**Pacific 304**

**Advanced Pacific Studies**

**2017: Semester 1**

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Lecture: Wednesday 2-4pm, 206-201

Tutorials: Thursday 1-2pm and 2-3pm, 201E-301

**OUTLINE**

This is the 'capstone' course for the Pacific Studies major. It is particularly engaged with the theory and methods of Pacific Studies. Different modes of presenting Pacific Studies work and their relevance for real world applications - from policy papers and briefings to NGO reports - are also explored. The central feature of the course is the large project to be completed by each student, which will combine knowledge taught in this course with original research.

Pacific 304 is a necessary step in strengthening the interdisciplinary “spine” in Pacific studies, a task that is especially important when teaching undergraduates an interdisciplinary, regional approach where most students have limited prior exposure.  Pacific Studies 304 will consolidate the teaching of the core elements of Pacific Studies, and ensure that all students who major in Pacific Studies have a deep engagement with both the core components of Pacific Studies, and have engaged with the key varieties of interdisciplinary engagement.  In sum the course aims:

* to advance students’ knowledge of the Pacific region, and the interdisciplinary study of the Pacific, in a manner that builds on the beginnings of Pacific 100;
* to ensure students majoring in Pacific studies properly engage with core content and key interdisciplinary methods;
* to contribute to the development of a cohort of Pacific Studies students;
* to concentrate core content and method in a single “spine” to make uniform the expectations and knowledge of our students.

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**ASSESSMENT**

COURSEWORK:  100%

Class Participation:     10%

Written Responses (8-10 250 word entries): 25%

Unit 1 Group Research Project (1000-1500 words or equivalent): 15%

Unit 2 Intervention Project Proposal 10%

Unit 3 Research Essay (2000-2500 words):           30%

Research Prospectus and Presentation: 10%

**EXPECTATIONS**

**Attendance.** It is expected that you will attend all field trips, and all classes. Any absence from class must be notified beforehand. Absence from class does not excuse student from submitting online work, except in the case of illness—illness should be verified.

**Fa’aaloalo/Respect.** Respect each other. Respect the instructor, and the institution. Respect the knowledge we are developing and learning. Respect other cultures and ways of being and doing. This is particularly important as this is a class that has a great deal of student leadership and student groups. Honour the work of your colleagues, support them in their learning, and contribute to the learning of others and yourself.

**Preparation.** Be prepared. Being prepared for class (and preparation is clearly indicated below) is an essential part of research, learning and teaching. Being unprepared prevents you from learning; it also inhibits the work of others, and the class, and prevents your full development as a student in the course.

**Knowledge.** Universities exist to teach, and to research. In Pacific Studies we teach and research Pacific peoples, communities and places, knowledge that has at times been neglected or maligned, or which in many cases has only recently been recognized by academic scholars. Our communities and people hold this knowledge dear, value it deeply, and we expect our students to do the same.

**CLASS SCHEDULE**

READINGS ARE AVAILABLE ON TALIS, VIA CANVAS.

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|  | **UNIT 1: PACIFIC CHALLENGES** |
| Wed,8 March  | **1.1 Class Introduction.**In this first class we will introduce the course, and we will introduce ourselves to each other. This is an unusual class in terms of the level of engagement and teamwork it asks of students, so it is important that students have a sense of clear expectations, and clear way forward.* **What are the biggest challenges facing the peoples of the Pacific?**
* **What are the biggest challenges facing the Pacific Peoples of New Zealand?**

In order to properly understand these questions, we need a broad understanding of the Pacific and New Zealand, as well as the scope, causes, and consequences of different challenges.**👓 Classroom Task.**These questions will focus us, and help us generate our Group Research Projects in the first half of the course. In class, we will begin answering these questions, but of course, we will not finish:* We will scope out our own individual and group thoughts about these questions.
* We will conduct preliminary mapping of some Pacific challenges.
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| Thu, 9 March | **Class Does Not Meet: Tutorials Run from Second Week** |

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| --- | --- |
| Wed, 15 March | **1.2 Governmentality.****🖋 Preparation:** Reading response due before class. Post to discussion chain on Canvas. Reading responses are assessed as part of your tutorial assignment. Reading responses are due prior to class.**🕮 Reading:** * *Demographics of New Zealand's Pacific population*. Statistics New Zealand, 2010.
* *2013 Pacific Regional MDGs Tracking Report.* Pacific Islands Forum Secretariat, 2013.

