



TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



VICTORIA
UNIVERSITY OF WELLINGTON

Te Kawa a Māui

MAOR 408

Tā Te Māori Rangahau Methodologies of Māori Research

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**
(English)

Dr Ocean Mercier
Room 207, 50 Kelburn Parade
Telephone 463 7457
Email ocean.mercier@vuw.ac.nz

**Ko te Pukenga
Course Coordinator**
(Māori)

Dr Rawinia Higgins
Room 209, 50 Kelburn Parade
Telephone 463 5467
Email rawinia.higgins@vuw.ac.nz

**Ko te Kaiako
Lecturer**

Peter Addis
Room 106, 50 Kelburn Parade
Telephone 463 5158

Office Hours

By appointment

Lectures

Two hours per week, Thursday
9:00-10:50am, Room 105, 50 Kelburn
Parade (Postgraduate Library)

Tutorials

Thursday 11:00-11:50am or Friday 1:10-
2:00pm depending on students'
availability, Room 105, 50 Kelburn
Parade

Class Representative

The MAOR 408 class representative is a
channel through which VUWSA can liaise
with the Course Coordinator on behalf of
students. The class representative will be
elected on Thursday, 4 March. That
person's name and contact details will be
given to VUWSA, the Course Coordinator
and the class, through Blackboard.

Other venues may be used where appropriate, and sufficient notice of any
changes will be given.

Additional course information will be posted on the course Blackboard site at
<http://blackboard.vuw.ac.nz>

2 AIMS, OBJECTIVES AND CONTENT

While many argue that research and researchers can be neutral there is a
burgeoning literature which suggests the very opposite. Included in this critical
literature are perspectives from Māori, other Indigenous peoples, feminists and
environmentalists. Many of these critiques argue that knowledge is always
political and always for someone and for some purpose. Indigenous peoples in
particular argue that research was and continues to be one of the central
components of colonising practises. Their critiques centre around the way in
which the exploitation of Indigenous lands and other resources is inextricable
from the exploitation and de-legitimising of Indigenous knowledges. The most
significant suggestion from Indigenous scholars is that Indigenous communities
and intellectuals should be in control of who conducts research on Indigenous

topics. This theoretical/political attempt to delineate boundaries between what (or who) is Indigenous and what (or who) is non-Indigenous prompts the question of who gets to decide who is included and who is excluded. For Māori these questions continue to be pertinent and widely debated, making an understanding of them essential to Māori scholars and those working on Māori issues.

2.1 Course Aims

Scholarship in Māori Studies has been produced by using a variety of different approaches to research, which in turn depend on the disciplinary background of the researcher. Te Kawa a Māui is a multi-disciplinary school which combines a wealth of disciplinary expertise from areas as diverse as history, politics, anthropology, performing arts, literature and science. This course aims to explore the different ways of conducting research in these disciplines, while also equipping students with generic research skills that are independent of discipline.

2.2 Learning Objectives

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

- discuss methodological developments, within different disciplines – particularly history and anthropology – which influence scholarship in the field of Māori Studies
- assess and express any ethical implications of their research in a VUW Human Ethics Committee application
- articulate how various research ideas/concepts influence the field of Māori studies
- describe how ideas and methods within kaupapa Māori research influence their research
- describe how notions in Indigenous scholarship impact upon their research
- articulate their research in written and oral forms, and
- design a research project and present a research proposal.

2.3 Course Content

The following themes will be covered in MAOR 408:

- how has Māori research been done, and how is Māori research being done now in:
 - Social and Cultural Studies
 - Anthropology
 - Literature: English and te reo Māori
 - Science
- the politics of knowledge
- the WHY of research
- the outcomes of research
- kaupapa Māori and Indigenous peoples' research methodologies, and
- the role of Māori, Indigenous, Aboriginal and Native studies departments.

The course consists of two-hour weekly seminars, and one-hour weekly tutorials. Seminars will be presented by staff of Te Kawa a Māui on the themes above. In tutorials students will actively discuss and interrogate their own analyses of the readings and seminars with the lecturer and each other. Students are expected to have read all readings prior to seminar and tutorial classes so that issues arising can be discussed in detail. In addition, specific research techniques, such as how to write an abstract or fill out an ethics application, will be covered in tutorials.

