



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

VA'AOMANŪ PASIFIKA

PACIFIC STUDIES

PASI 404

Pacific Epistemologies in Research Methodologies

30 POINTS

TRIMESTER 2 2014

Important dates

Trimester dates: 14 July to 16 November 2014

Teaching dates: 14 July to 17 October 2014

Mid-trimester break: 25 August to 7 September 2014

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

Class times and locations

Lectures:

Monday and Thursday: 10am – 11.50am

6 Kelburn Parade, Seminar Room 102

Names and contact details

Coordinator: Dr Sailau Suaalii-Sauni	Administrator: Sylvietta Hanipale
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Office Hrs: Mon and Thurs 12pm - 1pm	Office Hrs: Mon to Fri 8.30am – 4.30pm

Communication of additional information

Any additional information or changes will be conveyed via class noticeboards located at 6 Kelburn Parade, Blackboard, and/or emails to students. You will automatically receive all Blackboard announcements as an email sent to your @myvuw.ac.nz email address. If you are not going to use this Victoria email address set up for you, we strongly encourage you to set a forward from the Victoria email system to the email address you do use.

Prescription

This course critically examines Pacific research methodologies and methods (e.g. the talanoa, tivaevae, faafaletui, toktok), and their underlying epistemological foundations, using class-based discussions and a practical community-based group research exercise. Students will draw comparisons between these and relevant frames of knowing and doing used in social science and the humanities.

Course content

This is a semi-structured *talanoa* seminar based course. The idea of a “semi-structured talanoa seminar” is explained a little more below and will be explained further on the first day of classes. The order in which each topic occurs within the course is designed to not only introduce students to key areas within Pacific research, but also to give them practical hands-on experience carrying out, at a basic level, some Pacific research tools. The course asks students to reflect on four main questions:

1. What is Pacific research methodology?
2. What is Pacific epistemology, and what is its relevance to Pacific research methodology?
3. What are Pacific research methods?
4. How do I apply them?

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

1. In-class discussion sessions;
2. A class visit to a Pacific community-based organisation in Wellington;
3. Practical in-class Pacific research exercises set by the course convenor;
4. Careful reading of academic scholarship;
5. Open and respectful sharing of views on these;
6. Formal written work.

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

Course learning objectives (CLOs)

Students who pass this course should be able to:

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

Teaching format

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

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

Because of the broad scope of the topics within this course, students are encouraged to read widely. However, to keep the readings per class to a reasonable workload level, the readings have been deliberately allocated to give cumulative knowledge wherever possible. Students are encouraged to reflect and refer to readings from earlier weeks as many will have relevance to later topics. A week by week schedule of topic areas for coverage in the course is provided in appendix 1, together with list of readings per day per week.

Mandatory course requirements

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

1. Submit for assessment all written assignments, except when accompanied by a medical certificate or evidence of other exceptional circumstances.
2. Participate (by leading, listening and asking questions where appropriate, by responding to questions if asked) in the chairing of an in class discussion and in the delivery of an oral presentation in class.
3. Attend and participate (listening, asking questions where appropriate, responding to questions if asked and engage in later discussions in class) in class field trip.
4. Attend at least 80% of lectures and scheduled office hour sessions. If a student is unable to make any lectures or scheduled office hour sessions they must send an email to the lecturer before or immediately after being absent from the lecture with the reason for their absence.

Please note that all your marked coursework for PASI404 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.

Workload

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

Chairing a class discussion	Approximately 16 hours
Annotated Bibliography (1500 words maximum, references included)	Approximately 56 hours

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

Assessment

This course is 100% internally assessed.

