



TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



VICTORIA
UNIVERSITY OF WELLINGTON

Te Kawa a Māui

MAOR 316

AND

POLS 316

**Tōrangapū Māori
Māori Politics**

Trimester 3, 2010 dates

Lectures begin Thursday, 25 November 2010

Lectures end Friday, 28 January 2011

Assessment/examination period 14-19 February 2011

1 COURSE ADMINISTRATION

Course Coordinator	Dr Maria Bargh Room 213, 50 Kelburn Parade Telephone 463 5465 Email maria.bargh@vuw.ac.nz
Office Hours	By appointment
Lectures	Thursday, 25 November Friday, 26 November Thursday, 9 December Friday, 10 December Thursday, 20 January Friday, 21 January Thursday, 27 January Friday, 28 January 9:00am-4:00pm Murphy Building MY632
Other Venues	Students will have a field trip to Parliament. Further details will be available in class. Other venues may be used where appropriate, and 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.

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

2 COURSE AIMS AND LEARNING OBJECTIVES

2.1 Course Aims

Many debates about contemporary Māori political issues are underpinned by much older debates. The tensions around Treaty settlements or Māori calls for international recognition of the right of Indigenous peoples to self determination have their roots and routes in political debates from the 1800s and earlier. One of the central aims of this course is to examine a number of long-standing Western assumptions about Indigenous peoples and trace them through to contemporary debates. A second aim of the course is to foreground the plethora of activities of continuing tino rangatiratanga. An important aspect of the ways Māori dynamically practice and articulate mana whenua and tino rangatiratanga is through links directly with other Indigenous nations and that comprises the later section of the course.

This course examines a range of Māori political structures, movements, ideologies and visions. The course will also explore how these structures,

movements and traditions continue to be impacted by dominant political, economic and social structures and practices in Aotearoa in particular dominant Western notions of sovereignty.

2.2 Learning Objectives

By the end of this course, students should:

- have developed an understanding of the scope and nature of Māori politics
- have a clear understanding of a number of political theories and be able to identify them in contemporary debates
- demonstrate an understanding of how New Zealand's constitutional arrangements have come about over time
- demonstrate an understanding of the connections between Māori political movements and those of other Indigenous peoples in the Pacific and elsewhere
- demonstrate a clear understanding of the impacts of dominant political, economic and social structures and practices on Māori in Aotearoa
- demonstrate clear abilities to conduct research cognisant of Māori frameworks
- be able to analyse political issues cognisant of Māori frameworks
- demonstrate an ability to articulate their own ideas relating to Māori politics in a scholarly manner in written and oral forms, and
- enhance leadership abilities.

2.3 Course Content

The themes covered in the course include:

- the politics of knowledge
- creating political foundations
- working for Māori
- perennial issues and political footballs
- Indigenous-Indigenous links
- creating change.

Attending class is an essential component of this course. They are an occasion for detailed discussion of political theories and a place where students will be encouraged to articulate and develop their own political and theoretical ideas.

3 ESSENTIAL TEXTS AND SUPPLEMENTARY RESOURCES

3.1 Essential Texts

There are three required texts for the course:

Bargh, M. (ed) (2010) *Māori and Parliament: Diverse Strategies and Compromises*, Wellington: Huia. Approximate cost \$41.50.

Mulholland, M. and Tawhai, V. (eds) (2010) *Weeping Waters: The Treaty of Waitangi and Constitutional Change*, Wellington: Huia. Approximate cost \$50.95.

Te Kawa a Māui Academic Writing Guide, 2007 Edition. Wellington: Victoria University Student Notes Distribution Centre. Approximate cost \$1.50.

All textbooks are available for purchase from vicbooks on the top floor of the Student Union Building.

Students can order textbooks and 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 students or they can be picked up from nominated collection points at each campus. Students will be contacted when they are available.

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

At the start of the trimester please refer to the noticeboards at 48 and 50 Kelburn Parade for an updated list of available Course Readers.