3 SET TEXTS AND REFERENCES

3.1 Required Texts

There is one set text for this course. Students are required to purchase the Course Reader, *MAOR 408 Tā te Māori Rangahau: Methodologies of Māori Research*, from Student Notes Distribution Centre, Student Union Building for a cost of approximately \$55. You should purchase these early in order to get a head start on your readings.

Required readings that do not appear in the Course Reader will be distributed in class.

3.2 Recommended Texts

Students are strongly encouraged to purchase the following text (available from VicBooks for approximately \$39.95).

Smith, Linda, (1999). *Decolonizing Methodologies, Research and Indigenous Peoples*. Dunedin: University of Otago Press.

The following texts are highly recommended for this course:

Booth, Wayne, C. (et. al) (1995). *The Craft of Research* Chicago: The University of Chicago Press.

Denzin, Norman, Yvonna Lincoln and Linda Tuhiwai Smith (2008). *The Handbook of Critical and Indigenous Methodologies*. Los Angeles: Sage.

3.3 Other Resources

VUW Research Office website	https://intranet.victoria.ac.nz/research-office/index.aspx
Tino rangatiratanga news and issues	http://www.aotearoa.wellington.net.nz
Māori news and links	http://www.maorinews.com/karere
WINHEC Journal	http://www.win-hec.org/?q=node/30
Kōtare Journal	http://www.nzetc.org/projects/kotare/index.html
Māori newspapers	http://www.nzdl.org/cgi-bin/library

3.4 Blackboard MAOR 408

Students will be able to access course information, including the above links and electronic resources, from the course Blackboard 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.

4 ASSESSMENT

Students often come to research with particular ideas, interests or motivations, and shaping those interests to fit the confines of a MAOR489 research essay can be very challenging. This course is designed to give students practical experience in reframing an area of interest into a manageable research project. The exercises in tutorials will give students practice at framing questions that can be answered within a 10,000 word essay. The skills developed in this process are transferable to the design of any piece of research.

4.1 Assessment Criteria

Students will be assessed on the following:

- **knowledge of literature** - grasp of and engagement with current scholarship in the field of interest, both empirical and theoretical
- **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, and
- **use of sources** - content and scope of bibliography, use of textual referencing (see also - **Essay Evaluation Sheet**).

Quality output by the students will be monitored through:

- active scholarly participation throughout the course
- the production of high quality work, and
- evidence of additional reading and research.

4.2 Assessment

MAOR 408 consists entirely of internally assessed work. Six (6) pieces of assessment are required of each student:

Internal Assessment	100%
Annotated EndNote bibliography	15%
Literature review on a selected topic	20%
Ethics exercise	5%
Seminar	15%
Research proposal	20%
Research methodologies essay	25%

4.3 Annotated EndNote Bibliography 15%

Students, after having selected and discussed their research topic in class, will submit an annotated list of between ten and fifteen **key texts** related to their subject. **DUE: 5pm Friday, 26 March.**

4.4 Literature Review **20%**

Students will provide a fully considered review of the key texts relating to their research topic. The literature review must involve a critical and comparative analysis and highlight the gaps and omissions in those texts. The word length for this assignment is no more than 2000 words. **DUE: 5pm Friday, 23 April.**

4.5 Ethics Exercise **5%**

This assignment requires the student to complete a VUW ethics application for a research project on their selected topic. The main aim of this assessment is to encourage students to reflect on what ethical issues may arise in their research and how these might appropriately be addressed. **DUE: Friday, 30 April.**

4.6 Seminar **15%**

Students will give a 20-minute presentation on their research proposal. An explanation of their proposed methods of enquiry and their expected research outcomes is required. An outline of the presentation is to be submitted on the day of the presentation. The objective of the presentation is to provide an opportunity for the student to discuss and critique their research with other members of the class before handing in the research proposal. Seminars will be given during an extended tutorial in week 10.

