



TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



**VICTORIA**  
UNIVERSITY OF WELLINGTON

**Te Kawa a Māui**

# **MAOR 215**

## **Tā Te Māori Whakahaere Rauemi / Māori Resource Management**

### **Trimester 1, 2010**

Lectures begin Monday, 1 March

Lectures end Friday, 4 June

Mid-trimester break 5 April-18 April

Study week 7-11 June

Assessment period 11 June-4 July



## 1 COURSE ORGANISATION

**Ko te Pukenga  
Course Coordinator**

Marie Cocker  
Room 210, 50 Kelburn Parade  
Telephone 463 5444  
Email [marie.cocker@vuw.ac.nz](mailto:marie.cocker@vuw.ac.nz)

**Office Hour**

By appointment

**Lectures**

Tuesday and Thursday 3:10-5:00pm in EA 004.

Other venues may be used where appropriate. Sufficient notice of any changes will be given.

**Class Representative**

A class representative will be elected at the start of the course. Contact details will be made available through Blackboard. The class representative will liaise between the students and the Course Coordinator if necessary.

Notices and additional course information will be posted on the MAOR 215 Blackboard site at <http://blackboard.vuw.ac.nz>

## 2 AIMS, OBJECTIVES and CONTENT

### 2.1 Course Aims

The course examines key customary Māori concepts relating to land, sea and freshwater tenure from pre European settlement through to the present. A study of Māori usage of natural resources is undertaken with a particular focus on the cultural, social, economic and legal adaptations that have occurred throughout this period.

Through examining the process of colonisation, students will explore shifts of control over these resources and the consequential impacts on Māori. The methods and various instruments of the Crown that were used to alienate land and other resources will be examined through selected case studies. Māori progress towards social and economic independence and cultural stability is examined through some current Iwi/Māori activities. In this respect the course focuses on the concept of rangatiratanga and explores the management options for whānau, hapū and iwi in respect of land resources that are currently held by them or may in the future come under their control. The course involves lectures, tutorials, class discussions, field trips and set assignments.

### 2.2 Learning Objectives

By the end of the course students should have developed a sound understanding of the principal concepts of customary Māori land and sea tenure. They should also be able to:

- identify and understand traditional and contemporary Māori social, economic and political structures

- use selected theories to explain aspects of Māori society and their traditions of land and sea tenure
- understand the historical and contemporary significance of both Te Whakaputanga o Te Rangatiratanga (The Declaration of Independence 1835-1839) and Te Tiriti o Waitangi/Treaty of Waitangi to hapū/iwi and Māori people
- have an understanding of the instruments which were used in the alienation of land and water resources from Māori
- have an understanding of colonisation and its impacts on Māori
- understand the workings of relevant New Zealand State agencies that operate at national and local levels
- review selected key legislations and policies which aim to give effect or otherwise to Māori customary concepts relating to land and sea tenure and in particular principles of Te Tiriti o Waitangi/Treaty of Waitangi
- acquire skills in research methodology, data collection and analysis
- demonstrate improved reading, writing, comprehension and oral discussion skills using Māori frameworks of analysis.

### 2.3 Course Content

The course content covers the following six themes:

- 1 Pre European Settlement, Adaptation and Change
- 2 Early European Settlement
- 3 Formation of the New Zealand State
- 4 Māori Land Legislation
- 5 Instruments of the Crown
- 6 Māori Economic Development.

## 3 KEY TEXTS

### 3.1 Required

The MAOR 215 Course Reader *MAOR 215 Tā Te Māori Whakahaere Rauemi/Māori Resource Management Trimester 1 2010*, available from the Victoria University Student Notes Distribution Centre, is required for the course, and should be brought to all classes.

Students will be required to make their written work conform to the standards for Harvard referencing set out in:

*Te Kawa a Māui Academic Writing Guide 2007 Edition*, available from the Victoria University Student Notes Distribution Centre.

Note that the 2007 edition is substantially different from previous editions, and you will need to follow that edition.

### 3.2 Recommended

The following texts are highly recommended for this course, however they are the minimum reading only.