**👓 Classroom.**In this class, we will begin our preliminary work around the group project.* Scoping out—as a single group—an initial list of “Urgent Pacific Challenges”, drawing from the list of primary challenges you have come up with, as well as an overflow list of others you have considered, but thought not as urgent or important.

🛠 **Assignment Due.** WRITTEN RESPONSE DUE ON CANVAS by 8am Wednesday.1. Post 250+ words on what you think the most important challenges facing the Pacific/Pacific people in New Zealand are, and a brief explanation about why you think this.
2. Post the key reading you have found that supports your thinking about a key challenge facing the Pacific.
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| Thu, 16 March | **1.3 Pacific Challenges Workshop.** **🖋 Preparation**: read another student’s ***one key reading online*** that supports their initial thoughts about one of the biggest challenges facing the Pacific.**👓 Classroom.**In this class, we will continue our work around the group project.* Discuss and continue to refine the list of Urgent Pacific Challenges, incorporating online discussion posts and readings.
* Sort yourselves into groups for the Group Project (groups of 4) and choose your topic from the list of challenges.
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| Wed, 22 March | **1.4 Research Ethics, Critiques, Orientations.**This class will discuss issues around research, the problem of centering indigenous ways of being and understanding in research and analysis, and the broader questions relating to our sense of Pacific challenges. **🕮 Reading:*** McFall-McCaffery, J., 2010. Getting started with Pacific research: Finding resources and information on Pacific research models and methodologies. *Mai Review*, *1*, pp.1-5.
* Thaman, K.H., 2003. Decolonizing Pacific studies: Indigenous perspectives, knowledge, and wisdom in higher education. *The Contemporary Pacific*, *15*(1), pp.1-17.

🛠 **Assignment Due.** WRITTEN RESPONSE DUE ON CANVAS by 8am Wednesday.Individually, write a paragraph describing the particular element of your group's challenge that you are focusing on. The paragraph should include the following: * relevance of the element/area to the group project
* possible research methods/approach
* possible sources

 Word Limit: 250 Max.  |
| Thu, 23 March | **1.5 Research Workshop.** **🖋Preparation:** * Before class read all the contributions from your classmates on Canvas.

**👓 Classroom.**In class time we will:* Close out our discussion of research ethics and orientations, and move to research skills and strategies.
* Workshop research strategies and search tools, including evaluation of sources and evidence, managing research sources and citations, and avoiding plagiarism.
* Using search tools—not just Google—compile a short bibliography of four items for each.
* Each student will have a RefWorks or other bibliographic management program account set up by the end of the workshop.
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| Wed, 29 March | **1.6 PACIFIC STUDIES IN ACTION 1** **👓 Classroom.*** Field trip to Auckland Art Gallery

**Assignment Due:** Write a response for each of the following: *Q1 What are your thoughts of the Auckland Art Gallery?* *Q2 How could the Auckland Art Gallery be more relevant to you and Pacific people?* Word limit: 200-250 for each question. WRITTEN RESPONSE DUE ON CANVAS by 8am, Saturday 1st of April. |
| Thu, 30 March | **1.7 Project Clinic and Field Trip Debrief.****👓 Classroom.*** In class time we will discuss our learning from the field trip.
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| Wed, 5 April | **1.8 Pacific Studies Futures – Guest Lecture (Riki Apa)****🖋 Preparation:** * Review online links (short videos with narrative)

<https://www.youtube.com/watch?v=oj-RqkgFpss#action=share><https://www.youtube.com/watch?v=uqZiIO0YI7Y><https://www.youtube.com/watch?v=dV5c5s3bwio><https://www.youtube.com/watch?v=ystdF6jN7hc>* After reading the article below, consider the following: As someone who will soon participate in the world of work, how will Gratton’s five forces shaping the future of work affect what you are doing now, in preparation for that kind of future?