4.7 Research Proposal **20%**

Towards the end of the course, students will submit a fully developed research proposal on their chosen topic. Aspects of previously submitted assignments (ie, the literature review and ethics considerations) will appear as discrete sections within the main body of the proposal. Other key elements within the proposal will include an abstract, a discussion on the method, methodology, significance and likely outcomes of the research. Students will be given a proposal outline in class to assist them in the completion of their proposal. **DUE: Friday, 28 May.**

4.8 Research Methodologies Essay **25%**

Throughout the course of MAOR 408, students will be exposed to a variety of different methodologies pertinent to different academic disciplines. The final assessment will require students to critically reflect on this diversity of research methodologies and its impact on Māori Studies, and more locally, on their own research topic. Students will write an essay of no more than 3000 words on this topic, and are strongly encouraged to consider how the wider research context reflects on their own research area. **DUE: Friday, 11 June.**

4.9 Attendance

Students are expected to attend at least 10 out of 12 of the 2-hour seminar sessions, and at least 8 out of 11 of the scheduled 1-hour tutorials. Where illness or unforeseen circumstances prevent you from coming to class, please let the Course Coordinator know ahead of time. There may be enough flexibility in the programme to allow for rescheduling of tutorials if the Course Coordinator is given enough advance warning.

4.10 Relationship between Assessment and Learning Objectives

The purpose of the annotated bibliography and literature review is to enable students to fully scope the current scholarship in their selected area of study. The ethics assignment will enable students to identify any ethical issues in their proposed research and have practice at articulating them. Satisfactory completion of the research proposal assignment will mean that students will be aware of the essential elements of a research proposal and will be able to draw on aspects of their course work to clarify their proposal. The research methodologies essay will allow students to critically reflect on how the emergence of scholarship in Māori Studies has been influenced by, or itself influences, the diversity of disciplinary methodologies.

4.11 Handing in Assignments

Assignments must be handed in via the Assignment Box on level one at 50 Kelburn Parade. A record will be kept of the student's name and date of receiving 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.

5 READINGS CALENDAR

The following table advises which readings should be completed before attending each seminar. With 2 or 3 exceptions, all readings listed here are in your MAOR 408 Course Reader. Those that are not will be handed out in class and/or posted on Blackboard.

Week	Topic
1	Introduction to Course. What is Research? Ocean Mercier <ul style="list-style-type: none">• Brew, Angela, (2001). What is research? In <i>The Nature of Research: Inquiry in Academic Contexts</i>. New York: Routledge.• Kumar, Ranjit, (1999). The research process: a quick glance. In <i>Research Methodology. A step-by-step guide for beginners</i>. London: Sage.• Booth, Wayne, C. (et. al) (1995). "Revising Style", in <i>The Craft of Research</i>. Chicago: The University of Chicago Press.
2	The Role of the Intellectual Ocean Mercier <ul style="list-style-type: none">• Chomsky, Noam, (2002). "The Fate of an Honest Intellectual" <i>Understanding Power</i>. New York: The New Press. [online]• Said, Edward W. (1994). <i>Representations of the Intellectual: The 1993 Reith Lectures</i>. London: Vintage.• Pettman, Ralph (2001). "The Modernist Project" <i>World Politics: Rationalism and Beyond</i>. New York: Palgrave.
3	Research: For Whom and For What Purpose? Ocean Mercier <ul style="list-style-type: none">• Zalewski, Marysia (1996). "All these Theories Yet the Bodies Keep Piling Up: Theory, Theorists, Theorising", in Smith, Steve (et. al) (eds) <i>International Theory: Positivism and Beyond</i>. Cambridge: Cambridge University Press.• "Introduction" in Rabinow, Paul (ed) (1991). <i>The Foucault Reader</i>. London: Penguin.• Trask, Haunani-Kay (2001). <i>We Are not Happy Natives, Education and Decolonization in Hawai'i</i>, [electronic resource].