3.2 Recommended Reading

The following texts are also highly recommended:

Durie, M. (2005) *Nga Tai Matatu*, Melbourne: Oxford University Press.

Bargh, M. (2007) *Resistance: An Indigenous Response to Neoliberalism*, Wellington: Huia Publishers.

For those students who feel they need further background information on the topic the following text is also recommended:

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

Readings may also be provided to students in class and will be on closed reserve at the Library.

3.3 Supplementary Resources

Students are also encouraged to follow articles and stories about related issues in the media as well as to consult the following websites:

Māori news and links
<http://maorinews.com/karere>

Declaration on the Rights of Indigenous Peoples info
<http://www.pcpd.org.nz/ddrip/>

Aotearoa Independent Media
<http://www.indymedia.org.nz/>

Peace Movement Aotearoa
<http://www.converge.org.nz/pma/>

CAFTA the Trojan Calf
<http://www.quixote.org/calf/>

STA
<http://www.tribewanted.com/index.htm>

Trade Game
http://nobelprize.org/educational_games/economics/trade/index.html

Sweat Shop Game
<http://www.simsweatshop.com/>

Citizenshift
<http://citizen.nfb.ca/onf/info>

Radio
Students are encouraged to listen to Morning Report (567AM).

TV
Students are encouraged to watch Native Affairs on Māori TV.

Videos
Students are encouraged to watch the following films available at the VUW Library:

- *Ngatahi: Know the Links.*
- *The Corporation.*
- *The Fourth World War.*
- *Life and Debt.*
- *The Leech and the Earthworm.*

4 ASSESSMENT REQUIREMENTS

4.1 Submission of Course Work

All work for this course MUST be posted in the Assignment Box, Māori Studies Office, 50 Kelburn Parade. All assignments are registered in the School Office. DO NOT hand work to the Course Coordinator or leave assignments under the Coordinator's door. Please keep a copy of your work.

4.2 Method of Assessment

The assessment programme is comprised of both internally assessed work and a final examination. The internal assessment is worth 50% of the total course marks and comprises essay one (20%), essay two (25%), and a presentation (5%). The final examination is worth 50% of the total marks.

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.

INTERNAL COURSE WORK 50%

Essay One	20%	17 December 2010
Essay Two	25%	25 January 2011
Presentation	5%	21-22 January 2011

4.3 Essay One 20%, Due 17 December 2010

Students select one of the essay questions below. The word limit is 2,500 words. For referencing and other information see the *Te Kawa a Māui Academic Writing Guide 2007*.

- 1 What were the central aims and methods of the Te Kotahitanga/Paremata Māori/Māori parliamentary movement? Could such a movement be successful in 2010? If so, how? If not, why not?
- 2 Could the Waitangi Tribunal be used to further Māori constitutional desires? If so, how? If not, why not?
- 3 In what ways is research into Māori politics affected by contemporary New Zealand society?
- 4 What are the limitations for Māori working within the New Zealand parliament and trying to pursue a pro-Māori agenda?

4.4 Essay Two 25%, Due 25 January 2011

Students will select their own essay topic which **MUST** be approved by the Course Coordinator. In selecting a topic students should reflect on their role as critic and conscience of society and consider what kind of research might be valuable to interest groups in the community. Students may also like to consider locating their topic in a place. For example they may like to take Papawai marae as a location and ask “Why were the Māori parliaments going to be primarily held at Papawai?”. The word limit is 3,000-3,500 words. For referencing and other information see the *Te Kawa a Māui Academic Writing Guide 2007*.

4.5 Presentation 5%

Students will make a presentation on the progress of their essay topic on **21 or 22 January 2011**. Presentations will include an analysis of the essay topic and the proposed argument as well as an explanation about which sections of the community might benefit from, or be interested in this research. Students must submit the notes used for their presentation on the day they present. These may simply be a page or two of typed bullet points or PowerPoint slides.

Students should be prepared to receive questions and to discuss their ideas with other students.

4.6 **Final Examination** **50%**

The Final Examination is a three-hour closed book examination held during the **Trimester 3 Examination Period (14-19 February 2011)**. 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.