Durie, M., 1998. *Te Mana Te Kawanatanga*. Oxford University Press: Auckland.

Williams, D., 1999. *Te Kooti Tango Whenua*. Wellington: Huia Publishers.

Boast, R. (et al.), 1999. *Māori Land Law*. Wellington: Butterworths.

Kawharu, Mereta, (ed), (2002). *Whenua Managing our Resources*. Auckland.

## 4 COURSE WEBSITE

Students will be able to access some course information electronically from the course website. The URL address is <http://blackboard.vuw.ac.nz>. Students are reminded of their responsibility to observe the conditions of access and use of the website at all times.

## 5 ASSESSMENT

INTERNAL COURSE WORK	50%
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FINAL EXAMINATION	50%
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### 5.1 Method of Assessment

The assessment programme comprises both internally assessed work and a final examination. The internal assessment is worth 50% of the total course marks and comprises one presentation (10%), a journal (10%) and a report (30%).

The final examination is worth 50% of the total course marks.

Written work may be in Māori or English. If you wish to use te reo, please let me know in advance so that I can arrange a marker without delay.

Students will be assessed on the following:

- **quality of approach and argument** – inclusion and analysis of key issues, logic of argument, understanding of subject
- **presentation style** – structure, clarity of expression, standard of presentation
- **use of sources** – content and scope of bibliography, use of textual referencing.

## 5.2 Internal Assessment

### 5.2.1 Presentations 10%

Students will work in pairs, prepare and present on one of the readings in the course reader. Readings will be assigned during the third lecture. Presentations will be approximately 20 minutes in length, which will include the student's brief analysis of the content and a critique of the article. Students will be individually assessed and clearly identify which parts of the presentation they are responsible for (15 minutes). Each student is expected to present the part of the article they have taken responsibility for. Students will be expected to engage their peers in a discussion regarding the topic/reading (5 minutes).

### 5.2.2 Journal 10%

Students are required to compile a journal over the semester with relevant resource management issues (**due date Tuesday, 2 June 2010**). These issues can derive from newspapers, media, governmental debates or issues facing own hapū/iwi. It is expected that there will be at least 30 entries with at least a two page summary summarising all the issues. More information will be given in lectures.

### 5.2.3 Report 30%

Students will be assessed on their ability to accurately and concisely report on a specific resource case. There is a minimum word limit of 3000 words (**due date Friday, 7 May 2010, 4:00pm**). Further information will be available in lectures. See also the *Te Kawa a Māui Academic Writing Guide 2007 Edition*.

### 5.2.4 Final Examination 50%

The Final Examination is a three-hour closed book examination held during the **Trimester 1 Examination Period (11 June-4 July)**. For courses with a final examination, students must be available to attend the examination at any time during this period. The date, time and venue will be announced on Blackboard as soon as this information becomes available.

## 5.3 Special Requirements

If you have any special course requirements, you should in the first instance contact the Course Coordinator. For any special requirements relating to the final examination please see the FHSS Examinations and Enrolment Manager well in advance of the exam date. The University has a policy of reasonable accommodation of the needs of students with disabilities in examinations and other assessment procedures.

## 5.4 Handing in Assignments

Assignments must be placed in the 'Assignment Box' at 50 Kelburn Parade. A record will be kept of the student's name and date of receipt for all assignments. Please do not give your assignment to anyone else. It is your responsibility to ensure the safe passage of your work. Remember to keep a copy for yourself. Please do not email your assignment.

## **6 PENALTIES**

By prior arrangement and for very good reasons an extension MIGHT be granted. However, without an express extension from the Course Coordinator the following late penalties will apply:

- 5% will be deducted for every day or part day that the assignment is late (including weekends). NB 5% is equivalent to one grade – ie, from an A+ to an A
- after five days the assignment will be accepted for the purposes of meeting the 'course requirements' or 'terms' but no mark will be given.

## **7 RELATIONSHIP BETWEEN ASSESSMENT and LEARNING OBJECTIVES**

### **7.1 Presentation**

Students will be assessed on their understanding of the text, their analysis, a critique and their presentation style. Students are expected to engage their peers and will be assessed on this.

