

**Va'aomanū Pasifika**  
*Pacific Studies & Samoan Studies*

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| <b>PASI 401</b><br>CRN 11088 | <b>Theory and Methods in Pacific Studies</b><br>Course Outline – Trimester 1 | <b>2011</b><br>30 points |
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**Trimester dates:** **Monday 28 February – First trimester begins**  
18 April – 1 May – Mid-Trimester Break  
Monday 2 May – First trimester resumes  
**Friday 3 June – First Trimester teaching ends**  
6 – 10 June – Study week  
10 June – 2 July Examination/Assessment period

**Withdrawal dates:**  
Information on withdrawals and refunds may be found at:

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

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*Haere mai, nau mai! Afio mai! Kaselehlie maingko! Karaki! Welcome!* 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.

## **COURSE CONTENT**

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.

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.

## **LEARNING OBJECTIVES**

- demonstrate familiarity with and understanding of key debates on theory and methodology in Pacific Studies;
- demonstrate knowledge of major developments in the use of academic research methods in the Pacific;
- demonstrate competence in formulating and designing an original and viable research project appropriate for implementation at the MA level.
- 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.

## **PASI BA GRADUATE ATTRIBUTES**

To qualify for entry into the BA (Honours) programme in Pacific Studies, you have to have satisfied one of the following criteria

- A) completed a degree of this university;
- B) satisfied the prerequisites for the subject to be presented as listed in section 2, or been exempted from those prerequisites by the relevant Head of School;
- C) been accepted by the relevant Head of School as capable of proceeding with the proposed course of study. (p.260 University Calendar 2011) .

Below are the necessary attributes of someone who graduates with a PASI major. We expect Pacific Studies BA (Honours) students to demonstrate the same:

### ***Critical Thinking***

1. Demonstrates knowledge of the geographic, historical, cultural, social, political and economic diversity and complexity of the Pacific as a region.
2. Able to analyze and question assumptions and theories that frame representations of the Pacific.
3. Able to evaluate the quality and origin of sources of information on the Pacific.
4. Able to formulate and evaluate research questions that demonstrate an engagement with the broader context of the Pacific region.
5. Demonstrates an awareness of insider/outsider debates over knowledge in the Pacific and takes care to account for indigenous perspectives when conducting analysis of material.

### ***Creative Thinking***

1. Demonstrates awareness and appreciation of the relevance and value of creative work in enhancing understanding of Pacific societies.
2. Able to apply, synthesize, and interpret ideas and concepts from research and readings in creative academic projects.
3. Demonstrates an understanding of multidisciplinary approaches to studying the Pacific and is able to apply and create an interdisciplinary research project.

### ***Communication***

1. Demonstrates familiarity with a selection of key terms and concepts in Pacific languages.
2. Able to formulate and defend a well-considered point of view on Pacific issues.
3. Able to give and accept generous and diplomatic critique.

### ***Leadership***

1. Demonstrates a sense of responsibility towards Pacific communities in the islands, in New Zealand and in the world.
2. Demonstrates confidence and competence in representing Pacific perspectives when contributing to public debates.
3. Demonstrates a commitment to life-long learning about the Pacific.

## 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 for every contact hour of a postgraduate course, you spend at least 4 hours of preparation or a total of 300 hours across the course.

## MANDATORY REQUIREMENTS

In order to pass this course students must:

- Attend at least 10/12 convened sessions
- Submit all written assignments

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 (1 or 2), Second Class Honours (1 or 2), etc. At Honours level we expect our students to be producing work at B+ standards and above.

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## KEY 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.

\* 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.