4.7 **Relationship between assessment and learning objectives**

Essays

- develops student research and writing abilities
- enables students to refine the use of Māori frameworks for research and analysing contemporary events
- develops student abilities to draw connections between long-standing Western assumptions about Indigenous peoples and contemporary politics, and
- enables practice of analysing political issues using Māori political frameworks.

Presentation

- enables students to articulate their own ideas relating to Māori politics in a scholarly manner in written and oral forms, and
- demonstrate a clear understanding of the impacts of dominant political, economic and social structures and practices on Maori in Aotearoa.

Final Examination

- demonstrate an understanding of the scope and nature of Māori politics
- demonstrate a clear understanding of a number of political theories and be able to identify them in contemporary debates
- demonstrate an understanding of how New Zealand's constitutional arrangements have come about over time, and
- demonstrate an understanding of the connections between Māori political movements and those of other Indigenous peoples in the Pacific and elsewhere.

5 STUDENTS WITH DISABILITIES

The University has policies for supporting students with disabilities, particularly with regards to examinations and assessments. Contact the Course Coordinator if you feel this applies to you.

6 PENALTIES

All course assessments must be satisfactorily completed. If you do not complete a piece of assessment, you will not meet the mandatory course requirements. If you miss an assessment, you **MUST** contact the Course Coordinator.

Extensions will only be granted for extenuating circumstances, such as illness and bereavement. Pressure of work for other courses or from work outside the University is not regarded as an extenuating circumstance. To be considered for an extension, you **MUST** contact the Course Coordinator before the due date, or in the event of an emergency, as soon as possible. Work submitted late will be penalised by 5% for each day, including weekend days. Work submitted more than 5 days after the due date will not be marked. It is important to begin work on assignments well in advance of the due date, and to discuss any difficulties you may experience with the Course Coordinator as soon as they arise. **Lack of planning and organisation does not constitute a valid reason for extensions.**

7 EXPECTED WORKLOAD

Following University guidelines, an average student should expect to spend 200 hours on this course, inclusive of the scheduled lectures, spread over the teaching weeks and the assessment/examination period.

8 MANDATORY COURSE REQUIREMENTS

In order to pass this course, students must successfully complete the essays, presentation and the final examination within the required timeframe.

9 COURSE PROGRAMME

9.1 Day Plan

9:00-10:00am	Lecture
10:00-10:30am	Discussion
10:30-11:00am	Break
11:00am-12:00pm	Lecture
12:00-1:00pm	Lunch
1:00-2:00pm	Tutorial/discussion of readings
2:00-3:00pm	Lecture
3:00-4:00pm	Tutorial/discussion of readings

Date	Lecture	Please Note
Thursday, 25 November	1, 2, 3	
Friday, 26 November	4, 5, 6	
Thursday, 9 December	7, 8, 9	
Friday, 10 December	10, 11	9:00am meet at Parliament; returning ca. 12:00pm
Thursday, 20 January	12, 13, 14	
Friday, 21 January	15, 16, 17	
Thursday, 27 January	18, 19, 20	
Friday, 28 January	21, 22, 23	

