



The Center for Pacific Islands Studies
School of Pacific & Asian Studies
University of Hawai'i at Mānoa

PACS 603 Researching Oceania
Wednesday, 2:00 – 4:30¹, BUS AD D105²
Spring 2012

Instructor	Dr. Lola Quan Bautista
Office	Moore 215
Telephone	956-9723 (o)
e-mail	lolab@hawaii.edu
Office Hours	Wednesday 12:00-2:00, or by appointment

Seminar Description: PACS 603, Researching Oceania, is one of the three core and required seminars for students enrolled in the MA program in Pacific Islands Studies at UH Mānoa's Center for Pacific Islands Studies. It seeks to extend the work done in its two sister seminars, PACS 601—Learning Oceania and PACS 602—Re/Presenting Oceania. Through a series of organized readings, class discussions, presentations, and grant writing, we will examine how this entity we call Oceania might be researched in ways that recognize its diversity, richness, and dynamism.

This seminar also will attempt to research Oceania through a **Service-Learning Project**. Service Learning occurs when students participate in an organized service activity and reflect on the experience in such a way as to gain a further understanding of the course content, a broader appreciation of the discipline, and a better understanding of what it means to be responsible and accountable to Pacific peoples. Our service-learning project will involve activities with several student organizations at UHM that cater to Pacific Islanders. The four I have in mind are Micronesia Connections, the Pan-Pacific Association, Fealofani o Samoa, and the Marianas Club. Although typically students begin by exploring the organizations, I have handpicked these organizations because I am

¹ On January 25 we will start at either 2:00 or 3:30.

² On February 8 meet at the Korean Studies Conference Room.

aware that most of you are already involved, to some extent, and I will expect you and your fellow classmates to hit the road running, so to speak.³

Required Readings: All readings are on Laulima (<https://laulima.hawaii.edu>). Most of the readings on research design and methodology are selected chapters from the following three sources:

Regina Scheyvens and Donovan Storey, eds. 2006. *Development Fieldwork: A Practical Guide*. London: Sage Productions.

Iain Hay, ed. 2000. *Qualitative Research Methods in Human Geography*. New York: Oxford University Press.

Judith Bell. 2005. *Doing your Research Project: A Guide for First-Time Researchers in Education, Health and Social Science, 4th Edition*. New York: Open University Press.

Seminar Structure, Expectations and Requirements: As participants in this graduate research seminar, we will meet once-a-week for two and one-half hours over the course for most but not all of the semester. Similar to the two sister seminars, the instructor's primary role is to highlight the broad conceptual themes and to facilitate and guide the discussions. Prior to each weekly seminar, the instructor will provide some guidance with focused questions and/or assignments.

If you follow the Seminar Schedule carefully, our classes are dedicated to research design and methodology either through class readings, conducting research out in the field, a conference presentation, topics presented by guest speakers, and applying for research funding. The single most important seminar requirement is the Thesis or Portfolio Proposal. This is worth 60 percent of your grade.

Another 40 percent will come from various activities involving a service-learning project that is meant to reflect and inform your own thesis/portfolio: defining service learning, providing service and support to an organization, writing for a SEED grant, and reflecting on service-learning activities.

³ You might also be interested in other initiatives, under "Service Learning Pathways" involving loosely structured partnerships between UHM, Kapi'olani Community College, and Chaminade that focus mainly on providing a "pipeline" of educational support to nearby communities where many Pacific Islanders reside.

TOPIC	POINTS	%
THESIS/PORTFOLIO PROPOSAL	120	60
Qualitative and Quantitative Research	(5)	
Defining Service Learning	(5)	
Guest: Leanne Ferrer	(10)	
Power and Positionality	(5)	
Designing and Critiquing Questionnaires	(5)	
Thesis Progress	(10)	
Guests: Kristin Bacon & Stuart Dawrs	(5)	
Making Sense of Surveys and Interviews	(5)	
SPAS Conference	(20)	
Applying for a Research Funding	(20)	
Written Thesis or Proposal Project	(30)	
SERVICE-LEARNING PROJECT	80	40
Student Life Involvement Fair	(5)	
Micronesia Connections Meetings	(10)	
SEED Application	(20)	
Guest: Robert Franco	(5)	
Micronesia College Outreach Day	(20)	
Reflecting on Service Learning Activities	(20)	
TOTAL	200	100
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A+ 200-193	B+ 178-171	C+ 158-151
A 192-185	B 170-165	C 150-145
A- 184-179	B- 164-159	C- 144-139
		D+ 138-131
		D 130-125
		D- 124-119
		F Below 119