Assessment items and workload per item		%	CLO(s)	Due date
1	Chairing a class discussion session – 50 minutes	10%	1-5	July: 24 or 31; or Sept 25; or Oct 2
2	An annotated bibliography - 1500 words (references included)	10%	1,2,6	Aug 15, 4pm
3	A qualitative verbatim transcript (based on a 2 hour talanoa or faafaletui session) & draft of basic questionnaire	10%	1-6	Aug 22, 4pm
4	A combined summary narrative of key themes of verbatim transcript and basic questionnaire findings – 3000 words	15%	1-4, 6	Sept 19, 4pm
5	Participation (by leading, listening and asking questions – based on class readings - where appropriate, by responding to questions if asked) in an applied Pacific research exercise with a Pacific community-based organisation (Vaka Tautua)	10%	1-5	Sept 22 or Oct 2
6	In class oral presentation on essay topic (20-30 minutes)	10%	1,2,6	Oct 6
7	Academic essay – 4000 words (references included)	35%	1-4, 6	17 Oct, 4pm

To fulfil the annotated bibliography, in class oral presentation and essay requirements students must schedule at least 6 office hour appointments with the course coordinator. The appointment will be organised during Week 1.

Brief description of each assignment types

1. Chairing a class discussion

This assignment involves preparing discussion activities and facilitating these activities in a way that generates full class discussion of key issues arising from the set readings. The specific readings for coverage in the class discussion will be allocated in Week 1. Students are to draw on course readings and information provided by the guest lecturer for the course. Guidelines for chairing the review session and the marking schedule will be posted on Blackboard.

2. Annotated Bibliography

This assignment requires compiling and writing brief annotations for 12 different academic sources relevant to the student's essay topic and a brief explanation of the search methodology employed to find the sources. The assignment must note the proposed essay topic and each annotation must note how the source may be of value to addressing that topic. All sources must be referenced fully

using an accepted academic referencing style. A template with the format to be adopted for this assignment and the marking schedule will be posted on Blackboard.

3. Qualitative Verbatim Transcript & Draft of Basic Questionnaire

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

4. Thematic summary of findings of verbatim transcript and basic questionnaire

This assignment draws on the verbatim transcript produced from the assessed mock Pacific research discussion session held in class and from the basic questionnaire findings also collated in class. Students are to produce a thematic summary that narrates in summary form thematic findings from both the verbatim transcript and questionnaire. This assignment will be explained more fully in class. See Blackboard for specific marking criteria for this assignment.

5. Participation in applied Pacific research exercise with Pacific community organisation

This assignment involves attending and participating in a *talanoa* or *faafaletui* with Vaka Tautua Trust Mental Health Service in Wellington. Participation in this assignment means students are to demonstrate good leading (in terms of asking questions), listening and oral response (in terms of responding to any questions asked) skills. Questions and responses are to show good familiarity with relevant themes, arguments and issues raised in class and in set course readings.

Information on the Trust and the Wellington Service in particular can be found online at <http://www.vakatautua.co.nz/>. Depending on the size of the class, each student will be expected to actively participate in the *talanoa* or *faafaletui* session with the service. Specific details of the format for the visit will be provided for students in class and posted on Blackboard. See Blackboard for specific marking criteria for this assignment.

6. In Class Oral Presentation on Essay Topic

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

7. Essay

This assignment involves writing a 4000 word academic essay (including references) on a topic of relevance to the course and of interest to the student. Over the course of at least 6 scheduled office hour sessions the student will work together with the course coordinator to focus his or her essay topic and search methodology. The marking schedule for this assignment will be posted on Blackboard.

Submission and return of work

Written assignments are not to be submitted in hardcopy, but in electronic format only. Electronic assignments are submitted as a MS Word file through Blackboard. How to name your file and

instructions for uploading your electronic assignment can be found on Blackboard in the "Assignments" section. Your mark and marked assignment with feedback will be found on Blackboard in the same section or through your course coordinator.

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

Extensions and penalties

No penalty will be given for written work that does not meet the maximum word count, but a penalty of 1 mark per 500 words over the word count will be deducted. Late submissions for student assignments in all Samoan Studies and Pacific Studies undergraduate courses are subject to a penalty, except when accompanied by a medical certificate or evidence of other exceptional circumstances. The exact deduction will be calculated on the basis of one half mark per day late.

Assignments submitted more than seven days after the due date or authorised extension will still be accepted in order to meet mandatory course requirements, but will not be marked. For more information about circumstances warranting extensions, refer to the section on extensions in the Victoria University Assessment Handbook.