**🕮 Reading:*** Gratton, L. 2010 “The Future of Work” Business Strategy Review, pp. 16-24.

🛠 **Assignment Due.** UPLOAD TO CANVAS BY Wednesday at 8am* Find a job listing and draft an application cover letter and cv.
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| Thu, 6 April | **1.9 Pacific Studies Futures – Workshop****🖋 Preparation:*** Continue to work on group projects.

**👓 Classroom.*** Work in research groups
* Last chance for feedback/guidance from your tutor
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|  | **UNIT 2: PACIFIC STUDIES IN ACTION** |
| Wed, 12 April | **2.1 Finalizing Research & Meeting Pacific Challenges.****🖋 Preparation:*** Finalize work on group projects.

**👓 Classroom:*** Come prepared to present/workshop your project with the class.

Now that we have explored many of the challenges facing the Pacific, the next question—and one of urgent and deep concern—is: **what to do about it?*** What are the strengths of Pacific peoples, cultures and nations?
* How are they, and can they, be used to meet the Pacific’s most urgent challenges.
* What else needs to be done in order to allow these challenges to be sustainably, ethically, and properly met?

Units 2 and 3 explore in some detail key ways of meeting the kinds of challenges faced by Pacific communities in the region and in the diaspora. We’ll begin in this class by thinking about the kinds of strengths, structures, understanding and knowledge Pacific peoples and communities hold and inhabit, and then move on to thinking specifically about policy.⦸ **Notification:** Please note that in units 2 and 3 details are liable to change as class involves external partners. |
| Thu, 13 April | **2.2 Policy Thinking.****👓 Classroom.*** Continuing the above work.
* Sort yourselves into smaller group pairs and identify the issues you will address in the Intervention Proposal

🛠 **GROUP PROJECT due by 4pm.** |
| 14-29 April | **Mid-Semester Break.** |
| Wed, 3 May | **2.3 Pacific Studies in Action 2 – Guest Speaker.*** Further details to follow.
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| Thu, 4 May | **2.4 Policy Thinktank.** **👓 Classroom.*** Meet in group pairs to work on the Intervention Proposal.

🛠 **Assignment Due.** 500 WORD WRITTEN RESPONSE DUE ON CANVAS by 10am. |
| Wed, 10 May | **2.5 Pacific Studies in Action 3 - POSTPONED** A guest policy expert will be in class.**🕮 Reading:** * There will be a short reading assigned by our guest expert.

🛠 **Assignment Due.** WRITTEN RESPONSE DUE ON CANVAS by 8am Wednesday. |
| Thu, 11 May | **2.6 Public Policy and Interventions.****👓 Classroom.*** Come prepared to workshop your Intervention Proposals with another pair.

**🕮 Reading:** * There will be a short reading about addressing challenges in Pacific communities.
* No reading response required, but come ready to discuss.
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|  | **UNIT 3: PACIFIC RESEARCH** |
| Wed, 17 May | **3.1 Research Workshop.**A primer on doing research, and on doing research in Pacific contexts. Shaping a research question for your research project; scoping a research project; developing a thesis statement or hypothesis; introducing a range of possible research methods.**🖋 Preparation:*** Come prepared to workshop an idea for your individual project.

**🕮 Reading:** * Yellin, Linda L. A Sociology Writer’s Guide Chs. 5, 6, 7 (PDFs posted in Canvas/Files/Research Information)

