

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



Te Kawa a Māui

MAOR 407

**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 407
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 407, Science and Indigenous Knowledge. I hope that you will enjoy your self-directed, independent study in this course. This outline contains important information for your journey through the issues that will be canvassed in MAOR 407.

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 | Weekly meetings with
MAOR 407 Course Coordinator | To be negotiated |
| 1.3 | Trimester Dates
Teaching dates | 13 July – 21 August
7 September – 16 October |
| | Mid-trimester break | 24 August – 6 September |
| | Study Week | 19 – 23 October |
| | Examination/assessment period | 27 October – 14 November |
| 1.4 | Additional Information | Notices and course information will be posted on the MAOR 317 Blackboard site for the MAOR 317/407 Special Topic class, url http://blackboard.vuw.ac.nz . Please check the site regularly for notices 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 the 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. You will be given any additional readings necessary in the weekly meeting with the course coordinator.

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 Weekly meetings

MAOR 407 is a course of self-directed reading and study. Nevertheless, it is expected that students will keep regular contact with the course coordinator to stay on track with readings and upcoming assessments. These will need to be negotiated in the first week of the trimester. The Course Coordinator will contact you by Wednesday 15 July to arrange a regular meeting time.

5.2 Course Workload

MAOR 407 is worth 30 points. Students should allow twenty hours per week for MAOR 407, as is standard for an Honours course.

5.3 MAOR 317 Lectures (OPTIONAL)

MAOR 407 is co-labelled MAOR 317. Two-hour sessions are held two times a week for MAOR 317 students. Monday's session is 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. MAOR 317 students read the week's assigned readings (see the Course Programme, section 10) before Friday's class. As a MAOR 407 student, attendance at MAOR 317 lectures is OPTIONAL, but may provide helpful guidance in your self-directed reading and study.

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 they 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.

6.2 Assessment Tasks

Coursework will account for 100% of the total assessment for this course. This is made up of weekly reading summaries, a case study report, an essay and a local knowledge project.

6.3	Internal Course Work	100%	Due Date
	Weekly Reading Summaries (10 x 300 words each)	15%	(Weeks 3-12)
	Case Study Report (2500 words)	25%	Friday 21 August (Week 6)
	Essay (4000 words)	30%	Friday 25 September (Week 9)
	Local Knowledge Project	30%	Friday 16 October (Week 12)

6.4 Weekly Reading Summaries 15%

Students will be asked to summarise each week's readings in 300 words, beginning with the listed readings 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 reading summaries, and each is worth 1.5% of your final mark. Some weeks the summary requirement may be substituted with an online Blackboard test. Students will be given plenty of warning of any adjustments to the requirements. The student is expected to treat the summaries as an opportunity to engage with ideas discussed in readings, and thereby help meet the learning objectives of the course. Marks will be given for how accurately the summaries reflect the reading content.

6.5 Case Study Report 25%

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 2500 word report that describes the project and critiques its aims and achievements with respect to the readings and themes discussed in MAOR 317/407. 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 Essay 30%

On or before **5:00pm Friday 25 September** you will submit a 4000-word essay, worth 30%. The essay topics will be distributed in MAOR 317 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 Local Knowledge Project 30%

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
- other, 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.

8 KO NGĀ MAHI Course Requirements

8.1 Mandatory Course Requirements

In order to complete this course, students must:

- attempt and submit all items of assessment
- attain a minimum combined mark of 50%.

9 KO TE MĀHERE MAHI Reading Programme (MAOR 407) and Lecture Programme (MAOR 317)

This programme provides an outline of lecture content in MAOR 317 and weekly readings for MAOR 317/407. The readings you will summarise each week are given by author and Course Reader page in the Lecture Theme column.

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	

Week	Trimester One	Lecture Theme	Assessment Due
		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 (p205), 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 (p15), Bacigalupo (p.259)	
11	M 5 Oct F 9 Oct	Indigenous Thinking on Biotechnologies Readings: Hutchings (p.265), IPCB (p283), Cooke (p.55)	
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 under MAOR317 course reserve, 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 Sevensseas 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**.