Week	Topic
4	<p>Is a Spade Really Just a Spade? Research Tools of the Colonial Anthropologist Peter Addis</p> <ul style="list-style-type: none"> • Buck, P. Te R. (1949). The Coming of the Maori. Maori Purposes Fund Board. Whitcombe and Tombs Ltd. • Ngata, A (1928). "Anthropology and the Government of Native Races in the Pacific." The Australasian Journal of Psychology and Philosophy Vol. VI (No.1):1-14. • Ngata, A (1931). Native land development. Appendices to the Journal of the House of Representatives 1931 G-10.
5	<p>Historical Narratives Peter Addis (tbc)</p> <ul style="list-style-type: none"> • Kawharu, I. H. (1975). Orakei: A Ngati Whatua Community. Wellington: New Zealand Council for Educational Research. • 'Academic response' - scholarship : Joe Anaru Hetekia Tekani Pere, 'Hitori Maori' in The Future of the Past. Themes in New Zealand History (eds) Colin Davis and Peter Lineham, Department of History, Massey University 1991, pp.29-48. • 'A New Counter narrative?' - Danny Keenan, 'Predicting the Past. Some Directions in Recent Maori Historiography' in Te Pouhere Korero, 1:1 (March 1999) pp.24-35.
6	<p>Critical Theories Rawinia Higgins</p> <ul style="list-style-type: none"> • Rennes, Magali (2008). Kiss Me, Now Die! In Steiff, Joseph and Tamplin, Tristan D. Battlestar Galactica and Philosophy. USA: Open Court Publishing. • Bhabha, Homi K., Foreword in Fanon, Frantz 2004 (first published 1963). The Wretched of the Earth. New York: Grove Press, pp.ii-xli. • Machiavelli, Niccolo (1883). The Prince.
7	<p>Postcolonial Theories and the Indigenous Connection Rawinia Higgins</p> <ul style="list-style-type: none"> • Smith, Linda (1999). Decolonizing Methodologies, Research and Indigenous Peoples. Dunedin: University of Otago Press. • Teaiwa, Teresia, Nicole, Robert, Durutalo, Alumita (1996). "Conversation" Journal of Pacific Studies, Vol. 20.
8	<p>The Link Between Research and Policy (tbc)</p> <ul style="list-style-type: none"> • Walker, R. (2001). He Tipua. The Life and Times of Sir Apirana Ngata. Penguin Books New Zealand. • Winiata, M. (1967). The Changing Role of the Leader in Maori Society. Auckland, Paul.
9	<p>Competing Narratives in Context : The Waitangi Tribunal Peter Addis</p> <ul style="list-style-type: none"> • 'Impacts of Maori History' : M.P.K. Sorrenson, 'Towards a Radical Reinterpretation of New Zealand history: The Role of the Waitangi Tribunal' in Waitangi, Maori and Pakeha Perspectives on the Treaty of Waitangi, (ed) I.H. Kawharu 1989, Oxford Unity Press Auckland, pp.158-178. • 'Practical response' - Waitangi Tribunal : Tipene O'Regan, 'Old Myths and New Politics. Some Contemporary Uses of Traditional History' in The Shaping of History. Essays from the New Zealand Journal of History (ed) Judith Binney, Bridget Williams Books, Wellington 2001, pp.15-37. • 'A New Tribunal (Maori) History? : Michael Belgrave, 'The Tribunal and the Past: Taking a Roundabout Path to a New History' in Waitangi Revisited. Perspectives On The Treaty Of Waitangi, (eds) Michael Belgrave et al, Oxford Unity Press, Auckland, 2002, pp.35-55.

Week	Topic
10	<p>Life in the Academy / Negotiating the Cultural Interface Ocean Mercier</p> <ul style="list-style-type: none"> • Deloria Jr., Vine. (2004). In <i>Indigenizing the Academy</i>. • Nakata, Martin. (2007). <i>The Cultural Interface</i>. In <i>Disciplining the Savages: Savaging the Disciplines</i>. Australia: Aboriginal Studies Press. • McKinley, Elizabeth. (2008). From object to subject: hybrid identities of indigenous women in science. <i>Cultural Studies of Science Education</i>. 3: 959-975.
11	<p>Māori Researchers - Locating Ourselves Ocean Mercier</p> <ul style="list-style-type: none"> • Benton, Richard. (2002). "<i>Te Tau o te Tuoro</i>." He Puakitanga Whakaaro: James Henare Research Centre. • Irwin K. (1994). "<i>Māori Research Methods and Practices</i>." In <i>Sites</i> 28 Autumn. • Cram Fiona. (2001). "Rangahau Māori: Tōna tika, tōna pono - The validity and integrity of Māori research" in "Research Ethics in Aotearoa/New Zealand." Edited by Martin Tolich. Published by Longman. • Durie E.T. (1998). "Ethics and Values" in Te Oru Rangahau Maori Research and Development Conference. Massey University 7-9 July. • Harmsworth, Garth. (2001). "A Collaborative Research Model for Working With Iwi, Landcare Research Report", Wellington: Foundation for Research, Science and Technology.
12	<p>Indigenous Researchers – Locating Ourselves Ocean Mercier</p> <ul style="list-style-type: none"> • Denzin, Lincoln, Smith. (2008). Introduction. In <i>Handbook of Critical and Indigenous Methodologies</i>. Los Angeles: Sage. • Kawagley, Angayuqaq Oscar. (2006). (2nd ed.). Appendix: Research Considerations. In <i>A Yupiaq Worldview: A Pathway to Ecology and Spirit</i>. Illinois: Waveland Press Inc. • Battiste, Marie and Henderson, James (Sakej) Youngblood, (2000). In <i>Protecting Indigenous Knowledge and Heritage: A Global Challenge</i>. Canada: Purich Publishing Ltd. • Holmes, Leilani. (2000). Heart Knowledge, Blood Memory, and the Voice of the Land: Implications of Research among Hawaiian Elders. In George J. Sefa Dei, Budd L. Hall and Dorothy G. Rosenberg (eds) <i>Indigenous Knowledges in Global Contexts</i>. Canada: University of Toronto Press Inc.