🛠 **Assignment Due.** 250 WORD WRITTEN RESPONSE DUE ON CANVAS by 8am Wednesday, addressing your preliminary topic and research question, as well as reflecting on how you will approach your research process (drawing on the readings posted and any additional materials you are using to think through your project framework). |
| Thu, 18 May | **3.2 Paired Presentations.**⦸ **Notification:** Students will present their Intervention Proposals to the class.🛠 **INTERVENTION PROPOSAL due by 4pm.** |
| Wed, 24 May | **3.3 Research Mentors.**Some advanced Pacific Studies research students will come to class to discuss their work, their methods, and hot tips for research.**🕮 Reading:** * Mila, K. Theorising advantage in a context of disparity: Pacific peoples who grow up in New Zealand. In Talanoa: Building a Pasifika Research Culture, eds. Peggy Fairbairn-Dunlo & Eve Coxon.
* Kalavite, T. Exploring Pacific-Tongan research approaches. In Talanoa: Building a Pasifika Research Culture, eds. Peggy Fairbairn-Dunlo & Eve Coxon.
 |
| Thu, 25 May  | **3.4 Consult.**This class will be shaped to meet Research Project needs. **🖋 Preparation:*** Spend some time sketching out your topic and plans for your research project, creating a draft document.

**👓 Classroom.*** Come prepared to workshop a draft of your Research Project Prospectus with your peers.
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| Mon, 29 May | 🛠 **RESEARCH PROJECT PROPOSAL Due by 4pm.**  |
| Wed, 31 May  | **3.5 Research Proposal Presentations****👓 Classroom.*** Come prepared to present your Research Project Prospectus to your peers.
* Give constructive comments to another presenter.
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| Thu, 1 June  | **3.6 Research Proposal Presentations****👓 Classroom.*** Come prepared to present your Research Project Prospectus to your peers.
* Give constructive comments to another presenter.
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|  | **CONCLUSION** |
| Wed, 7 June | **Research Night.**⦸ **Notification:** Class does not meet at 2-4. Research Presentations are given at the Research Evening, which runs from 5.30-8pm. Student presentations are 7 minutes long. |
| Thu, 8 June | **Lessons Learned**.  |
| Sun, 11 June | 🛠 **Assignment Due.** 500 WORD WRITTEN RESPONSE DUE ON CANVAS by 8pmWrite a short reflection on your experience in the course. 1. Self Reflection

- How would you describe your student learning journey in this course? What did you learn about yourself and your abilities over the course of the semester? - Thinking about the skills you employed this semester (e.g., research, analytical, creative, presentation, communication, time management, writing, etc.), to what extent were you able to further develop those skills (be as specific as possible; describe the changes you have seen; if you expected more development in certain areas but didn’t experience that, reflect on why that was).1. Course Reflection

- Commenting on the assigned projects and responses, to what extent were the goals clear? Do you think the goals were accomplished, why or why not? - What were highlights and low points for you with the course? What inspired you or was difficult for you? Was there a favorite topic, reading, or project? - What aspects of the course could be improved? What would you suggest be changed for next year’s class?   |
| Wed, 14 June | 🛠 **FINAL RESEARCH PROJECT Due by 4pm.** |

**GROUP PROJECT: PACIFIC CHALLENGES**

**🙪 PACIFIC 304 🙪**

**ADVANCED PACIFIC STUDIES**



**Length/Scope:** 1000-1500 Words (or equivalent) per person. (Four people, for example, would mean a group project of 4000-6000 words (or equivalent). Groups may choose also to submit work in another form than plain text on a page: such as video, website, audio, performance or blog. If you are choosing a form other than plain text on a page you should run your ideas by the lecturer.

**Due:** Thursday 13 April, 4pm. Submit via Canvas.

**🙪 PROJECT DESCRIPTION/PROMPT 🙪**

The class will form into groups of 3-4 and delineate broad areas of interest for your group project. You will then answer the prompt below within your chosen scope (for instance, your group may wish to focus on health, in which case your responses would state this clearly and make choices within this scope).

* **What are the biggest challenges facing the peoples of the Pacific, and**

**the Pacific Peoples of New Zealand?**

Your target audience is stage I students: yourselves a few years ago. You are tasked with explaining to this group **one of (or a related group of) the major challenges facing the Pacific and its peoples within your chosen field**. Assume the knowledge/lack of knowledge that one can reasonably assume; assume also that the audience is smart, interested and will be quick to learn. You are aiming to capture their attention and hold it, to introduce new material and new ideas; to find ways of explaining complexity; to educate your audience and to engage them in doing so; to map out your group’s understanding of the contemporary Pacific.