Attendance: Commitment, responsibility, and collaboration with your fellow classmates are needed to make this a successful semester. Students enrolled in this seminar are expected to be in attendance, on time, and actively engaged for all sessions and events. There will be several events/activities that you need to attend either outside of the classroom and occasionally outside of our scheduled class time (marked in **bold** and underlined). I realize this will require an adjustment in your regular schedule, but feel the importance of the activity and the willingness of others to participate make that adjustment necessary and worthwhile. Please also remember that the others, especially those that you will interview, deserve some consideration and so you will need to fit in with their plans—however inconvenient this may be for you. In other words, be flexible, responsible, and respectful. Each missed class without a doctor's excuse will result in the loss of ten points.

On Changes to the Syllabus: I treat this syllabus as a contract and make every possible attempt to abide by its terms. However, in case of an unanticipated event(s), changes to the syllabus may occur and will be posted on Lulima. Upon request from the guest speakers, readings also may be added at a time closer to their presentation. Check Lulima regularly for posted announcements.

Seminar Schedule

PACS 603 Researching Oceania

Spring 2012

Week I – January 11

Orientation to the Seminar

Introduction and discussion of previous research, contact numbers, email, Lulima, available times to meet outside of the regular class schedule, and scheduling events on January 23 & 24 (Mon & Tue), January 31 (Tue), February 3 (Fri), March 14 (Wed), April 11-13 (Wed-Fri), and April 14 (Sat).

Service-Learning Project: By Week II or III, provide an overview of the student organization that agreed to work with you. The overview should include a mission and history of the organization, description of types of services it provides, description of its members and clients, and an activity in need of funding. Keep in mind that a grant on their behalf is due in class by Week IV and will be submitted by February 3 (Friday).

Week II – January 18

Qualitative and Quantitative Research, Participant Observation, and Keeping a Research Diary

As a starting point, here are some basic research questions you should consider for your thesis: What is meant by quantitative “versus” qualitative research? How does quantitative and qualitative research lend itself to Pacific Islands Studies? How might your research be both? How do you intend to access a particular social setting? How will you record your observations? You also should begin to consider how your presence might influence the social setting for your research and the community at hand. Lastly, we will discuss how to keep a research diary as a way to develop your ideas and record experiences.

John Overton and Peter van Diermen. 2006. Using Quantitative Techniques; Dan Brockington and Sian Sullivan. Qualitative Research. In *Development Fieldwork: A Practical Guide*, 37-56.

Dan Brockington and Sian Sullivan. Qualitative Research. In *Development Fieldwork: A Practical Guide*, 57-74.

James P. Spradley. 1980. Doing Participant Observation; Making an Ethnographic Record; Making Descriptive Observations. In *Participant Observation*, 53-83. New York: Holt, Rinehart and Winston.

Robin Kearns. 2000. Being There: Research through Observing and Participating. In *Qualitative Research Methods in Human Geography*, 103-121.

See Laulima, “Service-Learning at The Richard Stockton College of New Jersey.”

January 23 & 24 (Mon & Tue)

Student Life Involvement Fair at Manoa Campus, Campus Center

Take the opportunity to visit with Registered Independent Organizations (RIOs), Chartered Student Organizations (CSOs), and the Office of Student Life & Development. They will be available in the Campus Center to provide information about joining campus groups, attending upcoming events, and how to get more involved in campus life! Check to see how the student organizations represent themselves (brochures and mission statements), what fundraising activities are coming up, and pay particular attention to organizations involved with service learning. The event is sponsored by the Office of Student Life & Development, Manoa Campus. For more information, contact Michelle White, 956-4831, mwhite1@hawaii.edu, <http://www.manoa.hawaii.edu/studentlife>.