9.2 Lecture Outline

Day/Date	Lecture	Lecture Topic
Th 25 Nov	1	<p>Introductions and course outline Review of Māori politics - who gets what, where, how and why?</p>
	2	<p>The Politics of Knowledge: De-colonisation Do we live in a colonised society? Does this affect our research? What are dominant political and economic practices and assumptions in our communities? What is kaupapa Māori research? Reading/reference:</p> <ul style="list-style-type: none"> • Jackson, M. (1992) "The Treaty and the Word: The Colonisation of Māori Philosophy" in Oddie, G. and Perett, R (eds) <i>Justice, Ethics and New Zealand Society</i>, Auckland: Oxford University Press. [On Blackboard]. • www.rangahau.co.nz <p>Extra:</p> <ul style="list-style-type: none"> • Bird, M. Y. (2005) "Tribal Critical Thinking Centers", in Wilson, W. A. and Bird, M. Y. (eds) <i>For Indigenous Eyes Only: A Decolonization Handbook</i>, New Mexico: School of American Research Press. [On Blackboard].
	3	<p>The Politics of Knowledge: Scholars and research methods What is the role of the intellectual? Are Māori intellectuals different? What are a range of Māori frameworks and ethics of research? How do our communities represent the intellectual or academic? Reading:</p> <ul style="list-style-type: none"> • Horrocks, R. (2007) "A Short History of 'the New Zealand' Intellectual'" in Laurence Simmons (ed) <i>Speaking Truth to Power</i>, Auckland: Auckland University Press. [On Blackboard]. • Smith, L. (1999) "Imperialism, History, Writing and Theory", <i>Decolonizing Methodologies</i>, Dunedin: University of Otago Press. [On Blackboard].
Fri 26 Nov	4	<p>Creating Political Foundations: Tino rangatiratanga and sovereignty What understandings and political realities did Te Tiriti o Waitangi create? How and why were Māori Parliaments established in the 1800s? Reading:</p> <ul style="list-style-type: none"> • Fox and Mutu in <i>Weeping Waters</i>. • Durie, E. T. (1995) "Will the Settlers Settle?" <i>Otago Law Review</i>, Vol. 8, No. 3. [On Blackboard]. • Winiata, W. (2005) "The Reconciliation of Kawanatanga and Tino Rangatiratanga" The Rua Rautau Lecture, Rangiataea Church, Otaki. [On Blackboard].

Day/Date	Lecture	Lecture Topic
	5	<p>Creating Political Foundations: Tino rangatiratanga and sovereignty</p> <p>What is the history of the Māori seats? Is there a Māori voice in parliament?</p> <p>Reading:</p> <ul style="list-style-type: none"> • Wilson in <i>Māori and Parliament</i>.
	6	<p>Working for Māori: How does Parliament serve Māori?</p> <p>Is the Select Committee process effective for Māori? What are the roles of the Māori MPs? What are the limitations of the Parliamentary debates and processes?</p> <p>Reading:</p> <ul style="list-style-type: none"> • Jones, Turei and Beyer in <i>Māori and Parliament</i>.
Th 9 Dec	7	<p>Working for Māori: Working the media</p> <p>Where is the Māori media heading? How are Māori political issues dealt with by the media and what are some tactics that Māori activists have used to convey their messages?</p> <p>[Guest lecture: Tere Harrison (filmmaker and journalist)]</p> <p>Reference:</p> <ul style="list-style-type: none"> • Māori TV.
	8	<p>Working for Māori: Political activism</p> <p>Why do people take matters into their own hands? How have Māori deployed non-violent direct action tactics? What is the Tino Rangatiratanga Movement? How have Māori activists incorporated tactics from movements overseas? How have Māori worked with Pākehā for social justice?</p> <p>Reading:</p> <ul style="list-style-type: none"> • Tuiono, T. in <i>Resistance</i>. <p>Extra:</p> <ul style="list-style-type: none"> • Sykes, A. in <i>Resistance</i>.
	9	<p>Working for Māori: Māori in the Public service</p> <p>What can be achieved for Māori in the Public service? Why are there tensions between being Māori and being a public servant? What is the role of Te Puni Kokiri? Are some Departments 'no go zones' for Māori? What is the discourse around 'race-based' public funding?</p> <p>Reading:</p> <ul style="list-style-type: none"> • Durie, M. (2004) "Race and Ethnicity in Public Policy" presented at the Social Policy, Research and Evaluation conference, Wellington. [On Blackboard]. • Harawira, H. (2005) "Orewa Revisited: Protecting Māori Rights", Speech at Orewa Rotary Club, September. [On Blackboard].
Fri 10 Dec	10	<p>Working for Māori: Parliament</p> <p>[Guest lecture: Chris Tooley (Senior Advisor to Minister of Māori Affairs)]</p> <p>*NOTE: class will meet at Parliament* (9:00am)</p>