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

Note: 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*, *The Journal of the Polynesian Society*, *Oceania* and *Asia Pacific Viewpoint* are freely available to you on-line via our VUW Library website: <http://gx4ej7nu5f.search.serialssolutions.com/>

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## ASSESSMENT

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Coursework **60%**

|                                |     |
|--------------------------------|-----|
| Seminar participation          | 15% |
| 5 KCQ Papers                   | 15% |
| Research Design                | 30% |
| --Annotated Bibliography (10%) |     |
| --Final Proposal (20%)         |     |

Final Examination **40%**  
(*Examination period – 10<sup>th</sup> June-2<sup>nd</sup> July 2011*)

### **Seminar participation (15%)**

- Seminar chairing (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 10 out of 12 taught sessions in our regularly scheduled slot.

PASI 401 students are also invited to attend at least 4 out of 5 seminars offered in the Va'aomanū Pasifika Postgraduate Talanoa Seminar Series this trimester. The Talanoa series is held in the Access Grid Room on level 1 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 noticeboards 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.

PASI 401 and PASI BA (Honours) students are encouraged to attend the Pacific Studies Occasional 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!

Seminar Chairing: All students will be required to take turns leading or 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 lectures or relevant sessions in the BRCSS Talanoa Series. *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 it. 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) approx. 500 word responses to readings and seminars of a given week (3% each). Assignments will be distributed to students by lecturer 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.

Note: After an assignment is handed out, there is a one week turnaround for students to complete and return it.

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 4.00pm, Friday 6<sup>th</sup> May 2011.
  - Final Research Proposal—minimum 1500 words (not including bibliography) (20%) due 4.00pm, Friday 3<sup>rd</sup> June 2011.
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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 the 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 the 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 purpose of the final examination is to allow the student to:

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

## **PENALTIES**

Marks will be deducted for grammatical and spelling errors on all written coursework assignments. Therefore, it is recommended that you proofread your written assignments before turning them in.

All submitted work has a deadline of 4pm on the Friday of the week in which it is due. Marks will be deducted for assignments turned in after the due date: 1% for every day over due.

## **PASI 401.2011 YOUR ASSIGNMENTS AT A GLANCE**

| <b>Assignment</b>                          | <b>Worth</b> | <b>Week Due</b>             | <b>Date Due</b> |
|--|--------------|-----------------------------|-----------------|
| Seminar Chairing                           | 5%           | tbc (on a rotational basis) |                 |
| Seminar Presentation #1                    | 5%           | Week 8                      | 2-6 May         |
| Seminar Presentation #2                    | 5%           | Week 11                     | 23-27 May       |
| KCQ 1                                      | 15%          | Week 2                      | 4pm, 11 March   |
| KCQ 2                                      |              | Week 3                      | 4pm, 18 March   |
| KCQ 3                                      |              | Week 5                      | 4pm, 1 April    |
| KCQ 4                                      |              | Week 7                      | 4pm, 15 April   |
| KCQ 5                                      |              | Week 10                     | 4pm, 13 May     |
| Research Design:<br>Annotated Bibliography | 10%          | Week 8                      | 4pm, 6 May      |
| Research Design: Final<br>Proposal         | 20%          | Week 12                     | 4pm, 3 June     |
| Final Exam                                 | 40%          | tba                         | tba             |

### **CLASS REPRESENTATIVE**

A class representative will be elected in the first class and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

### **USE OF TURNITIN**

Student work provided for assessment in this course will be checked for academic integrity by the electronic search engine <http://www.turnitin.com> . Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. You are strongly advised to check with the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

## ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material.

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

## WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study). Find out how academic progress is monitored and how enrolment can be restricted at [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress). Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the *Calendar* webpage at [www.victoria.ac.nz/home/study/calendar.aspx](http://www.victoria.ac.nz/home/study/calendar.aspx) (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at [www.victoria.ac.nz/home/about\\_victoria/avcacademic](http://www.victoria.ac.nz/home/about_victoria/avcacademic).