Week III – January 25⁴

Defining Service Learning: Is the Research in the Pacific Service Oriented?

The National Service-Learning Clearinghouse (NSLC) is our nation's primary repository of service-learning resources which also includes a website, email discussion lists, and a library collection. Visit the website (<http://www.servicelearning.org/>) and chose one article to summarize and share with your fellow classmates. As you will discover, there are many, many definitions of service learning and civic responsibility. Which definition(s) suit your research and the interdisciplinary nature of Pacific Studies? What sort of techniques and methodologies are being used? What types of research are produced from these types of techniques and methodologies? In your opinion, are they unique? Then, take a look at the readings below and consider how and to what extent they engage in this type of pedagogy and the terms/methods being used.

Finally, students will be asked to describe the organization that agreed to work with you and the types of service and support you intend to provide. You might want to reflect on how these readings inform your service-learning project, especially since a grant for the chosen organization is due next week.

Cluny Macpherson. 1997. A Samoan Solution to the Limitations of Urban Housing in New Zealand; Robert Franco and Simeamativa Mageo Aga. From Houses without Walls to Vertical Villages: Samoan Housing Transformations. In *Home in the Islands: Housing and Social Change in the Pacific*, 151-221. Edited by Jan Rensel and Margaret Rodman. Honolulu: University of Hawai'i Press.

Margaret Rodman, Daniela Kraemer, Lissant Bolton, and Jean Tarisesei. 2007. Introduction; Tanna (chapter 1); Conclusion; 1-36, 143-151. In *House-Girls Remember: Domestic Workers in Vanuatu*, Honolulu: University of Hawai'i Press.

Holly M. Barker. 2004. Methodology and Community Empowerment. In *Bravo for the Marshalllese: Regaining Control in a Post-Nuclear, Post-Colonial World*, 140-152. Australia: Wadsworth.

Alice Aruhe'eta Pollard and Marilyn J. Waring, eds. 2009. Preface; Introduction; Turning the Tide: Celebrating Women's History in the Solomon Islands, 1948-2009. In *Being the First: Storis Blong Oloketa Mere Lo Solomon Aelan*, 1-33. New Zealand: Institute of Public Policy.

Hattori, Anne Perez. 2011. "Teaching History through Service Learning at the University of Guam," *The Journal of Pacific History* XLVI(2): 221-227.

⁴ Professor will send email over Laulima if we decide to start class at a later time. See Week VI for more information.

January 31 (Tue)–Micronesia Connections Meeting 4:30 p.m., QLC Room 412

Come meet the members of a newly-formed student organization called the Micronesia Connections. At this meeting the club members will attempt to discuss the roles and responsibilities for the different committees that will organize the “Micronesia College Outreach Day” on April 14. All PACS 603 students are members of the Planning Committee (discussed below).

Week IV – February 1

Providing Service

Many organizations are in need of grant writers to help fund an activity. This class session will be dedicated to fine-tuning an application that you will write on behalf of a student organization (due by email on Monday, January 30). The Office of Student Equity Excellence and Diversity (SEED) is currently accepting proposals for Spring 2012 Diversity and Equity Initiative grants. The Diversity and Equity Initiative grants support University of Hawai‘i diversity goals with projects that provide a more inclusive environment for students, faculty and administrators. Applicants can support these efforts with proposals that address gender, sexual orientation, disability and groups underrepresented in higher education. This initiative has supported speakers, authors, research, performance and media projects that address diversity in many aspects of higher education, art, media and athletics. Think ahead. This grant-writing activity also is meant to preview the next grant-writing initiative involving the Loloma Award (see Week XVI).

In addition to the grants made available for viewing under “Sample Narratives” on the Diversity and Equity Initiative website (<http://www.hawaii.edu/diversity/dei/>), the following SEED grants are available on Laulima for your viewing: “Getting Involved: The Benefits of Community Surveys,” awarded \$1, 200 in Spring 2011; “Getting Involved: The Value of Fieldwork for Community Members,” not awarded in Fall 2011; and “Micronesia College Outreach Day,” awarded \$3, 000 in Fall 2011. The first two are connected with the Spring 2011 PACS 603 class. The last concerns a service activity with Micronesia Connections (mentioned above).