### **7.2 Journal**

Students will be assessed on a variety of issues covered, the relevance of each issue and the presentation of the journal. The journal is expected to cover the entirety of the course. A written summary of at least two pages will discuss the relevance of the articles selected to the topics covered.

### **7.3 Report**

Students will be assessed on the standard of presentation of their reports, the quality, depth and scope of the content of their material and overall presentation. Students will be expected to demonstrate their learning from the course materials, lectures and thorough research.

### **7.4 Final Examination**

The final examination is comprised of questions requiring short essay answers. Exam questions are designed so that students can demonstrate their abilities with respect to all of the learning objectives.

## **8 WORKLOAD**

The workload for MAOR 215 is consistent with other Faculty 20 point courses. Students should allow on average some 13 hours per week for this course. This weekly average, which includes class contact hours, will ensure that each student can maintain satisfactory progress.

## 9 MANDATORY COURSE REQUIREMENTS

In order to meet the academic requirements for passing this course, students must complete the journal, give a presentation, submit the essay, sit the final examination within the required timeframe and attend 20 out of 24 lectures.

Week	Date	Lecturer	Lecture
1	2 March	Marie Cocker	Introduction to Course Theorising about Māori Society Traditional Māori Settlement Patterns
	4 March	Marie Cocker	
2	9 March	Marie Cocker	Conceptualising Traditional Concepts of Resource Management Part One Conceptualising Traditional Concepts of Resource Management v Western Management
	11 March	Marie Cocker	
3	16 March	Marie Cocker	Economics and the Declaration of Independence Te Tiriti o Waitangi
	18 March	Marie Cocker	
4	23 March	Marie Cocker	Legislation and The Role of the Native Land Court Māori Response – Māori since the 1950s
	25 March	Marie Cocker	
5	30 March	Marie Cocker	Late Nineteenth and Twentieth Century Developments National Archives tour (TBC)
	1 April	Field Trip Graeme Langdon	
<b>Mid-Trimester Break: 5-18 April 2010</b>			
6	20 April	Marie Cocker	Resource Management Act 1991 Working with the RMA and Consultation (case studies)
	22 April	Marie Cocker	
7	27 April	Field Trip Liz Mellish CEO Wellington Tenths Trust	Field Trip Taranaki Street – Finding an Historical Site and How the RMA can work (TBC)  Identifying Māori Resources in the Twenty First Century
	29 April	Marie Cocker	
8	4 May	Marie Cocker	Managing Māori Resources Working with the IUCN <b>REPORT DUE 4:00pm</b>
	6 May	Aroha Mead	
	7 May		
9	11 May	Marie Cocker	WAI 262 Flora and Fauna Claim Ngāi Tahu....Are they leading the way?
	13 May	Marie Cocker	
10	18 May	Marie Cocker	Tuaropaki Trust Radio Spectrum....Airwaves
	20 May	Marie Cocker	
11	25 May	Ocean Mercier (TBC)	Climate, Food, Water, Future: Sustainability in a Globalising World Carbon emissions...what impact do these have on Māori Trusts/ Incorporations?
	27 May	Marie Cocker	
12	1 June	Marie Cocker	Hapū and Iwi Development and the way forward <b>JOURNAL DUE 4:00pm</b> Course review and examination preparation
	2 June		
	3 June	Marie Cocker	



## 10 STUDENTS WITH A DISABILITY

The University has a policy of reasonable accommodation for the needs of students with disabilities in examinations and other assessment procedures. Please contact the Tohu Coordinator if you have any queries or issues.

## 11 TEXTS

### 11.1 Highly Recommended Texts

**Please note that you are not expected to purchase these books for the course.**

Barlow, C., 1991. *Tikanga Whakaaro, Key concepts in Māori culture*. Auckland: Oxford University Press.

Bawden, P., 1987. *The Years Before Waitangi. A Story of Early Māori /European Contact in New Zealand*. Auckland: P. Bawden.

Bennion, T. (ed.). *Māori Law Review: Monthly Review Of Law Affecting Māori / Māori Land Resources*.

