



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 Methodology of Māori Research

Trimester 1, 2011 dates

Lectures begin Monday 28 February

Lectures end Friday, 3 June

Mid-trimester break 18 April - 1 May

Study week 6 - 10 June

Assessment/examination period 10 June - 2 July

1 COURSE ORGANISATION

**Ko te Pūkenga
Course Coordinator**

Dr Maria Bargh
Room 213, 50 Kelburn Parade
Telephone 463 5465
Email maria.bargh@vuw.ac.nz

Office Hours

By appointment

Lectures

Two hours per week, Thursday
9:00 - 10:50am
Room 201, 46 Kelburn Parade (Matariki)

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 as necessary.

Additional course information will be posted on the course Blackboard site.

2 AIMS, LEARNING 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 politics - 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:
 - Politics
 - 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. In the first hour seminars will be presented by staff of Te Kawa a Māui and others on the themes above. In the second hour 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 classes so that issues arising can be discussed in detail.

3 ESSENTIAL 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: Methodology of Māori Research*, from the Student Union Building for a cost of approximately \$60. You should purchase this 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 Obtaining Student Notes

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 7 February to 11 March 2011, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two of the trimester, all undergraduate textbooks and student notes will be sold from vicbooks on Level 3 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 Course Readers available for purchase.

3.3 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.

3.4 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

3.5 Blackboard

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. Students will also be enrolled as part of an organisation on Blackboard for Māori Postgraduate Students.

4 ASSESSMENT REQUIREMENTS

Students often come to research with particular ideas, interests or motivations, and shaping those interests to fit the confines of a MAOR 489 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 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 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: 5:00pm, Friday, 25 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: 5:00pm, Friday, 15 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: 5:00pm, Friday, 6 May.**
- 4.6 **Seminar** **15%**
- Students will give a 15-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 **Thursday, 12 May.**
- 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. Minimum 3000 words. **DUE: 5:00pm, Friday, 27 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: 5:00pm, Friday, 10 June.**
- 4.9 **Attendance**
- Students are expected to attend at least 10 out of 12 of the two-hour seminar sessions. Where illness or unforeseen circumstances prevent you from coming to class, please let the Course Coordinator know ahead of time.

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

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

You are required to use the standard cover sheet for Te Kawa a Māui assignments. Hard copies of this are available by the Assignment Box.

5 READINGS CALENDAR

The following table advises which readings should be completed before attending each seminar. With two or three exceptions, all readings listed here are in your 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? <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 <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? <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</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</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</p> <ul style="list-style-type: none"> Rennes, Magali (2008). Kiss Me, Now Die! In Steiff, Joseph and Tamplin, Tristan D. Ballestar 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</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.
Mid-Trimester Break: 18 April - 1 May	
8	<p>The Link Between Research and Policy</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</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</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</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</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 Topic
1	Th 3 March	Introduction to Course. What is Research? Maria Bargh
2	Th 10 March	The Role of the Intellectual Maria Bargh
3	Th 17 March	Research: For Whom and For What Purpose? Maria Bargh
4	Th 24 March	Is a Spade Really Just a Spade? Research Tools of the Colonial Anthropologist (tbc)
March 25 - ANNOTATED BIBLIOGRAPHY DUE		
5	Th 31 March	Historical Narratives (tbc)
6	Th 7 April	Critical Theories Chris Andersen (Native Studies, University of Alberta)
7	Th 14 April	Postcolonial Theories and the Indigenous Connection (tbc)
April 15 - LITERATURE REVIEW DUE		
Mid-Trimester Break: 18 May - 1 May		
8	Th 5 May	The Link Between Research and Policy (tbc)
May 6 - ETHICS ASSIGNMENT DUE		
9	Th 12 May	Competing Narratives in Context : The Waitangi Tribunal Maria Bargh
10	Th 19 May	Life in the Academy / Negotiating the Cultural Interface Ocean Mercier
11	Th 26 May	Māori Researchers - Locating Ourselves Ocean Mercier
May 27 - RESEARCH PROPOSAL DUE		
12	Th 2 June	Indigenous Researchers – Locating Ourselves Maria Bargh
June 10 - 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 policies for supporting students with disabilities, particularly with regards to examinations and assessments. Contact the lecturer if you feel this applies to you.

9 WORKLOADS AND MANDATORY COURSE REQUIREMENTS (TERMS)

9.1 Expected 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 pass this course, students must:

- attend a minimum of 10 out of 12 seminar sessions, and
- complete the six assessed pieces of work.

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 programmes and other electronic material

- designs and ideas, and
- the organisation or structuring of any such material.

Find out more about plagiarism, how to avoid it and penalties, on the University's website: www.victoria.ac.nz/home/study/plagiarism.aspx

11 WHERE TO FIND MORE DETAILED INFORMATION

- Find key dates, explanations of grades and other useful information at:
www.victoria.ac.nz/home/study
- Find out how academic progress is monitored and how enrolment can be restricted at:
www.victoria.ac.nz/home/study/academic-progress
- Most statutes and policies are available at:
www.victoria.ac.nz/home/about/policy
- However, qualification statutes are available via the *Calendar* webpage at:
www.victoria.ac.nz/home/study/calendar.aspx (See Section C).
- Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic) at:
www.victoria.ac.nz/home/about_victoria/avcacademic

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 course/add drop form, available from your Faculty, Student and Academic Services Office, and submit it by the due dates specified at:

www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx

Information about refunds may also be found here.