Your project should be comprehensive, authoritative, analytical, clearly and eloquently communicated and convincing.

* Comprehensive: it should consider the entirety of your chosen scope; you should be selective and analytical, but should also clearly indicate that you have considered the entire range of relevant issues.
* Analytical: Why! Your project should contain a detailed examination of elements you consider most important, and should explain clearly why you think this is so. Your project should be consistently and thoughtfully reasoned.
* Authoritative: it should be based on sound and broad research, with clear evidence, appropriately referenced.
* Clear and Eloquent: it should be put forward in language that is clearly understood, grammatically correct, appropriate for purpose, fluent and eloquent.
* Convincing: your project should have a clear set of arguments and advance a coherent *interpretation* of this field. It should have an underlying argument holding it together (what is the core understanding you wish your audience to gain from your project). You wish to persuade readers/audience of your interpretation, to convince them to see it in the way that you put forward.

**🙪 PROCESS 🙪**

How you go about your project is up to you, but it is a group process and it is up to the group to ensure that there is equitable distribution of work, that all members of the group are included, and that you utilize all the skills and knowledge of your group.

Groups are allowed a good deal of freedom in choosing the presentation format or approach. You would be wise to draw on the set of skills and interests that your group contains. Some possibilities:

* A magazine.
* An eBook or iBook.
* A set of short videos or a video
* A website
* A tv show or a radio show
* A series of blogs (using a free blog website like WordPress)
* A report (like a UN, or NGO report) such as the ones we read in class.
* A radio or video documentary.

Remember**:**

* In order to excel in the criteria of ‘convincing’ and ‘clear and eloquent’ you should operate by the standards of the mode you choose. If you do a magazine, write as they would in a magazine; write in a report as you would in a report; try for the kinds of formalities appropriate to your chosen form.

**🙪 SOME REMINDERS 🙪**

There will be further support in class for your challenge project and there is time also allotted as per the class schedule.

Run a quick check over your project:

* Have you properly understood and defined your key terms?
* Have you referenced the works you consulted?
* Have you used a suitably diverse and wide range of sources? Are they trustworthy and reliable? Are they suitably authoritative?
* Have you divided up your work equitably?
* Did you work as a group?
* Have you made sure that your process of “researching” is different from simply “googling”? (Use the library, use the **best** sources not just the **easiest** to access).
* Have you triple checked for grammar/spelling/communication errors?
* Did you consult the lecturer and tutor about your chosen format?

**🙪 ASSESSMENT 🙪**

Your group project grade is worth 10% of your course grade.

Your group project grade is composed of three elements:

* **Overall Project Grade. 70%.** Your group project will be graded according to the rubric. The project will receive an overall grade (70 percent of project grade).
* **Group Grade. 10%.** Each member of the group will assess the group work, using the attached rubric. (10 percent of project grade)
* **Individual Grade. 20%.** Each member of the group will confidentially grade their team members, including themselves using the attached rubric.

**GROUP PROJECT: INTERVENTION PROPOSAL (10%)**

**🙪 PACIFIC 304 🙪**

**ADVANCED PACIFIC STUDIES**

For your intervention proposal, you will form into pairs to craft an intervention project (worth 10% of your final grade). This project will be composed of two elements:

 An Intervention Project Proposal (80% of the 10%)

 A Presentation (20% of the 10%)

1. **Intervention Project Presentation (20%)**
*An oral presentation, with props if necessary, of not more than four minutes.*
Your presentation should outline your intervention proposal in a way that is designed to convince someone it should be funded or implemented.
2. **Intervention Project Proposal (80%)**
*10 Page Project Proposal.*
The bulk of what will be assessed is a proposal for an intervention project. This will require a considerable amount of thinking, research, planning and teamwork.  Many of you may not have crafted an intervention project before. An intervention project is exactly that: a project designed to make an intervention in one of the challenge areas identified in Unit 1. This could be in the form of a set of research-backed policy proposals, public health interventions, creative art projects, etc. Whatever medium you choose, be sure to see it through to completion (e.g., if you are proposing a program, how is it organized? What is its main mission? What kinds of activities will be carried out, with whom, and for how long? How will you know if you have succeeded with your interventions? Etc. etc.).