Day/Date	Lecture	Lecture Topic
	11	<p>Working for Māori: Local government</p> <p>Why do so few Māori participate? Why does local government continue to insist they are not the Crown? What are some recent cases where local government have supported Māori aspirations?</p> <p>Reading:</p> <ul style="list-style-type: none"> • Hayward in <i>Weeping Waters</i>. <p>Extra:</p> <ul style="list-style-type: none"> • Potaka, Tama (1999) "A Treaty Agendum for Local Government" <i>Indigenous Peoples and the Law</i> online journal. [On Blackboard].
Th 20 Jan	12	<p>Perennial Issues and Political Footballs: Election campaigning</p> <p>What is distinct about Māori campaigning? Why are Māori issues often the football at election time? How could this be avoided?</p> <p>Reading:</p> <ul style="list-style-type: none"> • Hager, N. (2006) "The 'Big Splash' at Orewa", <i>The Hollow Men</i>, Nelson: Craig Potton Publishing. [On Blackboard]. • Levine and Roberts in <i>Māori and Parliament</i>. • Brash, D. "Nationhood" Speech at Orewa Rotary Club, 2004. [On Blackboard].
	13	<p>Perennial Issues and Political Footballs: Treaty settlements</p> <p>Why is there such disagreement over Settlements? How have the Office of Treaty Settlements been operating? Is the Waitangi Tribunal radical? Should its powers be extended?</p> <p>Reading/reference:</p> <ul style="list-style-type: none"> • Ruru in <i>Weeping Waters</i>. • Waitangi Tribunal website.
	14	<p>Perennial Issues and Political Footballs: Māori development</p> <p>What kinds of development are Māori engaged in? Why is land often a central issue for Māori development?</p> <p>Reading:</p> <ul style="list-style-type: none"> • Kelsey, J. (2005) "Māori, Te Tiriti and Globalisation" in <i>Waitangi Revisited</i>, Melbourne: Oxford University Press. [On Blackboard]. • O'Reagan in <i>Māori and Parliament</i>.
Fri 21 Jan	15	<p>Perennial Issues and Political Footballs: Resources</p> <p>What is the government currently proposing for freshwater? Why are these so contentious for Māori? [Guest lecture: Claire Nesus (Te Wai Māori Trust)]</p> <p>Reading/reference:</p> <ul style="list-style-type: none"> • Ruru, J. (2009). [On Blackboard]. • Peace Movement Aotearoa web resources http://www.converge.org.nz/pma/water.htm#res

Day/Date	Lecture	Lecture Topic
	16	<p>Perennial Issues and Political Footballs: Terror Reading/reference:</p> <ul style="list-style-type: none"> • Jackson, M. (2007) "Back in the Mists of Fear" a Primer. [On Blackboard]. • Buchanan, P. (2007) "Postscript on Operation 8". [On Blackboard]. • http://www.october15thsolidarity.info/
	17	<p>Indigenous–Indigenous Links: Foreign policy What has been Māori involvement in NZ foreign policy? What role should Māori have? What have been Māori diplomatic relations? Reading:</p> <ul style="list-style-type: none"> • Petrie, H. Chapter from <i>Chiefs of Industry</i>. [On Blackboard]. • Durie in <i>Weeping Waters</i>.
Th 27 Jan	18	<p>Indigenous–Indigenous Links: Declaration on the Rights of Indigenous Peoples How have Māori worked with other Indigenous peoples on the Declaration - how and why? Why did the NZ government originally not support the Declaration? Reading:</p> <ul style="list-style-type: none"> • Charters, C. "Introduction" in <i>Making the Declaration Work</i>. [On Blackboard]. • Declaration on the Rights of Indigenous Peoples.
	19	<p>Indigenous–Indigenous Links: International political economy How are Indigenous peoples affected by dominant theories of production, trade and development globally? How have Indigenous peoples responded to these theories and practices? Reading:</p> <ul style="list-style-type: none"> • Bargh, M. "A Small Issue of Sovereignty" in <i>Resistance</i>. [On Blackboard].
	20	<p>Indigenous–Indigenous Links: The Americas and Indigenous Studies and politics How can Indigenous politics be compared? What experiences do Māori and Indigenous peoples in the Pacific, and Americas share and not share? What are some common discussions in the study of Indigenous Politics across the Americas and Aotearoa? Reading/reference:</p> <ul style="list-style-type: none"> • Smith, L. (2004) "Building Research Capability in the Pacific, for the Pacific and by Pacific Peoples", in Tupeni Baba (et.al) (eds) <i>Researching the Pacific and Indigenous Peoples</i>, Auckland: Centre for Pacific Studies, University of Auckland. [On Blackboard]. • LaDuke, W. (2005) "Recovering Power to Slow Climate Change" <i>Recovering the Sacred</i>, Cambridge, M.A: South End Press. [On Blackboard]. • http://citizen.nfb.ca/water