Field trip arrangements

A field trip to Vaka Tautua Trust Mental Health Service, Wellington Porirua Office will be held Monday, 22 September and another follow up visit may occur Thursday October 9. The second trip will be decided in class by Week 2. The fieldtrip will be held during class time. Transport will be arranged by the course coordinator. Students are to meet in front of 6 Kelburn Parade on the scheduled day and time. There is no cost associated with this field-trip. Further instructions for the fieldtrip will be provided in class and posted on Blackboard.

Set texts

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

Recommended reading

Recommended readings will be posted on Blackboard.

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

Student feedback

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php. You will have an opportunity to participate in the formal evaluation of this course. Formal and informal student feedback on PASI404 has resulted in improvements to the course, which will be discussed in class.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz
- Va'aomanu Pasifika: www.vuw.ac.nz/pasifika

Week by week timetable with allocated reading in Student Notes Book

Week/Day	Topic & Reading
Week One:	What is Pacific epistemology?
Day 1: Mon, July 14	<ol style="list-style-type: none"> 1. Huffer, E. and Qalo, R., "Have we been thinking upside-down? The contemporary emergence of Pacific theoretical thought", <i>The Contemporary Pacific</i>, 2004, v16, n.1, pp.87-116. 2. Hviding, E. "Between knowledges: Pacific Studies and Academic Disciplines", <i>The Contemporary Pacific</i>, 2003, v.15, n.1, pp.43-73. 3. Okere, T. "Is there one science, Western science?", <i>Africa Development</i>, 2005, v.XXX, n. 3, pp.20-34. 4. Roberts, M. "Indigenous knowledge and western science: perspectives from the Pacific". In <i>Science and technology education and ethnicity: an Aotearoa/New Zealand perspective</i>, 1998, Wellington: The Royal Society of New Zealand, pp.59-75. (To be posted on Bb).
Day 2: Thurs, July 17	<ol style="list-style-type: none"> 5. Gegeo, D and Watson-Gegeo, K. "Whose knowledge? Epistemological collisions in Solomon Islands community development", <i>The Contemporary Pacific</i>, 2002, v.14, n.2, pp.377-409 . 6. Gegeo, D. and Watson-Gegeo, K.A. "How we know: Kwara'ae rural villagers doing indigenous epistemology", <i>The Contemporary Pacific</i>, 2001, v.13, n.1, pp.55-88.