## PASI 401 Theory and Method in Pacific Studies Course Outline

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### **Week 1: (Re)introductions to Theory, Method, and Pacific Studies**

28 February: Introductions, Course Outline, preliminary discussions

4 March: Seminar discussion, KCQ1 handed out

**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.

**Check out:** Research Skills Seminar @ Kelburn (KK01), 8 March 12:00-12:50pm, Research Proposals by Sara Kondon; and Research Skills Seminar @ Pipitea (venue TBC), 11 March 10:30-11:20am, Ethical Approval by Dr Allison Kirkman

### **Week 2: (Re)introductions to Theory, Method and Pacific Studies (cont'd)**

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

11 March: Seminar discussion, Chair: \_\_\_\_\_, KCQ1 due, KCQ2 handed out

**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*, 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.

**Check out:** Research Skills Seminars @ Kelburn (KK001), 15 March 12:00-12:50pm, Academic Integrity by Sky Marsen, @ Pipitea, (Venue tbc), 18 March, 10:30-11:20am, Database Searches by Julie Baga

### **Week 3 Social Science Research and Indigenous Methodologies**

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

18 March: Seminar discussion, Chair needed, KCQ2 due

**Required Readings:** Norman K. Denzin and Yvonna S. Lincoln, "Introduction", *The Sage Handbook of Qualitative Research*. Thousand Oaks, California: Sage Publications, 2005:1-32; Vaiioleti, T., 2006. 'Talanoa research methodology: a developing position on Pacific research', *Waikato Journal of Education*, 12:23; Otsuka, Setsuo, 'Talanoa Research: Culturally Appropriate Research Design in Fiji,' *Proceedings of the Australian Association for Research in Education (AARE) 2005 International Education Research Conference: Creative Dissent-Constructive Solutions [On-Line]*. Melbourne, Australia: AARE.  
<http://www.aare.edu.au/05pap/ots05506.pdf>

**Recommended reading:** Anae, Melani et al. "Pasifika Education Research Guidelines", Wellington: Ministry of Education, 2001; Sanga, K., & Pasikale, A. (2002). Research for Pacific Empowerment: Guidelines for Researching with Pacific Communities: Economic Research Development Group; Grubb, Farley, "Social Science versus Social Rhetoric: Methodology and Pacific Labor Trade to Queensland, Australia" in *Historical Methods* 34(1), 2001: 5-36.

**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

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| <p><b>Check out:</b> Research Skills Seminars @ Kelburn (KK001), 22 March, 12:00-12:50, Qualitative Research by Todd Bridgeman; Research Skills Seminars @ Pipitea, (Venue tbc), 25 March, 10:30-11:20am, Working with Supervisors by Chris Eichbaum.</p> |
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### **Week 4 Social Science Research and Indigenous Methodologies (cont'd)**

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

25 March: Seminar discussion, Chair needed, KCQ 3 handed out

**Required Readings:** 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; excerpt from Crook, Tony, *Anthropological knowledge, secrecy, and Bolivip, Papua New Guinea*. Oxford University Press, 2007: 1-36; Gegeo, David W., 'Indigenous Knowledge and Empowerment: Rural Development Examined from Within,' *The Contemporary Pacific*, Vol. 10, No. 2, Fall 1998: 289-315;

**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; Trask, Haunani-Kay, 'Natives and Anthropologists: The Colonial Struggle,' Keesing, Roger M., 'Reply to Trask,' and Linnekin, Jocelyn, 'Text Bites and the R-Word: The Politics of Representing Scholarship,' in *The Contemporary Pacific*, Vol. 3, No. 1, Spring 1991: 159-177; Munro, Doug, "Who Owns Pacific History? Reflections on the Insider/Outsider Dichotomy", *The Journal of Pacific History* 29(2):232-37; Hereniko, Vilsoni, 'Indigenous Knowledge and Academic Imperialism,'

*Remembrance of Pacific Pasts: An Invitation to Remake History*, Borofsky, Robert, (ed.), University of Hawai'i Press, Honolulu, 2000: 78-91; Meyer, Manulani Aluli, 'Our Own Liberation: Reflections on Hawaiian Epistemology,' *The Contemporary Pacific*, Vol. 13, No. 1, Spring 2001: 124-148.

