

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



Te Kawa a Māui

MAOR 317

**Special Topic: Science
and Indigenous
Knowledge**

Trimester 2 2009

13 July to 15 November 2009



IMPORTANT

**Please read and note the information
on the back page of this course outline**

MAOR 317
Special Topic: Science and Indigenous Knowledge
Trimester 2 Course Outline 2009

Tēnā koutou. Greetings, and welcome to the second offering of the Special Topic MAOR 317, Science and Indigenous Knowledge. I hope that you will enjoy this course as much as I have enjoyed preparing it. This outline contains important information for your journey through the issues that will be canvassed in MAOR 317.

E tipu, e rea mō nga rā o tōu ao

1 KO NGĀ WHAKAHAERE
Course Administration

- | | | |
|-----|---|---|
| 1.1 | Ko te Pūkenga
Course Coordinator | Dr Ocean Mercier
Room 207, 50 Kelburn Parade
Telephone: 04 463 7457
E-mail address:
ocean.mercier@vuw.ac.nz |
| | Office Hours | Monday 11:00am – 12:00pm
Friday 3:00pm – 4:00pm |
| 1.2 | Class Times
Lectures
Monday, Friday | 1:10pm – 3:00pm
Murphy 401 |
| 1.3 | Trimester Dates
Teaching dates

Mid-trimester break
Study Week
Examination/assessment period | 13 July – 21 August
7 September – 16 October
24 August – 6 September
19 – 23 October
27 October – 14 November |
| 1.4 | Additional Information | Notices and course information will
be posted on the MAOR 317
Blackboard site, url
http://blackboard.vuw.ac.nz . Please
check the site regularly for notices
and lecture and reading material. |

2 KO NGĀ WHĀINGA ME NGĀ HUA

Course Aims and Learning Objectives

This course examines the involvement and engagement of Indigenous peoples in scientific endeavours (whether these be labelled Indigenous science or Western science), historically, in the present day, and in the future. Students will acquire an understanding of the philosophical differences between Western science (WS) and Indigenous knowledge (IK). From this, students will become better equipped to debate contemporary issues, particularly regarding new technologies, at the interface of various cultures' ways of thinking.

By the end of this course students should be able to:

- justify the use of the term “Indigenous science” or “Native science”;
- analyse and understand the philosophical differences between Indigenous peoples’ (particularly Māori) and “Western” ideologies;
- give examples and discuss case studies of scientific methodology used by indigenous peoples;
- describe and articulate Indigenous viewpoints on contentious scientific issues;
- understand the challenges facing Indigenous people who wish to engage in “Western” science and technologies; and
- discuss some of the benefits and challenges that await Indigenous nations who wish to work together on research projects and educational initiatives.

3 KO NGĀ KAUPAPA MATUA

Course Content

The main themes of the course are:

- what is Science?
- what is Indigenous knowledge?
- what is the “Interface”?
- intersections between Global and Local knowledge,
- Indigenous knowledge in an international context, and
- Indigenous peoples’ engagement with science.

At the end of this course the students will be expected to:

- be able to analyse and critique ideas and identify the issues for those working at the interface, in both written and oral forms;
- understand the issues that militate against full participation by Indigenous peoples in “Western” science, and suggest ways that these difficulties can be alleviated;
- engage in debates, both written and oral, around ownership of knowledge at the interface;
 - with a full command of the important terminologies in “interface” discussions, and an appreciation of the limitations of these;
 - with a knowledge of the similarities and differences in worldview for Indigenous and non-Indigenous peoples;

- with a cognizance of issues for cross-cultural engagement in the interface eg socio-economic, political, philosophical; and
- have the ability to make a critical comparative analysis of situations for different Indigenous peoples that is grounded in current literature by both Indigenous and non-Indigenous peoples.

4 KO NGĀ PUKAPUKA Texts

4.1 Text Required

Students are required to purchase the Course Reader, *MAOR 317/407 Special Topic: Science and Indigenous Knowledge*, from Student Notes Distribution Centre, Student Union Building for a cost of approximately \$35. You should purchase this early in order to get a head start on your readings.

4.2 Obtaining Student Notes

For the first two weeks of trimester all undergraduate student notes will be sold from the Memorial Theatre foyer. After week two all undergraduate student notes will be sold from the Student Notes Distribution Centre on the ground floor of the Student Union Building.

Customers can order student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop. Customers will be contacted when they are available.

Opening hours are 8:00am – 6:00pm, Monday – Friday during term time (closing at 5:00 pm in the holidays). Telephone: 04 463 5515.