	7. Nongkas, C., and Tivinarlik, A. "Melanesian indigenous knowledge and spirituality". <i>Contemporary PNG Studies: DWU Research Journal</i> , 2004, v1, pp.57-68.
Week Two:	What are our Pacific research methodologies and methods?
Day 3: Mon, July 21	8. Sanga, K. "Making philosophical sense of indigenous Pacific research", In <i>Researching the Pacific and indigenous peoples: issues and perspectives</i> , Tupeni Baba et al (eds), Auckland: Centre for Pacific Studies, University of Auckland. 2004. pp.41-52. 9. Suaalii-Sauni, T., and Aiolupotea, M.F. "Decolonising Pacific research, building Pacific research communities and developing Pacific research tools: the case of the 'talanoa' and 'faafaletui' in Samoa", Paper for 'Indigenous Pacific Research Methodologies: Decolonising Development Research, Policy and Practice' Panel for 2012 International Development Conference, Dec 3, University of Auckland, Auckland. 10. Vallance, R.J., "Is there a Melanesian research methodology?", <i>Contemporary PNG Studies: DWU Research Journal</i> , 2007, v.7, pp.1-16.
Day 4: Thurs, July 24	11. Helu Thaman, K. "Partnerships for progressing cultural democracy in teacher education in Pacific Island countries", in <i>Handbook of Teacher Education</i> , Townsend, T., and Bates, R., (eds), 2007, Netherlands: Springer, pp.53-66. 12. Prescott, S.J. "Using talanoa in Pacific business research in New Zealand: experiences with Tongan entrepreneurs", <i>AlterNative</i> , 2008, special edition, v.1, pp.127-148. 13. Vaioleti, T.M. "Talanoa research methodology: a developing position on Pacific research", <i>Waikato Journal of Education</i> , 2006, v.12, pp.21-34. 14. Tamasese, K., et al., "Ole Taeao Afua, the new morning: a qualitative investigation into Samoan perspectives on mental health and culturally appropriate services", <i>Australian and New Zealand Journal of Psychiatry</i> , 2005, v.39, n.4, pp.300-309.
Week Three	Qualitative and Quantitative Research and Evaluation Methodologies and Methods
Day 5: Mon, July 28	15. Giddings, L.S. and Grant, B.M. "Mixed methods research for the novice researcher", <i>Contemporary Nurse</i> , 2006, v.23, pp.3-11. 16. Finlay, L. "Applying phenomenology in research: problems, principles and practice", <i>British Journal of Occupational Therapy</i> , 1999, v.62, n.7, pp.299-306. 17. White, R. "Doing evaluation research", in <i>Social research methods: an Australian perspective</i> , 2006, Melbourne: Oxford University Press. pp. 159-185. 18. Waa, A. et al. "Section 2: Planning your evaluation", in <i>Programme evaluation: an introductory guide for health promotion</i> , 1998, Auckland: University of Auckland. pp.1-25 19. Punch, K.F. "Collecting Qualitative Data", in <i>Introduction to social research: quantitative and qualitative approaches</i> , 1998, London et al: Sage Publications, pp.174-197.
Day 6: Thurs, July 31	Guest Lecture: Surveying Pacific peoples: tools and analyses 20. McMurray et al. "Quantitative data collection by survey, questionnaire and experiment", in <i>Research: a commonsense approach</i> . 2004, Southbank, Victoria: Thomson Social Science Press. pp. 101-123.

	21. Punch, K.F. "Collecting Quantitative Data", in <i>Introduction to social research: quantitative and qualitative approaches</i> , 1998, London et al: Sage Publications, pp.102-110.
Week Four	Reviewing and Critiquing Pacific Research Methodologies and Methods and their Epistemological Underpinnings & Pacific research practicum
Day 7: Mon, Aug 4	22. Farrelly, T., and Nabobo-Baba, U. "Talanoa as empathic research", Paper for 'Indigenous Pacific Research Methodologies: Decolonising Development Research, Policy and Practice' Panel for 2012 International Development Conference, Dec 3, University of Auckland, Auckland. 23. Meo-Sewabu, L. "Cultural discernment as an ethics framework", Paper for 'Indigenous Pacific Research Methodologies: Decolonising Development Research, Policy and Practice' Panel for 2012 International Development Conference, Dec 3, University of Auckland, Auckland. (See also Suaalii-Sauni and Aiolupotea paper set for Day 3.)
Day 8: Thurs, Aug 7	Practical Class Exercise: Choosing a Pacific research topic, methodology & methods. Class to work with Course Convenor to design topic guides, ethics forms and basic questionnaires. <i>Discussion on cultural and research protocols and ethics when meeting with Pacific community organisations or speaking with Pacific participants for research purposes.</i> <i>Students are (with convenor guidance) to develop a topic guide, ethics information sheet, consent form & basic questionnaire. Templates to be provided in class.</i> NZ Health Research Council, <i>Guidelines on Pacific Health Research</i> , 2005, Auckland: NZ Health Research Council. (To be posted on Bb).
Week Five	Research practicum continued
Day 9: Mon, Aug 11	Finalise topic guide & basic questionnaire. If topic guide ready then conduct practice run of data collection exercise.
Day 10: Thurs, Aug 14	Finish Pacific research data collection exercise – exercise to be audio-taped & code questionnaire findings.
Week Six	Collating Pacific research data
Day 11: Mon, Aug 18	Organising, coding/thematising Pacific research data – in class exercise 24. McMurray, A.J. et al. "Analysing the content of qualitative data", in <i>Research: a commonsense approach</i> . 2004, Southbank, Victoria: Thomson Social Science Press. pp.241-259.
Day 12: Thurs, Aug 21	Begin summarising Pacific research exercise findings <u>No set reading for this class.</u>
AUG 25-7 SEPT	MID-TRIMESTER BREAK
Week Seven	Analysing and Writing-Up Pacific research data
Day 13: Mon, Sept 8	Guest Lecture: Analysing & writing up questionnaire data Guest Lecturer – Dr. Russil Durrant