Day/Date	Lecture	Lecture Topic
Fri 28 Jan	21	<p>Creating Change: Iwi rūnanga Where do rūnanga fit politically? What role do they have nationally? What compromises do they make? Reading:</p> <ul style="list-style-type: none"> • Rangiheuea in <i>Weeping Waters</i>. • NZ Law Commission, "Chapter 1: Summary", <i>Waka Umanga: A Proposed Law for Māori Governance Entities</i>, (2006). • Jackson, M. (2000) "Where does sovereignty lie? In C. James (ed) <i>Building the Constitution</i>, Wellington: Institute of Policy Studies. [On Blackboard].
	22	<p>Creating Change: Constitutional change Does Aotearoa need constitutional change? What are Māori doing to achieve constitutional change? What are the options? Reading:</p> <ul style="list-style-type: none"> • Chen, M. (2006) "A Public Law assessment of the Treaty of Waitangi's constitutional future", a paper presented at the 5th Māori Legal Forum. [On Blackboard]. • Potaka and Jackson in <i>Weeping Waters</i>.
	23	<p>Creating Change: Constitutional change What are some conflicts in achieving constitutional change? What did the Constitutional Arrangements Committee achieve? How does the government's national identity campaign help or hinder change? Reading:</p> <ul style="list-style-type: none"> • Love, Winiata, James in <i>Māori and Parliament</i>.

- Alfred, T (2005) "The Great Law of Change", *Wasáse*, Toronto: Broadview Press.
- Alfred, Taiaiake, (1999) "'Sovereignty' – An Inappropriate Concept" in *Peace, Power and Righteousness: An Indigenous Manifesto*, Oxford: Oxford University Press.
- Bargh, Maria (2006) "Changing the Game Plan" *Kotuitui NZ Journal of Social Sciences Online*, Issue 1. [Electronic Resource].
- Bird, M. Y. (2005) "Tribal Critical Thinking Centers", in Wilson, W. A. and Bird, M. Y. (eds) *For Indigenous Eyes Only: A Decolonization Handbook*, New Mexico: School of American Research Press.
- Chen, M. (2006) "A Public Law assessment of the Treaty of Waitangi's constitutional future", a paper presented at the 5th Maori Legal Forum.
- Dahlberg, T. (1996) "Maori Representation in Parliament and Tino Rangatiratanga", *He Pukenga Korero*, Vol. 2, No. 1.
- Durie, E. T. (1995) "Will the Settlers Settle?", *Otago Law Review*, Vol. 8, No. 3.
- Durie, M. (1998) *Te Mana Te Kawanatanga*. Oxford University Press: Auckland.
- Durie, M. (2005) "Rongotai", *Nga Tai Matatu*, Auckland: Oxford University Press.
- Durie, Mason (2003) "Māori in Governance: Parliament, Statutory Recognition, and the State Sector" in *Launching Māori Futures*, Wellington: Huia Publishers.
- Foucault, M. (2001) "Concluding Remarks" *Fearless Speech*, Los Angeles: Semiotext(e).
- Hager, Nicky (2006) "The 'Big Splash' at Orewa", *The Hollow Men*, Nelson: Craig Potton Publishing.
- Heywood, A. (1992) "Models of Democracy" *Political Ideologies*, London: Macmillan.
- Jackson, M. (2000) "Where does sovereignty lie? In C. James (ed) *Building the Constitution*, Wellington: Institute of Policy Studies.
- Jones, Shane (2000) "Development and Māori Society: Building From the Centre or the Edge?" in Antony Hooper (ed) *Culture and Sustainable Development in the Pacific*, Canberra: Asia Pacific Press.
- Kaa, H., Ellis, N. and Harris, A. (2002) "Māori Leadership in the 20th Century", *Te Pouhere Korero*, Vol. 2.
- Kelsey, J. (2006) "Speech at Te Tii Marae", February.
- LaDuke, W. (2005) "Recovering Power to Slow Climate Change" *Recovering the Sacred*, Cambridge, M.A: South End Press.
- Maaka, R. and Fleras, A. (2005) "Constructive Engagement" *The Politics of Indigeneity*, Otago: Otago University Press.
- Mead, A. T. P. (2007) "The Polynesian 'Excellence' Gene and Life Patent Bottom Trawling", in Mead, A. T. P. and Ratuva, S. (ed) *Pacific Genes*

