



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 2, 2011 dates

Lectures begin Monday, 11 July

Lectures end Friday, 14 October

Mid-trimester break 22 August-4 September

Study week 17-21 October

Assessment/examination period 21 October-12 November

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	Monday 1:10-3:00pm Friday 1:10-3:00pm
Venue	MY 632 (Murphy Building)
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 PRESCRIPTION, AIMS, LEARNING OBJECTIVES AND CONTENT

2.1 Course Prescription

This course examines a range of Māori political structures, movements, ideologies and visions. Students will also explore Māori politics in relation to Pacific and international Indigenous contexts. The themes covered in the course include Tino Rangatiratanga and Sovereignty, nationalism, Liberal democracy, Local governance, Iwi governance, Pacific and Indigenous contexts.

2.2 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.

2.3 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.

2.4 Course Content

The themes covered in the course include:

- The politics of knowledge: scholarship and research methods
- Creating political foundations: Tino rangatiratanga and sovereignty
- Working for Māori: public service, political activism, local government
- Perennial issues and political footballs: contested resources
- Indigenous-Indigenous links
- Creating change: Constitutional 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.

MAOR 316/POLS 316 Course Reader, available from the Student Union Building – see 3.2 below. Approximate cost \$17.50.

*Te Kawa a Māui Academic Writing Guide 2007 or 2011 edition**, available from vicbooks in the Student Union Building. An electronic copy is also available on Blackboard.

*Note that the Writing Guide is being updated in June/July this year. While there are expected to be only minor differences between the 2011 edition and the previous (2007) edition, the transitional arrangement is that students who began their studies with Te Kawa a Māui prior to June 2011 may continue using the 2007 version, although they may use the newer version if they wish. All students who began their studies after June 2011 will be expected to follow the updated version as soon as it is available.

3.2 Obtaining Student Notes

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 4 to 22 July 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 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.

3.4 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 Library:

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

4 ASSESSMENT REQUIREMENTS

4.1 Submission of Course Work

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. You are required to keep an electronic copy (as well as a hard copy if you wish) 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.

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%
FINAL EXAMINATION	50%

4.3 Essay One **20%, Due: 5:00pm, 5 August**

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 or 2011 edition*.

- 1 How am I, as a University student in a Māori Politics class, engaged in the politics of knowledge production and re-construction?
- 2 The Kingitanga movement has had, from its inception, a political agenda. What aspects of that political agenda have been achieved and what is the likelihood of more being achieved in 2011?
- 3 What opportunities are opened up for Māori in a post-settlement environment? Explain with examples.
- 4 At the 2011 general election there will be a referendum on the electoral system. In the second of the two questions voters are asked which of four options they would pick if they had to change from MMP (FPP, PV, STV, SM). Two of these (FPP and STV) have already been used in New Zealand. Which of these four options would be best for Māori wanting to maintain strong numbers of Māori in parliament and a strong Māori influence on policy?

4.4 Essay Two **25%, Due: 5:00pm, 5 September**

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 or 2011 edition*.

4.5 **Presentation** **5%**

Students will make a presentation on their essay topic on **26 September**. Presentations will include an analysis of the essay topic and 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 2 Examination Period (21 October-12 November inclusive)**. 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 Māori 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 both essays within the required timeframe
- successfully complete the presentation within the required timeframe, and
- attempt the final examination.

9 LECTURE SCHEDULE

This programme provides an outline of lecture content.

Week	Day/Date	Lecture	Lecture Topic
1			
	M 11 Jul	1	Introductions and course outline Review of Māori politics - who gets what, where, how and why?
	F 15 Jul	2	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: <ul style="list-style-type: none"> Jackson, M. (1992) "The Treaty and the Word: The Colonisation of Māori Philosophy" in Oddie, G. and Perrett, R (eds) <i>Justice, Ethics and New Zealand Society</i>, Auckland: Oxford University Press. www.rangahau.co.nz Extra: <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.
2			
	M 18 Jul	3	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: <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. Smith, L. (1999) "Imperialism, History, Writing and Theory", <i>Decolonizing Methodologies</i>, Dunedin: University of Otago Press.
	F 22 Jul	4	Creating Political Foundations: Tino rangatiratanga and sovereignty I What understandings and political realities did Te Tiriti o Waitangi create? How and why were Māori Parliaments established in the 1800s? Reading: <ul style="list-style-type: none"> Fox and Mutu in <i>Weeping Waters</i>.