Boast, R. P., 1989. *The Treaty of Waitangi. A Framework for the Resource Management Law*. Wellington: New Zealand Planning Council and Victoria University of Wellington Law Review.

Commission for the Environment, 1988. *Environmental Management and the Principles of the Treaty of Waitangi*. Report on Crown Responses to the Recommendations of the Waitangi Tribunal 1983-1988. Wellington: Te Kaitiaki Taiao Parliamentary Commissioner for the Environment.

Firth, R., 1929. *Economics of the New Zealand Māori*. Government Printer. Wellington.

Halbert, R. 1999. *Horouta: The History of the Horouta canoe, Gisborne and the East Coast*. Wellington: Reed Publishers.

High Court of NZ, 1987. *Huakina Development Trust v Waikato Valley Authority and R.P. and S.J. Bowater*. Judgement of Chilwell, J. M 430/86, 29 May. Also, in NZLR Vol. 1, 1987, p 188.

Levine, H., 1987. "The Cultural Politics of Māori Fishing: An Anthropological Perspective on the First Three Significant Waitangi Tribunal Hearings". In the Journal of the Polynesian Society, Vol. 96 (4), pp 421-443.

Maynard, Kristen, 1991. *Ki te u o te hiahia: a guide to the Resource Management Act* (kit) (1 book, 1 video). Wellington: Ngā Kaiwhakamarama i ngā Ture.

NZ Law Commission, 1989. *The Treaty of Waitangi and Māori Fisheries Mataitai: Ngā Tikanga Māori Me Te Tiriti o Waitangi*. Preliminary Paper No 9. Wellington: NZ Law Commission.

NZ Māori Council, 1983. *Kaupapa: Te Wahanga Tuatahi*. Wellington: New Zealand Māori Council.

Oliver, W H. 1991. *Claims to the Waitangi Tribunal*. Wellington: Waitangi Tribunal Division, Department of Justice.

O'Regan, T. 1989. *Partnership Dialogue. A Māori Consultation Process He Korero Rangapu*. Wellington: State Services Commission.

Smith, L., 1999. *Decolonizing Methodologies: Research and Indigenous Peoples*. Dunedin: AUP and University of Otago Press.

Ward, A, 1999. *An Unsettled History: Treaty Claims in New Zealand Today*. Wellington: Bridget Williams Books.

## 11.2 Parliamentary Acts

NZ Constitution Act 1852  
Māori Social and Economic Advancement Act 1945  
Māori Welfare Act 1962  
Water and Soil Conservation Act 1967  
Treaty of Waitangi Act 1975  
Official Information Act 1982  
Fisheries Act 1983  
Law Commission Act 1985  
Treaty of Waitangi Amendment Act 1985  
Constitution Act 1986  
Environment Act 1986  
Fisheries Amendment Act 1986  
State Owned Enterprises Act 1986  
Conservation Act 1987  
Māori Language Act 1987  
Treaty of Waitangi (State Enterprises) Act 1988  
Treaty of Waitangi Amendment 1988  
Children and Young Persons Act 1988  
State Sector Act 1988  
Local Government No. 2 Act 1989  
Māori Fisheries Act 1989  
Crown Forest Assets Act 1989  
Public Finance Act 1989  
Education Act 1989  
Education Amendment Act 1990  
Resource Management Act 1992  
Treaty of Waitangi (Fisheries Claims) Settlement Act 1992  
Ture Whenua Māori Act 1993  
Electoral Act 1993

## 11.3 Waitangi Tribunal Reports:

Fisheries Regulations: Hawke Report	1978
Waiau Pa Power Station Report	1978
Motunui – Waitara Report	1983
Kaituna River Report	1984
Māori 'Privilege' Claim Report	1985
Motiti Island Claim Report	1985
Manukau Report	1985
Lake Taupo Fishing Rights Report	1986
Te Reo Māori Report	1986