February 3 (Fri) – SEED Application Due

Pay particular attention to the requirements for a hardcopy and an email copy as well as necessary signatures from the applicant, fiscal officer, and department chair. For more information, contact Pua Auyong at 222-5591 or paw@hawaii.edu.

Week V – February 8 –Korean Studies Conference Room

Guest Speaker: Professor Robert Franco on Service Learning

Dr. Franco has written numerous articles encouraging community colleges across the nation to embrace the pedagogy of service learning. This passion is captured in an article he wrote for the Journal of Public Affairs entitled "The Civic Role of Community Colleges: Preparing Students For The Work Of Democracy" (2002). In it he writes "Today, America's 1,166 community colleges now serve increasingly diverse populations. Community college leaders need to recommit to three essential missions: developing strong transfer programs that provide students with equal educational opportunities; preparing students for twenty-first century careers; and preparing students for the work of democracy in the world's dominant democracy. Service-learning is the leading pedagogy that community colleges can employ to achieve these missions and truly become civically engaged campuses in the communities they serve."

Dr. Robert Franco is a recognized expert on contemporary Samoan, Polynesian, and Pacific Islander demographic, ecological, health, and cultural issues. He has published scholarly research on contemporary Samoan political and cultural change, traditional Hawaiian water management systems, and socio-cultural factors affecting pelagic fisheries in Polynesia and Micronesia. His current national research and training focuses on service-learning, reducing the minority academic achievement gap, and strengthening the liberal arts, workforce development and civic missions of community colleges.

Robert Franco. 2010. "From Service to Science in the Energy-Climate Era." *Association of American Colleges & Universities* 13(3): 18-19.

Week VI – February 15

Imagine Your Thesis Project as Film

*Guest Speaker: Leanne Ka'iulani Ferrer
Program Manager, Pacific Islanders in Communications*

As Director of Programming at Pacific Islanders in Communications, Leanne primarily collaborates with producers and oversees funding for their Pacific Islander documentaries for national broadcast on public television. She is also the producer of a new PBS series, *Pacific Heartbeat*, which will air nationwide in May. Leanne implements training courses for Pacific Islanders filmmakers for documentaries and short films. She has over 20 years of experience in the film and industry. Leanne will guide us through practical considerations like who and what is an appropriate subject to interview on film? What is visually accessible? What is the difference between an interview and a life history approach? She also will touch on whether there is a Pacific islander way of filmmaking--getting to know your subjects, showing gratitude, gift-giving, and keeping in touch. For now, she would like you to pay particular attention to the use of photographs and "cutaways" in show news segments and more lengthy pieces like *60 minutes* on CBS or

Frontline on PBS.

If the class is interested, on January 25 Leanne will give a presentation at Arts at Marks Garage from 6:30 to 8:00 p.m. The talk will cover the mission of Pacific Islanders in Communications which is to support, advance, and develop Pacific Island media content and talent that results in a deeper understanding of Pacific Island history, culture and contemporary challenges (see www.piccom.org/). If we decide as a class to attend this event, we can schedule to start class later (say, 3:30?) and I will provide transportation to-and-from the UH campus.

Houston Wood. 2008. Some Challenges of Indigenous Films; Uses and Abuses of Indigenous Films; Dimensions of Difference in Indigenous Films. In *Native Features: Indigenous Films from Around the World*, 59-104. New York: The Continuum International Publishing Group Inc.

See Laulima, "Imagine Your Thesis Project as Film".

Week VII – February 22

Power and Positionality

Think back to your readings in 601 and 602, especially Tara's "Imagining & Re/presenting Oceania—Culture, Identity & Other Issues in Re/presenting Oceania" and Terrence's "Researching Oceania". Consider how issues of class, gender, and ethnicity have implications for access and rapport with the research community? Are there other potential challenges for insiders and outsiders? For your Research Diary, what should you include and what should you leave out? How much personal information should you include and how reflexive should you be?