Week	Day/Date	Lecture	Lecture Topic
			<ul style="list-style-type: none"> • Durie, E. T. (1995) "Will the Settlers Settle?" <i>Otago Law Review</i>, Vol. 8, No. 3. • Winiata, W. (2005) "The Reconciliation of Kawanatanga and Tino Rangatiratanga" The Rua Rautau Lecture, Rangiataea Church, Otaki. [On Blackboard].
3			
	M 25 Jul	5	<p>Creating Political Foundations: Tino rangatiratanga and sovereignty II</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>.
	F 29 Jul	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>.
4			
	M 1 Aug	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? [Guest lecture: tbc]</p> <p>Reference:</p> <ul style="list-style-type: none"> • Māori TV.
	F 5 Aug	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>.
	F 5 Aug		Essay one due 5:00pm
5			
	M 8 Aug	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</p>

Week	Day/Date	Lecture	Lecture Topic
			<p>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].
	F 12 Aug	10	<p>Working for Māori: Parliament [Guest lecture: Māori Party] *NOTE: class will meet at Parliament*</p>
6			
	M 15 Aug	11	<p>Working for Māori: Local government 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].
	F 19 Aug	12	<p>Perennial Issues and Political Footballs: Election campaigning 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. • Levine and Roberts in <i>Māori and Parliament</i>. • Brash, D. "Nationhood" Speech at Orewa Rotary Club, 2004. [On Blackboard].
Mid-Trimester Break: 22 August-4 September			
7			
	M 5 Sep	13	<p>Perennial Issues and Political Footballs: Treaty settlements 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>

Week	Day/Date	Lecture	Lecture Topic
			Reading/reference: <ul style="list-style-type: none"> Ruru in <i>Weeping Waters</i>. Waitangi Tribunal website.
	M 5 Sep		Essay two due 5:00pm
	F 9 Sep	14	Perennial Issues and Political Footballs: Māori development What kinds of development are Māori engaged in? Why is land often a central issue for Māori development? Reading: <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>.
8			
	M 12 Sep	15	Perennial Issues and Political Footballs: Resources What is the government currently proposing for freshwater? Why are these so contentious for Māori? Reading/reference: <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
	F 16 Sep	16	Perennial Issues and Political Footballs: Terror Reading/reference: <ul style="list-style-type: none"> Jackson, M. (2007) "Back in the Mists of Fear" a Primer. [On Blackboard]. http://www.october15thsolidarity.info/
9			
	M 19 Sep	17	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? 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: <ul style="list-style-type: none"> Petrie, H. Chapter from <i>Chiefs of Industry</i>. Charters, C. "Introduction" in <i>Making the Declaration Work</i>. [On Blackboard]. Declaration on the Rights of Indigenous Peoples. Durie in <i>Weeping Waters</i>.

Week	Day/Date	Lecture	Lecture Topic
	F 23 Sep	18	MPs Forum “Tikanga Māori in NZ Law and Policy”. Discussion with a number of MPs.
10			
	M 26 Sep	19	Presentations
	F 30 Sep	20	Creating Change: Constitutional change Does Aotearoa need constitutional change? What are Māori doing to achieve constitutional change? What are the options? [Guest lecture: Carwyn Jones] Reading: <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>.
11			
	M 3 Oct	21	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? How can Indigenous politics be compared? Reading: <ul style="list-style-type: none"> Bargh, M. “A Small Issue of Sovereignty” in <i>Resistance</i>. [On Blackboard]. LaDuke, W. (2005) “Recovering Power to Slow Climate Change” <i>Recovering the Sacred</i>, Cambridge, M.A: South End Press. [On Blackboard]. 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]. http://citizen.nfb.ca/water
	F 7 Oct	22	Creating Change: Iwi rūnanga Where do rūnanga fit politically? What role do they have nationally? What compromises do they make? Reading: <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).[On Blackboard].

Week	Day/Date	Lecture	Lecture Topic
			<ul style="list-style-type: none"> Jackson, M. (2000) "Where does sovereignty lie? In C. James (ed) <i>Building the Constitution</i>, Wellington: Institute of Policy Studies.
12			
	M 10 Oct	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?</p> <p>Reading:</p> <ul style="list-style-type: none"> Love, in <i>Māori and Parliament</i> Winiata, in <i>Māori and Parliament</i> James in <i>Māori and Parliament</i>.
	F 14 Oct	24	<p>Wrap up and course summary Exam preparation</p>

10 REFERENCE TEXTS

- 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, 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).
- Heywood, A. (1992) "Models of Democracy" *Political Ideologies*, London: Macmillan.

- 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 and Life Patents*, Call of the Earth and United Nations University. Creative Commons.
- 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.
- 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, 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

12 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

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 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.

You are also advised to carefully consider how 'late' withdrawals might impact on your StudyLink eligibility. This information can be found at:

www.victoria.ac.nz/home/admisenrol/payments/performance-criteria.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 =