The proposal should include statement of the problem or issue, with evident research that has been done on that issue (no more than 2-3 pages; be sure to cite all the resources you use!).  The rest of the proposal should map out a project that is aimed at making a difference in addressing the problem or issue you have identified.  While this may take many forms, it should make sense given the issue identified, and should be well considered and thought through.  Start with the problem and how you might like to solve it.  Once you have your idea and are mapping all the details, look for ways to link it to real-life opportunities to carry it out, but don't let that be your starting place.  The closer it is tied to real-world possibilities (e.g., this project could be funded by X or Y grants that actually exist), the better, but dream up your intervention first.

The Intervention Project grading rubric will be posted so you can see how you will be assessed. A grade premium will be given to those teams who have taken their intervention the furthest, or developed it in the smartest way.

**Due:** Thursday 18 May, 4pm. Submit via Canvas.

**BUILDING RESEARCH SKILLS/RESEARCH CLINIC**

**🙪 PACIFIC 304 🙪**

**ADVANCED PACIFIC STUDIES**



**How to Find Sources for Pacific Research?**

There are a number of different search tools you can use.  Start at the beginning, and the beginning is really two key tools:

* Library search: [http://librarysearch.auckland.ac.nz (Links to an external site.)](http://http//librarysearch.auckland.ac.nz)
* Google scholar: [https://scholar.google.com (Links to an external site.)](https://scholar.google.com)

These are very good ways of finding a broad range--perhaps too broad a range--of sources for your project.  When using these tools keep in mind some key searching strategies:

* Remember, start with broad searches, and then progressively narrow them.
* Use Boolean logic (AND, NOT) and other techniques of search refinement: limit dates, add terms, use quotation marks.

This should locate some key **secondary** sources that you are able to use, and at least start with.  See below for the differences between **primary** and **secondary** sources.

Once you have located a few sources to begin with, you should start reading.  Remember, you should have a reading strategy, and a note taking plan.

From these readings, you can also hone, or broaden, your research and search for sources.

* Follow footnotes and references within your readings, to see if there are other sources of importance, or of interest.
* Look within the journal contents, other pages on the same website or on the volumes neighbouring in the shelves, for other potentially relevant sources.
* Check and critique your own techniques for looking for sources: was your algorithm driven by the right kind of decisions: research informed decisions.  Or by others: convenience, what was online, last minute, first thing that came up, and so on.

Searches often deliver sources that are not ideal: they may be not relevant, they may be unreliable, they may be out of date, they may not have the requisite authority or be composed with very different purposes.  How do you assess or evaluate your source?

**Primary versus Secondary Sources**

Primary Sources

A primary source provides direct or first-hand evidence about an event, object, person, or work of art. Primary sources include historical and legal documents, eyewitness accounts, results of experiments, statistical data, pieces of creative writing, audio and video recordings, speeches, and art objects. Interviews, surveys, fieldwork, and Internet communications via email, blogs, listservs, and newsgroups are also primary sources. In the natural and social sciences, primary sources are often empirical studies—research where an experiment was performed or a direct observation was made. The results of empirical studies are typically found in scholarly articles or papers delivered at conferences.

Secondary Sources

Secondary sources describe, discuss, interpret, comment upon, analyze, evaluate, summarize, and process primary sources. Secondary source materials can be articles in newspapers or popular magazines, book or movie reviews, or articles found in scholarly journals that discuss or evaluate someone else's original research.

From: <https://library.ithaca.edu/sp/subjects/primary>

**Some Primary Sources for Pacific Research**

Government Sources.

Many Pacific governments maintain repositories of content, including reports and statistics online.  Take for instance:

* Samoa
	+ Samoa Bureau of Statistics: [http://www.sbs.gov.ws/ (Links to an external site.)](http://www.sbs.gov.ws/)
* Fiji
	+ Fiji Bureau of Statistics: [http://www.statsfiji.gov.fj/ (Links to an external site.)](http://www.statsfiji.gov.fj/)

Education and health are two typical government departments that are large and in most Pacific countries share some data/sources, though often very unevenly.