*Regina Scheyvens, Henry Scheyvens, and Warwick E. Murray. 2006. Working with Marginalised, Vulnerable, or Privileged Groups. In *Development Fieldwork: A Practical Guide*, 167-193.

Rhonda Petty. 1997. Everything is Different Now: Surviving Ethnographic Research. In *Community-Based Ethnography*, 68-84. Edited by Ernie Stringer et al. New Jersey: Lawrence Erlbaum Associates, Publishers.

Ty P. Kāwika Tengan. 2005. "Unsettling ethnography: Tales of an 'Oiwi in the Anthropological Slot." *Anthropological Forum* 15(3): 247-256.

Katerina Martina Teaiwa. 2004. Multi-Sited Methodologies: Homework between Fiji, Australia and Kiribati. In *Anthropologists in the Field: Cases in Participant Observation*, 216-234. Edited by Jane Mulcock and Lynne Hume. New York: Columbia University Press.

Seteney Shami. Studying Your Own: The Complexities of a Shared Culture. In *Arab Women in the Field: Studying Your Own Society*, 115-138. Edited by Soraya Altorki and Camillia Fawzi El-Solh. New York: Syracuse University Press.

Week VIII – February 29

Designing & Critiquing Questionnaires

In the fourth edition of her book Judith Bell (2005, 136) states that designing and administering questionnaires “requires discipline in the selection of questions, in questions writing, in the design, piloting, distribution and return of the questionnaires.” This week you will design a questionnaire based on the objectives of your work and conduct a pilot study as well. We also will critique two or three questionnaires for ambiguity and precision, double questions, and appearance and layout.

*Judith Bell. 2005. Designing and Administering Questionnaires; Interpreting the Evidence and Reporting the Findings; Interpreting the Evidence and Reporting the Findings. In *Doing your Research Project*, 136-155; 201-230.

See Laulima, “Critiquing Questionnaires” (posted at a later time).

Week IX – March 7

No class; Out in the Field Conducting Interviews, Developing Surveys, and Participant Observation

As you enter the field, think about the emotional and physical challenges involved in your research setting. In your Research Diary, include your first impressions. Consider how you might record your own behavior and other’s reactions to you.

*Helen Leslie and Donovan Storey. 2006. Entering the Field; Ethical Issues. In *Development Fieldwork: A Practical Guide*, 119-138.

*Regina Scheyvens, Barbara Nowak and Henry Scheyvens. 2006. Ethnical Issues. In *Development Fieldwork: A Practical Guide*, 139-166.

*Kevin Dunn. 2000. Interviewing. In *Qualitative Research Methods in Human Geography*, 50-82.

Week X – March 14

No class; Individual Meetings with Instructor to Discuss Thesis Progress

See Laulima, “Components of a Good Proposal” and Sample Student Thesis Proposals: Rachel Miller’s “*Wa Kuk Wa Jimor: Outrigger Canoes, Social Change, and Modern Life in the Marshall Islands;*” James Viernes’ “*Fanhasso i Taotao Sumay: Displacement, Dispossession, and Survival in Guam.*”

Week XI – March 21

*Guest Speaker: Kristin Bacon, CIP
IRB Coordinator, UH Committee on Human Studies*

The first half of this session is devoted to the more practical and logistical matters of research, including an in-class conversation with Kristin Bacon, CIP, an IRB Coordinator from the UH Committee on Human Studies. As you know, all university students and faculty must submit an application to the CHS for review and approval prior to engagement with human subjects in research. Ms. Bacon will speak to us about the requirements and process for securing approval to conduct research involving human subjects. For more information, see “Applications for Approval of an Exempt Study” under “Forms” on the following UH website: <http://www.hawaii.edu/irb>.

*Guest Speaker: Stuart Dawrs
Pacific Specialist, Hamilton Library*

The second half of this session is reserved for the Pacific Specialist from Hamilton Library’s Pacific Collections, Stuart Dawrs, will make a brief visit to share tips on word choices for the MA thesis title. Should you include the subject and place name? How will readers find/search for your thesis? Are writings with provocative titles hard to locate? What is a controlled vocabulary? How do titles written in a Pacific language get catalogued? Stuart’s talk is meant to encourage you to think about the big picture—other themes that your piece might fall under or be associated with.