Te Weehi Claim to Customary Fishing Rights Report	1987
Waiheke Island Report	1987
Māori Representation on the Auckland Regional Authority Report	1987
Orakei Report	1987
Mangonui Sewerage Report	1988
Muriwhenua Fishing Report	1988
Ngati Rangiteaorere Report	1990
Claims Concerning the Allocation of Radio Frequencies Report	1990
Ngai Tahu Report (Vols. I-III )	1991
The Fisheries Settlement Report	1992
Mohaka River Report	1992
Te Roroa Report	1992
Te Ika Whenua – Energy Assets Report	1993
Te Maunga Report	1994
The Chatham Islands Claims – Memorandum of Tribunal, 5 October	1994
Wanganui River	1999

## **MAOR 215 Māori Resource Management**

### **REPORT**

**Due Friday, 7 May 2010** (worth 30% of total grade)

This assignment seeks to meet the following learning objectives:

- use selected theories to explain aspects of Māori society and their traditions of land and sea tenure
- have an understanding of the instruments which were used in the alienation of land and water resources from Māori
- acquire some skills in research methodology, data collection and analysis
- demonstrate improved reading, writing, comprehension and oral discussion skills using Māori frameworks of analysis.

### Instructions

- 1 Identify a block or defined area of land or water resource to which Māori individuals, whānau, hapū or iwi have expressed an interest. Outline in a concise manner, the history of ownership of the selected resource – ie, both customary and contemporary. Explain the instruments used to alienate the resource and discuss the impacts each has had on the interests of the Māori owners. What is the current ownership status of the resource and in your opinion has ownership been assigned to the rightful owner – ie, individuals, whānau, tribe, hapū, Māori organisation or the Crown?
- 2 You may refer to a land or water resource that has been reported on by the Waitangi Tribunal. You might wish to use a case study analysis approach as discussed in class. In the description section of your essay, try to identify the salient issues relating to the resource and provide a concise background of the resource's history of ownership.
- 3 Your analysis should relate directly to the issues identified in your description section. Your analysis must include appropriate references/sources.
- 4 Once you have identified a particular resource to research, you must discuss your topic with the course coordinator who will grant you approval to proceed. The coordinator will give you advice about how to scope your research in order to meet the requirements of the essay and ensure that the task is manageable.

## MAOR 215 Māori Resource Management

### REPORT GRADING SHEET

(worth 30% of total grade)

Name: \_\_\_\_\_

Topic: \_\_\_\_\_

1	Understanding and answering the question as asked and providing suitable definitions.	10%
2	Presentation and structure of the report. The report structure is consistent with the Maori academic writing guide. Grammar and spelling is of a high standard.	10%
3	Bibliography and referencing; content of bibliography and systematic referencing throughout report.	10%
4	Content of the report. The report must show familiarity with the topic, and provide adequate and relevant examples selection, relevance, depth and coverage. You will be assessed here on the depth of research you have conducted.	25%
5	Analysis – inclusion of essential points, analysis and logic of argument, presentation of arguments and points of view and the use of theories, (eg, Māori, indigenous, mana wahine, iwi or hapū tikanga and kawa), illustrations and supporting quotations.	30%
6	Originality and insight - the ability to integrate your own ideas and perceptions into your essay.	15%

Grade:	A+	=	(85% or over)
	A	=	(80-84%)
	A-	=	(75-79%)
	B+	=	(70-74%)
	B	=	(65-69%)
	B-	=	(60-64%)
	C+	=	(55-59%)
	C	=	(50-54%)
	D	=	(40-49%)
	E	=	(below 40%)

**Total Marks:** \_\_\_\_\_ %

**MAOR 215 Māori Resource Management**

**PRESENTATION MARKING SHEET**

(worth 10% of total grade)

Analysis of reading (15)

Below Average          Average          Very good          Excellent

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Critique (15)

Below Average          Average          Very good          Excellent

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Presentation Style (10)

Below Average          Average          Very good          Excellent

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Engaging Peers (10)

Below Average          Average          Very good          Excellent

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## 12 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>

## 13 GENERAL UNIVERSITY POLICIES AND STATUTES

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\\_victoria/avcacademic/Publications.aspx](http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx)



## 14 WITHDRAWAL DATES

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 change of course form, available from your Faculty, Student and Academic Services Office, and submit it by the following deadlines.

Information on withdrawals and refunds may be found at <http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>