Obviously, for New Zealand, you will want to turn to New Zealand based government sources.  First of all figure out which government department(s) is concerned with the issue you wish to research.  Go to their website, for example:

* Ministry of Education's key website, Education Counts: [https://www.educationcounts.govt.nz/home (Links to an external site.)](https://www.educationcounts.govt.nz/home)
* Ministry of Business, Innovation and Employment: [http://www.mbie.govt.nz/publications-research (Links to an external site.)](http://www.mbie.govt.nz/publications-research)
* Ministry for Pacific Peoples: [http://www.mpp.govt.nz/ (Links to an external site.)](http://www.mpp.govt.nz/)

The main repository of government statistics is Statistics New Zealand. [http://www.stats.govt.nz/ (Links to an external site.)](http://www.stats.govt.nz/)

There are key historical sources as well, such as the AJHR: [http://atojs.natlib.govt.nz/ (Links to an external site.)](http://atojs.natlib.govt.nz/)

Here, again, the library is key, as they subscribe to key databases you cannot access on the open web.  If you are after statistics, you might start here: <http://www.library.auckland.ac.nz/guides/statistics-and-numeric-data>

**Newspapers and Journals**

Most Pacific nations have one or more daily/weekly newspapers.  A large number of these are online, many are held by our library, and many are historical--meaning we have collections that date back over a number of years.

* Fiji Times
* Taimi Tonga
* Samoa Observer
* Cook Islands News
* Pacific Daily News

I draw your attention, particularly, to two massive collections online.

* Papers Past, a huge historical collection of NZ papers that now includes decades of Samoan newspapers that are word searchable. [http://paperspast.natlib.govt.nz/cgi-bin/paperspast (Links to an external site.)](http://paperspast.natlib.govt.nz/cgi-bin/paperspast)
* Trove, the equivalent Australian database, which is even larger, though with less Pacific content: [http://trove.nla.gov.au/ (Links to an external site.)](http://trove.nla.gov.au/)

**Regional Organizations, Non-Governmental Organizations**

Regional institutions and NGOs publish and maintain huge data sources on the Pacific.  These are particularly focused on core regional and transnational issues ranging from health and education, to environment and economic development. All of these have an online presence, and most have published many reports in the past. These include:

* Secretariat for the Pacific Community
* Pacific Islands Forum
* The World Bank
* The United Nations, United Nations Development Programme
* South Pacific Regional Environment Programme
* Forum Fisheries Agency
* Greenpeace
* Conservation International
* World Wildlife Fund
* Oxfam
* Asian Development Bank

**Source Evaluation Checklist**

Source: <https://digitalliteracy.cornell.edu/tutorial/dpl3221.html>

Use this checklist to evaluate the information sources you discover as a result of performing a search. Check the items in each of the following categories:

***Purpose***

* What is the purpose or motivation for the source? (E.g., educational, commercial, entertainment, or promotional.)
* Is it trying to sell you something? How easy is it to differentiate advertisement from content in the source?
* Based on your knowledge, is the information fact, opinion, or propaganda?
* Who is the intended audience for the information, and how is this fact reflected in the organization and presentation of the material?

***Authority***

* Is the author identifiable?
* What is the author's background? (E.g., experience, credentials, and occupation, and has he or she published anything else on the topic?)
* Does the author cite his or her sources?

***Currency***

* When was the resource last updated or revised, and how often is it updated?
* Is being up to date important for the quality of this source?

***Reliability***

* How stable does the resource seem to be? The resource’s dependability (particularly in the case of Web sites) is important if it is going to be cited as a source or recommended for use by others.
* For Web sites, do most of the links on the page work?
* From your evaluation of currency and authority, do you think the resource will be there the next time you visit it?

***Coverage***

* What information is included or omitted?
* Is the resource completed or under construction?  These are not the only criteria you will need to look at. Depending on what your professor has asked you for and on your research needs, you may need to look for certain kinds of material. In academic research in particular, your professor may ask you to find scholarly, peer-reviewed, or primary sources.