary Pacific* 28(1), 2016: 153-169; Kiste, Robert C., Pacific Islands Studies at the University of Hawai'i: The First Three Decades, in *Pacific Studies* 32 (4) 2010: 439-466; Heryanto, Ariel, Can There be Southeast Asians in Southeast Asian Studies? *Moussons* 5, 2002: 3-30.

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

8 March: Theory and Method in Pacific Studies Panel: S. Suaalii-Sauni, April Henderson, Teresia Teaiwa

9 March: Theory and Method in Pacific Studies Panel: PASI POSTGRAD STUDENT PANEL, tbc, KCQ2 available, KCQ1 due

**Required Readings:** Ross, P.E., The Expert Mind in *Scientific American*, 295 (2), 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; 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*, 1 (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.

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### WEEK 3: CULTURAL STUDIES AND PACIFIC STUDIES

15 March: Lecture (A. Henderson), Seminar discussion

16 March: Seminar discussion, Chair: \_\_\_\_\_ KCQ 3 available, KCQ 2 due

**Required Readings:** Diaz, Vicente M. and J. Kēhaulani Kauanui. Native Pacific Cultural Studies on the Edge. *The Contemporary Pacific* 13(2), 2001: 315–341; Wood, Houston. Cultural Studies for Oceania. *The Contemporary Pacific*, Vol. 15(2), 2003: 340–374.

**Recommended Readings:** Teaiwa, Teresia. L(osing) the Edge. *The Contemporary Pacific* 13(2), 2001: 343–365; Kinikini Kouvaka, Lea Lani. Berths and Anchorages: Pacific Cultural Studies from Oceania. *The Contemporary Pacific* 28(1), 2016: 130-151.

#### **WEEK 4: CULTURAL STUDIES AND ETHNOGRAPHIC APPROACHES IN PACIFIC STUDIES**

22 March: Lecture: Articulation Theory and 'Following the Thing' (A. Henderson), Seminar discussion

23 March: Seminar discussion, Chair: \_\_\_\_\_

**Required Readings:** Slack, Jennifer Daryl. The Theory and Method of Articulation in Cultural Studies, in Stuart Hall: Critical Dialogues in Cultural Studies. David Morley and Kuan-Hsing Chen, eds. New York and London: Routledge, 1996: 112–127; Marcus, George. Ethnography in/of the World System: The Emergence of Multi-sited Ethnography. *Annual Review of Anthropology* 24, 1995: 95–117; Clifford, James. Extract from *On the Edges of Anthropology* (interviews). Paradigm Press, 2003: 79–93.

**Recommended readings**—Articulation theory in Pacific Studies practice: Henderson, April K. Fleeting Substantiality: The Samoan Giant in US Popular Discourse. *The Contemporary Pacific* 23(2), 269-302; Teaiwa, Teresia K. Articulated Cultures: Militarism and Masculinities in Fiji During the Mid 1990s. *Fijian Studies A Journal of Contemporary Fiji* 3(2), 2005: 201–222.

**Recommended readings**—'Following the thing' in Pacific Studies practice: Teaiwa, Katerina. Multi-sited Methodologies: "Homework" in Australia, Fiji and Kiribati, in Lynne Hume and Jayne Mulcock, eds. *Anthropologists in the Field: Cases in Participant Observation*. New York: Columbia University Press, 2005: 216–233; Henderson, April K. Dancing Between Islands: Hip Hop and Samoan Diaspora, in Dipannita Basu and Sydney J. Lemelle (eds). *The Vinyl Ain't Final: The Globalization of Black Popular Culture*. London: Pluto Press, 2006: 180–199.

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#### **EASTER BREAK 24-30 MARCH**

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#### **WEEK 5: FEMINIST THEORY AND ORAL HISTORIES IN PACIFIC STUDIES**

5 April: Lecture (T. Teaiwa)

6 April: Seminar discussion, Chair: \_\_\_\_\_ KCQ4 available, KCQ 3 due

**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, 2008: 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; 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.

**Recommended reading:** 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>; Griffen, Vanessa, *Women, Development and Empowerment: A Pacific Feminist Perspective* digitized on <http://www.nzetc.org/tm/scholarly/tei-GriWom2.html>; Suaalii, T.M., Deconstructing the 'Exotic' Female Beauty of the Pacific Islands. In Jones, A., Herda, P. and Suaalii, T.M. (eds). *Bitter Sweet: Indigenous Women in the Pacific*. Dunedin: University of Otago Press, 2000: 93-108; 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.