At the start of the trimester please refer to the noticeboards 48 and 50 Kelburn Parade for an updated list of Course Readers available for purchase from the Victoria University Student Notes Distribution Centre.

4.3 Recommended Dictionary

Thompson, Della (ed), 1995. *The Concise Oxford Dictionary of Current English*. Oxford: Clarendon Press. Also available Internet: <http://dictionary.oed.com/>

4.4 Academic Writing Guide 2007 Edition

For about \$3, the *Te Kawa a Māui Academic Writing Guide 2007 Edition* is available for purchase from the Student Notes Distribution Centre, Student Union Building. This guide is required for all Te Kawa a Māui courses. All essays submitted for this course must be formatted using the JPS (Harvard) style, as indicated in the *Academic Writing Guide*, so make sure you have access to it.

4.5 Blackboard

Students will be expected to keep a thorough record of all lecture notes. However, notices and class material, including lecture outlines, will be posted on Blackboard.

5 KO NGĀ MAHI Course Work

5.1 Lectures

MAOR 317 is a one trimester course, and two-hour sessions are held two times a week. Monday's session will be run as a lecture seminar, and Friday's session as a tutorial, in which students can present work and discuss issues arising from the Monday lecture. Students should read the week's assigned readings (see the Course Programme, section 10) before Friday's class. You **MUST** attend a minimum of 20 of 24 lectures to meet course requirements. An attendance roll will be taken near the beginning of each class, so please ensure you make it to classes on time.

5.2 Course Workload

MAOR 317 is worth 24 points. Students should allow fifteen hours per week, inclusive of lecture time, for MAOR 317, as is standard for a third year course.

6 KO NGĀ TATAURANGA Course Assessment

6.1 Course Work

All work for this course **MUST** be posted in the Assignment Box, Māori Studies Office, 50 Kelburn Parade, where it will be registered. Please **DO NOT** e-mail work to the Course Coordinator, nor hand assignments to them. Always keep a copy of your work.

In order to stay abreast of material, it is highly important that students attend **all** lectures, **especially** when guest lecturers are scheduled to speak.

6.2 Assessment Tasks

Coursework will account for 100% of the total assessment for this course. This is made up of 10 lecture briefs, a case study report, an in-class presentation, an essay, participation in an online dialogue and a small project.

6.3 Internal Course Work	100%	Due Date
10 Lecture Briefs (300 words each)	20%	(Weeks 3-12)
Case Study Report (1500 words)	15%	Friday 21 August (Week 6)
Reading Presentation (10 mins)	15%	(1 Friday during weeks 2-12)
Essay (2000 words)	20%	Friday 25 September (Week 9)
Forum Exchange (1500 words)	10%	Friday 9 October (Week 11)
Local Knowledge Project	20%	Friday 16 October (Week 12)

6.4 Lecture Briefs 20%

Students will be asked to summarise each Monday lecture in 300 words, beginning with the lecture in week 2, to be handed in by 5pm Monday the next week. These will generally be marked out of 10. You will be required to complete at least 8 out of 10 total briefs, and each one is worth 2% of your final

mark. Some weeks the brief may be replaced by an online Blackboard test. Students will be given plenty of warning of any adjustments to the brief requirements. The student is expected to treat the briefs as an opportunity to reinforce ideas discussed in lectures, and thereby help meet the learning objectives of the course. Marks will be given for how accurately the brief reflects the lecture content.

6.5 Case Study Report 15%

In this assessment students will be required to find and discuss a particular case study. This should be a current/recent research project or educational initiative that explores the interactions between Western and Indigenous science and knowledge. Students will be required to write a 1500 word report that describes the project and critiques its aims and achievements with respect to the readings and themes discussed in MAOR 317. The report should include an abstract, main body and conclusion. The report must be submitted by **5:00pm Friday 21 August**. The report will be marked on how well it conforms to the specified requirements. The report marking sheet will be posted on Blackboard by Friday 7 August.

6.6 Reading Presentation 15%

During the first two lectures of the course, each student will be assigned an article or chapter – either from the course reader or to be distributed by the course coordinator. You will be expected to give a 10 minute overview of the reading, and then lead the class in a 10 minute discussion on this article. The student will give their assigned reading presentation in the tutorial associated with the reading in question. These presentations will **begin in week 2**. The Programme Outline in section 10 gives details of when each reading will be discussed. The presentation will give you the opportunity to delve more deeply into a particular reading. Good presentations will display a thorough knowledge of the reading. Students who present later in the course will be expected to place the reading within the wider context of the readings in MAOR317. The presenter will be marked on their ability to identify and convey the key messages of the text within 10 minutes. They will also be marked on their ability to engage and lead the class in subsequent discussion.