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NZ Law Commission, "Chapter 1: Summary", *Waka Umanga: A Proposed Law for Māori Governance Entities*, (2006).

Palmer G and Palmer, M. (2004) *Bridled Power: New Zealand's Constitution and Government* (4th ed). Melbourne: Oxford University Press.

Petrie, H. (2002) "Colonisation and the Involution of the Māori Economy", paper presented at the World Congress of Economic History, Buenos Aires.

Potaka, Tama (1999) "A Treaty Agendum for Local Government" *Indigenous Peoples and the Law* online journal.

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

Smith, Linda, (2004) "Building Research Capability in the Pacific, for the Pacific and by Pacific Peoples", in Tupeni Baba (et.al) (eds) *Researching the Pacific and Indigenous Peoples*, Auckland: Centre for Pacific Studies, University of Auckland.

Turei, M. (2004) "Third Reading Speech Foreshore and Seabed", 18 November.

United Nations Declaration on the Rights of Indigenous Peoples. (2006).

Venne, S. H. (1998) "Indigenous Peoples and Minorities in International Law" *Our Elders Understand our Rights*, Penticton, B.C: Theytus Books.

Wickliffe, C. and Dickson, M. (2001) "Māori Development in a Global Society- Options for Constitutional Change, a paper submitted at the Indigenous Rights in the Commonwealth South Pacific Regional Expert Meeting, Nadi, Fiji.

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

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 programmes 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 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

13 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, tutor, 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 due date.

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

MAOR 316/POLS 316 Tōrangapū Māori

ESSAY MARKING SHEET

Name: _____

Topic: _____

Criteria for assessment are:

- 1 Understanding and answering the question as asked and providing suitable definitions. 15%
- 2 Presentation and structure of the essay. This includes structure and content of bibliography and systematic referencing. 10%
- 3 Content of the essay. The essay must show familiarity with the topic, including well known literature, and provide adequate and relevant examples, selection, relevance, depth and coverage. 25%
- 4 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) and supporting quotations. 35%
- 5 Originality and insight. The ability to integrate your own ideas and perceptions into your essay. 15%

Grade:

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

Mark =

MAOR 316/POLS 316 Tōrangapū Māori

PRESENTATION MARKING SHEET

Name: _____

Topic: _____

Criteria for assessment are:

- 1 Presentation and structure. Clearly present your essay topic and the outline of your presentation. Multi-media may be used to facilitate understanding. 10%
- 2 Research. Outline the research you have conducted to date. Explain what sources you have or haven't used and why. Explain which methods you have used and why. Explain which community groups might find your research useful and why. 30%
- 3 Analysis. Explain the line of argument you intend to follow in your essay. Why does this argument appear most convincing to you? Use theories and quotes to support your position. 50%
- 4 Originality and insight. Highlight any unique ideas and thoughts you have on the topic. 10%

Grade:

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

Mark =