Week XII – March 26-30

Spring Recess

Week XIII – April 4

Practice run for the SPAS Graduate Student Conference (see below)

Week XIV – April 11

April 11-13 (Wed-Fri)– SPAS Graduate Student Conference

The University of Hawai'i at Manoa's School of Pacific and Asian Studies will hold its 23rd annual Graduate Student Conference. The conference will be held from April 11-13, 2012 at the university's Center for Korean Studies. The theme this year is "Asia/Pacific Junctures: Challenging Notions of Regionalism and Interdisciplinarity" (see Laulima, Call for Papers: 2012 SPAS Graduate Conference). A set date will be determined at a later time.

Each student will be required to do a presentation on some aspect of your written thesis/proposal that highlight any of the following areas:

- Incorporate interdisciplinary approaches
- Challenges concepts of "traditional" and "contemporary"
- Present Asian and/or Pacific performance practices
- Engage with new and emerging trends in Pacific and/or Asian Studies
- Provide insights on the importance of area studies
- Challenge approaches based on a national or regional focus
- Involve any other original research on Asia and/or the Pacific

April 14 (Sat) – Micronesia College Outreach Day at KCC

The "Micronesia College Outreach Day" is slated for 14 April 2012 at the Kapi'olani Community College. This event is geared towards encouraging Micronesian students, who are far more likely to attend community colleges, to make the leap to the UHM campus. Micronesia Connections has already begun networking with faculty from other UH campuses to encourage their Pacific Islander students to take part in this activity: Betty Ickes at Leeward Community College, Sa'iliemanu Lilomaiava-Doktor at West Oahu, and Mary Hattori at Kapi'olani Community College. Other objectives of the event include workshops on how to transfer credits to UHM, financial aid and scholarships, as well as available degree programs, and perhaps most importantly an opportunity to share and hear about the experiences of the current UHM students.

As part of your service-learning initiative, each student will be a member of the Planning Committee for the Micronesia College Outreach Day. Throughout the semester, the instructor will inform you of meetings that will lead up to this event. We will work closely with the student officers (from Pohnpei, Marshalls, Guam, and Kosrae) and a current master's CPIS student from Palau, Ebil Matsutaro, to determine the needs of the organization.

Week XV – April 18

No Class (attend event above)

Week XVI – April 25

Applying for a Research Award

Each student will be required to seek funds to carry out field research by applying for a research grant. This exercise is meant to highlight the importance of grant writing, encourage marketable writing skills, and jump-start your field research for your thesis/proposal. The selection committee for the Loloma Award (available only for CPIS students) will meet in late April and make a decision by mid-May. So, you can anticipate that funds will be available for Summer 2012. Similar to the SEED application, this class period will be devoted to fine-tuning your research application (due by email on Friday, April 20).

See Laulima, Na Nei Tou Loloma Award application requirements (which will be updated shortly) and two successful applications from previous CPIS students: Chai Blair-Stahn's "From Hawai'i to Aotearoa: Connecting Dance, Nature, and Sustainability Across the Pacific;" Shoshana Hannemann's "*La'au na amo Tasi: Connecting Samoan Oral Tradition to Western 'science.'*"

Week XVII – May 2 – Last day of instruction

Returning from the Field: Reflecting on Fieldwork and Service-Learning Activities

Did you encounter issues concerning positionality, power, and ethics? How did issues of class, gender, and ethnicity have implications for access and rapport with the research community? How might the service-learning experience shape your own research? You also might start to think about how you plan to integrate your academic work with community engagement perhaps by producing a tangible product, an internet source, or possibility including community members to be part of your academic presentation. Finally, the last day of instruction provides one last opportunity to reflect on our service learning project (details to be posted at a later time).

*Julie Cupples and Sara Kindon. 2006. Returning to University and Writing the Field. In *Development Fieldwork*, 217-231.

*Donovan Storey and Regina Scheyvens. 2006. Afterword: Reflections on the Value of Fieldwork. In *Development Fieldwork*, 233-237.

May 7 – Thesis Proposal Due by 5:00 p.m., email and confirmation