6 PROGRAMME OUTLINE

The programme outline below is a guide only, and is subject to change. It may also be tailored to the needs and requests of students. In the event of changes, the Course Coordinator will endeavour to give students at least one week's notice, especially where adjustments to the reading programme will take place. Students will generally be informed via Blackboard.

Week	Date	Lecture	Lecture Topic
1	4 March	Seminar 1	Introduction to Course. What is Research? Ocean Mercier
		Workshop	Using EndNote - RB901 (Note that this workshop directly follows the lecture 11-noon Thursday, 4 March)
2	11 March	Seminar 2	The Role of the Intellectual Ocean Mercier
		Tutorial 1	<i>EndNote + Word = Annotated Bibliography</i>
3	18 March	Seminar 3	Research: For Whom and For What Purpose? Ocean Mercier
		Tutorial 2	<i>Finding Literature, the Right Literature</i>
4	25 March	Seminar 4	Is a Spade Really Just a Spade? Research Tools of the Colonial Anthropologist Peter Addis
		Tutorial 3	<i>Writing a Literature Review</i>
26 March - ANNOTATED ENDNOTE BIBLIOGRAPHY DUE			
5	1 April	Seminar 5	Historical Narratives Peter Addis (tbc)
		Tutorial 4	<i>Designing a Research Question</i>
Mid-Trimester Break: 5-18 April 2010			
6	22 April	Seminar 6	Critical Theories Rawinia Higgins
		Tutorial 5	<i>Ethics: Why and How?</i>
23 April - LITERATURE REVIEW DUE			
7	29 April	Seminar 7	Postcolonial Theories and the Indigenous Connection Rawinia Higgins
		Tutorial 6	<i>Writing a Research Proposal</i>
30 April - ETHICS ASSIGNMENT DUE			
8	6 May	Seminar 8	The Link Between Research and Policy (tbc)
		Tutorial 7	<i>Writing an Abstract</i>
9	13 May	Seminar 9	Competing Narratives in Context : The Waitangi Tribunal Peter Addis
		Tutorial 8	<i>Research Proposal Seminars</i>
10	20 May	Seminar 10	Life in the Academy / Negotiating the Cultural Interface Ocean Mercier
		Tutorial 9	<i>Interview Techniques</i>
11	27 May	Seminar 11	Māori Researchers - Locating Ourselves Ocean Mercier
		Tutorial 10	<i>Using NVivo</i>
28 May - RESEARCH PROPOSAL DUE			
12	3 June	Seminar 12	Indigenous Researchers - Locating Ourselves Ocean Mercier
11 June - RESEARCH METHODOLOGIES ESSAY DUE			

7 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 seven days the assignment will be accepted for the purposes of meeting the 'course requirements' or 'terms' but no mark will be given.

8 STUDENTS WITH DISABILITIES

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

9 WORKLOADS AND MANDATORY COURSE REQUIREMENTS (TERMS)

9.1 Workload

The workload for MAOR 408 is consistent with other Faculty 30 point courses. Students should allow on average some 24 hours per week for this course. This weekly average, which includes class contact hours, will ensure that each student can maintain satisfactory progress.

9.2 Mandatory Course Requirements

In order to meet the academic requirements for passing this course, students must successfully complete the six assessed pieces of work, attend a minimum of 10 out of 12 seminar sessions, and attend a minimum of 10 out of 12 tutorial sessions.

10 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>

11 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

12 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>