6.7 Essay 20%

On or before **5:00pm Friday 25 September** you will submit a 2000-word essay, worth 20%. The essay topics will be distributed in lectures and posted on Blackboard. Essays are expected to adhere to the JPS (Harvard) style of formatting and referencing. Essay topics are designed to allow you the opportunity to investigate more closely an area of interest to you, yet within the confines of the course objectives. Assessment criteria will be specified on the essay marking sheet, which will be made available by Friday 11 September.

6.8 Student Forum Exchange 10%

Towards the end of the course, you will have the opportunity to take part in a virtual exchange of ideas with students doing a similar course in another context and country. In 2007 students from MAOR 317 collaborated with University of Alaska, Fairbanks students taking CCS601: Documenting Indigenous Knowledge. The timing of this assessment coincides with the beginning of the USA Fall semester. You will be marked on the quality of your

arguments and responses to a set of 2 readings, within a specially prepared internet forum on Blackboard or Moodle. More information will be given when our exchange partners are identified and confirmed. Although students are free to continue the forum conversations for as long as they wish, the last date for which online posts will be considered for assessment is **5:00pm Friday 9 October**. Marking criteria will be made available closer to the time.

6.9 Local Knowledge Project 20%

In this mini project, students will engage their choice of media as a means of documenting local knowledge specific to their own community. Community can be defined in a number of ways, eg whānau, hapū, students, common interest group. Below are some suggestions for the form of the project:

- a journal.
- a media scrapbook,
- a short film,
- an educational resource,
- a cultural atlas using Google maps, or
- something else (to be approved by the course coordinator).

More information will be given in class about this assessment, including the assessment criteria, at the appropriate time. The due date for submitting this project is **5:00pm Friday 16 October**.

7 KO NGĀ WHIUNGA Penalties

7.1 Penalties

Extensions will only be granted for extenuating circumstances. You should contact the pukenga as soon as you are aware of any issues that may impinge on timely submission of your work. Work submitted late will be penalised by 5% for each day. Where students have not informed the course coordinator, more severe penalties may be imposed.

IMPORTANT: For the sake of thematic continuity it is very important that readings are presented on the dates assigned. Students who, due to illness or bereavement, are unable to attend sessions in which they have been scheduled to give presentations **MUST** provide evidence for their absence. Only those with a legitimate excuse to be absent will be given another opportunity to present work.

8 KO NGĀ MAHI Course Requirements

8.1 Mandatory Course Requirements

In order to complete this course, students must:

- attend at least 20 of 24 2-hour lectures in total, and
- attempt and submit all items of assessment.

9 KO TE MĀHERE MAHI Course Programme

This programme provides an outline of lecture content. The programme is a **guide only** and may be adjusted to suit guest lecturer needs. It may also be tailored to the needs and requests of the students in the course. The readings to be discussed each week are given by author and Course Reader page in the Lecture Theme column. Please ensure that you read the week's readings before Monday's lecture, and be ready to discuss them in Friday's session.

Week	Trimester One	Lecture Theme	Assessment Due
1	M 13 Jul F 17 Jul	Indigenous Knowledge Introduction, Course Overview	
2	M 20 Jul F 24 Jul	Indigenous Philosophy Readings: Durie (p.3), Cajete (p.101)	
3	M 27 Jul F 31 Jul	Traditional Ecological Knowledge and Ecology Readings: McGregor (p.31), Berkes (p.43)	
4	M 3 Aug F 7 Aug	Recording Traditional Knowledge Readings: Simpson (p.65), Harmsworth (p.71)	
5	M 10 Aug F 14 Aug	“Western” Science Readings: Morris (p.143), Bohm (p.131)	
6	M 17 Aug F 21 Aug	The Interface – non-Indigenous perspectives Readings: Capra (p.83), Peat (p.173)	Case Study Report due Friday 21 August
22 August – 6 September MID COURSE BREAK: NO LECTURES			
7	M 7 Sep F 11 Sep	The Interface – Indigenous perspectives Readings: Nakata (available on Blackboard), Deloria (p.157), Kawagley (p.115)	
8	M 14 Sep F 18 Sep	Indigenous Language and Education Readings: McKinley (p.197), Cajete (p.205), Kawagley (p.217)	
9	M 21 Sep F 25 Sep	Indigenous Language and Education Readings: Aikenhead (p.223), Barnhardt (p.233)	Essay due Friday 25 September
10	M 28 Sep F 2 Oct	Indigenous Research Readings: Rigney (p.251), Roberts (p.15), Bacigalupo (p.259)	
11	M 5 Oct F 9 Oct	Indigenous Thinking on Biotechnologies Readings: Hutchings (p.265), IPCB (p.283), Cooke (p.55)	Last date for Student Forum Exchange Friday 9 October
12	M 12 Oct F 16 Oct	Tino Rangatiratanga Readings: Williams (p.277), Battiste and Henderson (on Blackboard)	Local Knowledge Project due Friday 16 October