	<ul style="list-style-type: none"> • How to make basic descriptive sense of census and questionnaire data • How to write-up basic descriptive statistical information from Pacific census and questionnaire data • Using computer software <p>No readings</p>
Day 14: Thurs, Sept 11	<p><i>Integrating questionnaire data into summarising of Pacific research exercise findings</i></p> <p>No readings: use in-class research work</p>
Week Eight	Strategies for disseminating Pacific research findings
Day 15: Mon, Sept 15	<p>Comparing different reporting and dissemination strategies: considering issues of translation, target audiences and budgetary constraints.</p> <p>25. CARE, <i>Beyond scientific publication: strategies for disseminating research findings: adapted from the Yale Center for Interdisciplinary Research on AIDS</i>, n.d., Connecticut, USA: Yale Centre for Clinical Investigation, Yale University [Accessed 19 June 2013] http://www.medspring.eu/sites/default/files/uploads/CARE-Beyond%20Scientific%20Publication%20Strategies%20for%20Disseminating%20Research%20Findings.pdf.</p>
Day 16: Thurs, Sept 18	<p>Evaluating cost-effectiveness of different reporting and dissemination strategies: considering different case scenarios how would one evaluate for cost-effectiveness?</p> <p>(Revisit the White [2006] and Waa et al [1998] evaluation research readings).</p>
Week Nine	Visit with Pacific community-based organisation – Vaka Tautua: Pacific Community Health, Porirua, Wellington
Day 17: Mon, Sept 22	<p>Students to attend and participate in research discussion with Vaka Tautua staff. Students to bear in mind Pacific cultural protocols.</p> <p>Please visit the Vaka Tautua website and familiarise yourself with their services. See: http://www.vakatautua.co.nz/#. (Instructions for visit to be posted on Bb in Week 7 file).</p>
Day 18: Thurs, Sept 25	<p>Reflections on visit with Vaka Tautua and on topics and practical exercises covered so far.</p> <p>26. Fook, J. "Reflexivity as method", <i>Annual Review of Health Social Sciences</i>, 1999, v.9, pp.11-20.</p>
Week Ten	Decolonising Pacific research knowledge & practice
Day 19: Mon, Sept 29	<p><i>Decolonising efforts outside of Aotearoa</i></p> <p>27. Pe-Pua, R., "From decolonizing psychology to the development of a cross-indigenous perspective in methodology: the Philippine experience", in <i>Indigenous and cultural psychology: understanding people in context</i>, Kim, U., et al (eds), 2006, New York: Springer, pp.108-137.</p>

Day 20: Thurs, Oct 2	<i>Decolonising efforts within Aotearoa</i> 28. Smith, L. "Building research capability in the Pacific, for the Pacific and by Pacific Peoples", in <i>Researching the Pacific and indigenous peoples: issues and perspectives</i> , Tupeni Baba et al (eds), Auckland: Centre for Pacific Studies, University of Auckland. 2004. pp.4-16. 29. Jones, A., & Jenkins, K., "Rethinking collaboration: working the indigene-colonizer hypen", in <i>Handbook of Critical and Indigenous Methodologies</i> , Denzin, N.K et al (eds), 2008, Thousand Oaks, California et al: Sage Publications, pp. 471-486.
<i>Week Eleven</i>	Student Essay Topic Presentations
Day 21: Mon, Oct 6	Student presentations on essay topic & class feedback
Day 22: Thurs, Oct 9	Student presentations on essay topic to Pacific community group
<i>Week Twelve</i>	Course summation, Student Feedback & Shared Lunch
Day 23: Mon, Oct 13	Course Summation
Day 24: Thurs, Oct 16	Student Feedback & Shared Lunch
	STUDY WEEK & Exam Period (Oct 20-Nov 15 2014)