**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; Reinhartz, Shulamit. *Feminist Methods in Social Research*. New York: Oxford University Press, 1992.

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### WEEK 6: COMPARATIVE METHODS IN PACIFIC STUDIES

12 April: Lecture (T. Teaiwa)

13 April: Seminar discussion, Chair: \_\_\_\_\_

**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; Teaiwa, Teresia, What Makes Women Soldiers? Context, context, context, *Intersections: Gender and Sexuality in Asia and the Pacific* 37, 2015: <http://intersections.anu.edu.au/issue37/teaiwa.htm>; Teaiwa, Teresia, Reading Imperialism in the Pacific: the prose of Joseph Veramu and the poetry of Sia Figiel, *Discourses of Imperialism in the Pacific*, edited by Michelle Keown, Andrew Taylor and Mandy Treagus. Routledge, forthcoming.

### WEEK 7: (RE) SEARCH METHODS

19 April: VUW LIBRARY DATABASES AND ENDNOTE SESSION WITH VAISAGOTE KENETI VAISAGOTE, KCQ4 due

20 April: RESEARCH PROJECT WORKSHOP, Chair: \_\_\_\_\_

**Required reading:** 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.

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### MID-TERM BREAK 25 APRIL-1 MAY

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### WEEK 8: RESEARCH SEMINARS #1

3 May: Seminar presentation, Discussion

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4 May: Seminar presentation, Discussion, Annotated Bibliography due

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### **WEEK 9: SOCIAL SCIENCE RESEARCH AND INDIGENOUS METHODOLOGIES**

10 May: Lecture (S. Suaalii-Sauni), Seminar discussion

11 May: Seminar discussion, Chair: \_\_\_\_\_ KCQ 5 available

**Required Readings:** Suaalii-Sauni, T. and Fulu-Aiolulpotea, S.M. 2014. "Decolonising Pacific research, building Pacific research communities and developing Pacific research tools: the case of the 'talanoa' and 'fa'afaletui' in Samoa". *Asia Pacific Viewpoint*, 55: 3, 331-344. Gegeo, D.W., and Watson-Gegeo, K.A. 2001. "'How we know': Kwara'ae rural villagers doing indigenous epistemology". *The Contemporary Pacific*, 13: 1, 55-88.

**Recommended reading:** Punch, K.F. (1998) Introduction and Some Central Issues, *Introduction to Social Research: Quantitative & Qualitative Approaches*. London: Sage Publications pp 1-32. 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

#### **Reserve reading:**

Linda Tuhiwai, *Decolonizing Methodologies: research and indigenous peoples*. London: Zed Books and Dunedin: University of Otago Press, 1999.

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### **WEEK 10: SOCIAL SCIENCE RESEARCH AND INDIGENOUS METHODOLOGIES (CONT'D)**

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

18 May: Seminar discussion, Chair: \_\_\_\_\_ KCQ 5 due

**Required Reading:** Suaalii-Sauni, T. 2010 & 2011. "'It's in your bones!' Samoan custom and discourses of certainty". *Yearbook of New Zealand Jurisprudence*. 13&14, 70-88. Foucault, M. 1994. "Two Lectures". In *Critique and Power: Recasting the Foucault/Habermas Debate*. Kelly, M. (Ed). Cambridge, Mass. / London, England: MIT Press, pp.17-46. Tui Atua, T.T.T.E. 2009. "Samoaan jurisprudence and the Samoaan lands and titles court: the perspective of a litigant". In *Su'esu'e Manogi: In search of fragrance: Tui Atua Tupua Tamasese Ta'isi and the Samoaan indigenous reference*. Apia: National University of Samoa, pp. 153-172.

#### **Recommended reading:**

Foucault, M. 1991. "Governmentality". In *The Foucault effect: Studies in Governmentality with two lectures by and an interview with Michel Foucault*. Burchell, G., Gordon, C., and Miller, P. (Eds). London et al: Harvester Wheatsheaf. pp. 87-104.

#### **Reserve reading:**

Linda Tuhiwai, *Decolonizing Methodologies: research and indigenous peoples*. London: Zed Books and Dunedin: University of Otago Press, 1999.

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**WEEK 11: RESEARCH SEMINAR #2**

24 May: Seminar Presentation, Discussion

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25 May: Seminar Presentation, Discussion

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

31 May: Course Evaluation, Exam revision, Chair: \_\_\_\_\_

1 June: Exam revision cont'd, Shared meal

AKAMAI XVI ALL WELCOME (Final proposal due 3 June)