10 KO NGĀ PUKAPUKA

Reference Texts

A variety of texts have been placed on Closed Reserve and 3-day Loan at Te Pātaka Kōrero/The University Library (Levels 2 and 3 respectively) to assist you with your study and essay writing. Students should return Library books by the due date to avoid Library fines.

10.1 Reference Texts

The following list gives references that may be useful for the essay topics in the course. Note that the full text of the Elsdon Best monographs is available via MyGateway.info. More details on how to access these are available on Blackboard.

- Battiste, Marie and Henderson, Sakej Youngblood, 2000. *Protecting indigenous knowledge and heritage : a global challenge*. Saskatoon: Purich Pub.
- Best, Elsdon, 1955. *The Astronomical Knowledge of the Maori. Dominion Museum Monograph no. 3* Wellington: Government Printer.
- Best, Elsdon, 1959. *The Maori Division of Time. Dominion Museum Monograph no. 4* Wellington: Government Printer.
- Best, Elsdon, 1923. *Polynesian Voyagers. The Maori as a Deep-sea Navigator, Explorer, and Colonizer. Dominion Museum Monograph no. 5* Wellington: Government Printer.
- Cajete, Gregory, 2000. *Native Science. Natural Laws of Interdependence*. Santa Fe: Clear Light Publishing.
- Deloria, Vine, 1997. *Red Earth White Lies. Native Americans and the Myth of Scientific Fact*. Colorado: Fulcrum Publishing.
- Goldie, W. H., 1904. *Maori Medical Lore*. Papakura: Southern Reprints (1998).
- Kawagley, Angayuqaq Oscar, 2006 (2nd ed.). *A Yupiaq Worldview: a pathway to ecology and spirit*. Long Grove, Ill.: Waveland Press.
- Ladyman, James, 2002. *Understanding Philosophy of Science*. London: Routledge.
- McLean, Robert and Tricia Smith, 2001. *The Crown and Flora and Fauna: Legislation, Policies and Practices 1983-98. Waitangi Tribunal Research Series Wai 262 (1997)*. Wellington: Waitangi Tribunal.
- Nakata, Martin, 2007. *Disciplining the savages: savaging the disciplines*. Canberra: Aboriginal Studies Press.
- Peat, F. David, 2002. *Blackfoot physics : a journey into the Native American universe*. Grand Rapids, MI : Phanes Press.

Riley, Murdoch, 1994. *Māori Healing and Herbal. New Zealand Ethnobotanical Sourcebook*. Paraparaumu: Viking Sevenses N.Z. Ltd.

Williams, David, 2001. *Matauranga Maori and Taonga. Waitangi Tribunal Research Series Wai 262 (1997)*. Wellington: Waitangi Tribunal.

Williams, P. M. E. 1996. *Te Rongoa Maori. Maori Medicine*. Auckland: Reed.

11 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>

12 GENERAL UNIVERSITY STATUTES AND POLICIES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

The AVC (Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at:

<http://www.victoria.ac.nz/home/about/avcacademic/Publications.aspx>

13 ENROLMENT AND WITHDRAWAL DEADLINES

Have you changed your mind about the courses you want to do this trimester? If you do not withdraw from a course in time, you will receive a fail grade. A fail grade stays permanently on your academic record. You can avoid the fail grade by withdrawing properly from courses before it is too late!

It is not enough just to stop attending lectures and tutorials, or to tell your lecturer or school administrator. You must complete a Course Add/Drop form, available from your Faculty Student and Academic Services Office, and submit it by the following deadlines.

Second Trimester Courses, July to October 2009

No addition of second trimester courses permitted after **Friday, 24 July 2009**.

If you withdraw before **Friday, 24 July 2009** you will get a full refund of fees.

The last date for withdrawal from second trimester courses (without refund) before Associate Dean's approval is required is **Friday, 25 September 2009**.