**Check out:** Research Skills Seminars @ Kelburn (RB901), 29 March, 12:00-12:50pm, Using Zotero by Koichi Inoue; Research Skills Seminars @ Pipitea, (Venue tbc), 1 April, 10:30-11:20am, Literature Reviews by Deborah Laurs.

### **Week 5 Cultural Studies in/of/for Oceania**

28 March: Lecture (A. Henderson), Seminar discussion  
1 April: Seminar discussion, KCQ3 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.

**Check out:** Research Skills Seminars @ Kelburn (KK001), 5 April, 12:00-12:50pm, Quantitative Research by Dalice Sim; Research Skills Seminars @ Pipitea, (Venue tbc), 8 April, 10:30-11:20am, Managing your research journey by Vicky Mabin.

### **Week 6 'Articulation' as theory and method**

4 April: Lecture (A. Henderson), Seminar discussion  
8 April: Seminar discussion, KCQ4 handed out

**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: Robert Borofsky, Honolulu/Santa Cruz, Winter 2000." *On the Edges of Anthropology (Interviews)*. Chicago: Prickly Paradigm Press, 2003: 79–93

**Recommended Reading:** Clifford, James. "Indigenous Articulations." *The Contemporary Pacific* 13.2 (Fall 2001): 468–490

**Check out:** Research Skills Seminars @ Kelburn (KK001), 12 April, 12:00-12:50pm, Postgrad Experience (Panel); Research Skills Seminars @ Pipitea, (Venue tbc), 15 April, 10:30-11:20am, Developing an Argument by Derek Wallace.

### **Week 7 Cultural Studies methods in practice: making meaning with people and texts**

11 April: Lecture (A. Henderson), Seminar discussion  
15 April: Seminar discussion, KCQ4 due

**Required readings:** Henderson, April. "Dancing Between Islands: Hip Hop and Samoan Diaspora." In Dipannita Basu and Sidney J. Lemelle, eds. *The Vinyl Ain't Final: Hip Hop and the Globalization of Black Popular Culture*. London: Pluto Press, 2006: 180–199; Henderson, April. "Fleeting Substantiality: The Samoan Giant in US Popular Discourse." *The Contemporary Pacific* 23.2 (Fall 2011): (forthcoming)

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**\*\*\*MID-TERM BREAK 18-29 April\*\*\***

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### **Week 8 Research Seminars #1**

May 2: Seminar presentation, Discussion  
May 7: Seminar presentation, Discussion, Annotated Bibliography due

### **Week 9 Feminist Theory and Oral Histories in Pacific Studies**

May 9: Lecture (T. Teaiwa)  
May 13: Seminar discussion, KCQ 5 handed out

**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, 2006:1-21; 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, *Women, Development and Empowerment: A Pacific Feminist Perspective* digitized on <http://www.nzetc.org/tm/scholarly/tei-GriWom2.html> and *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>

**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.

### **Week 10 Comparative Methods in Pacific Studies**

May 16: Lecture (T. Teaiwa)  
May 20: 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:** Excerpts from Lilomaiava-Doktor, Sailiemanu, *Beyond Migration, The Samoan Concept of Malaga: A Multidimensional Approach*. PhD dissertation, University of Hawai'i—Manoa, 2005: 232-285. Deloughrey, Elizabeth, 'Tidialectics: Navigating Repeating Islands,' in *Roots and Routes: Navigating Caribbean and Pacific Island Literatures*. Honolulu,

University of Hawaii Press, 2007: 1-48; 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.

**Week 11 Research Seminar #2**

May 22: Seminar Presentation, Discussion

May 26: Seminar Presentation, Discussion

**Week 12 How is Pacific Studies distinct from or similar to other academic fields?**

May 29: Seminar discussion

June 3: Seminar discussion, Informal Course Evaluation, Shared meal