



TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



**VICTORIA**  
UNIVERSITY OF WELLINGTON

**Te Kawa a Māui**

# **MAOR 411**

## **Te Ao Hurihuri Issues in Contemporary Māori Society**

### **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 ORGANISATION

<b>Course Coordinator</b>	Miriama Evans c/- Room 102, 50 Kelburn Parade Telephone 027 477 5297 Email miriama.evans@vuw.ac.nz
<b>Office Hour</b>	By appointment. Feel free to contact me any time by telephone or email.
<b>Lectures</b>	Lectures will be held Thursdays, 10:00-11:50am in the Matariki Room (Room 201), Te Herenga Waka Marae, 46 Kelburn Parade. The only exception to this is the last lecture on Thursday, 13 October which will be held in KK 104 (Kirk Building).
<b>Other Venues</b>	Other venues may be used where appropriate, and sufficient notice of any changes will be given.

Notices and course information will be posted on the notice boards at 48 and 50 Kelburn Parade OR announced in class OR posted on Blackboard.

As the Course Coordinator is a contract staff member, she is not always on campus during normal University hours. If necessary, you may contact her via the Māori Studies School Office, 50 Kelburn Parade, 463 5314, maori-studies@vuw.ac.nz.

## 2 COURSE AIMS AND LEARNING OBJECTIVES

### 2.1 Course Prescription

This course covers the development of government policy to address issues of significance to Māori. Students will gain an insight into policy development processes as well as past and present mechanisms for dealing with Māori/iwi/hapū interests in policy outcomes. Students will examine policy decisions that have given rise to conflict between the Crown and Māori/iwi, and consider options available to Māori/iwi to interact in policy processes. The course will include a review of some traditional and contemporary tikanga and Māori concepts impacting on issues that governments wish to address through policy processes. The course will also briefly cover Māori interest in international/Indigenous issues.

### 2.2 Learning Objectives

By the end of this course students who successfully complete will be able to:

- understand the policy process and the roles of those contributing to the process
- analyse and critique ideas and identify Māori issues for policy development

- analyse government policy/policy proposals and identify whether or not these are likely to satisfy generic Māori tikanga applicable in contemporary Māori society
- have an appreciation of the issues government seeks to balance in addressing Māori issues in policy and suggest ways these difficulties can be alleviated
- give examples and discuss case studies of policies that are (or have been) contentious to a significant proportion of the Māori population
- engage in debates, both written and oral, around the benefits, challenges and relevance of including tikanga and Māori concepts in policy as well as state how tikanga can contribute to the purpose and outcomes sought by government
- identify issues and content in the policy process for cross-cultural engagement
- appreciate the particular perspectives that pan-Māori, iwi and hapū bring to policy development, and
- apply necessary skills to produce policy documents that cover wide ranging Māori/iwi/hapū interests.

### 2.3 Course Content

The main themes of MAOR 411 are:

- what is the process, and who the contributors are for government policy development and decision making
- policy content and Māori/iwi/hapū interest in and contribution to the process
- understanding and applying tikanga and Māori concepts in policy of significance to Māori/iwi/hapū
- mechanisms for addressing contentious issues, and
- policy topics of current interest to Māori.

The course consists of two-hourly weekly seminars each Thursday except for Thursday, 18 August (an alternative time and day is to be determined for Week 6). Seminars will be based on policy topics and will include reference to other themes outlined above. Students are expected to have read all readings prior to the class so that issues can be discussed in detail. Guest lecturers may occasionally lead seminar sessions.

## 3 ESSENTIAL TEXTS AND OTHER RESOURCES

### 3.1 Required Text

There is one set text for this course. Students are required to purchase the Course Reader, *MAOR 411 Te Ao Hurihuri/Issues in Contemporary Māori Society* (cost to be confirmed). Required readings that do not appear in the Course Reader will be distributed in class.

### 3.2 Academic Writing Guide

*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.

### **3.3 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](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto: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.

### **3.4 Other Resources**

A list of additional non-compulsory reading material will be posted on Blackboard. Depending on your assignments, some texts may be more useful to you than others. Other resources are listed in the final section of the Course Reader.

### **3.5 Blackboard**

Students will be expected to keep a thorough record of all seminars. However, notices and class material will be posted on Blackboard. You will be expected to familiarise yourself with Blackboard, although some tuition may be given within the framework of the course. You should check this site regularly, i.e. at least twice a week.

## 4 ASSESSMENT REQUIREMENTS

This course is designed to give students practical experience in presenting policy options to decision makers. The seminars will give students practice in developing analytical approaches to policy questions that can be transferred into discussion documents and policy papers.

### 4.1 Assessment Criteria

Students will be assessed on the following:

- **knowledge of policy topic and associated issues** - grasp of and engagement with the field of interest from both empirical and theoretical perspectives
- **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, fit for purpose, and
- **use of sources** - content and scope of bibliography, appropriate referencing.

Quality output by 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 411 consists entirely of internally assessed work.

<b>Assessment Component</b>	<b>100%</b>	<b>Due Date</b>
Seminar Leadership	10%	Date to be agreed
Iwi-based Case Study	25%	4:00pm, 12 August
Case Study Presentation	10%	Date to be agreed
Policy Paper	25%	4:00pm, 9 September
Essay	30%	4:00pm, 14 October

### 4.3 Seminar Leadership

**10%**

In addition to general participation in each class, you will be required to lead a seminar presentation based on class readings. The date for this assignment will be agreed in Week 2 of the course.

#### 4.4 Iwi-based Case Study 25%

Due: Friday, 12 August by 4:00pm

In this assessment you will be required to identify a contemporary issue with significant implications for urban Māori or whānau, hapū or iwi. The same topic may be used as the basis for further exploration in the other written assignments if you wish.

You will prepare a 3,000 word policy position paper as if you are an adviser to a Māori organisation/hapū/iwi or a collective of like minded Māori organisation/hapū/iwi. The paper will provide an analysis of the issue, include options to address these, identify and discuss any risks, and propose potential ways to take the matter forward.

#### 4.5 Case Study Presentation 10%

At a date to be agreed, you will present the contemporary issue selected for your case study to the class at one of the seminar sessions. Twenty minutes will be allowed for your presentation, questions and answers.

#### 4.6 Policy Paper 25%

Due: Friday, 9 September by 4:00pm

For this assessment, if you wish, you may take the same topic used in 4.4 above. In this policy paper, you will be required to develop advice for the government on your topic from the perspective of working through Māori issues and providing policy options within an analytical framework. The advice will also take into account the impacts of the proposals on different interest groups, and will identify any likely competing policy interests and positions amongst government departments. The assignment requires:

- advice to be written up in the format of a mock Cabinet paper of no more than 10 pages (approximately 3,000 words), and
- supporting explanatory notes outlining key considerations taken into account in reaching the policy options, the potential steps that could be taken to progress the issues, and a bibliography of primary and secondary sources.

#### 4.7 Essay 30%

Due: Friday, 14 October by 4:00pm

For this assessment, you will submit a 4,000 word essay on a topic of your choice that relates to the field of Māori policy and that can demonstrate achievement of the course learning objectives. You are encouraged to discuss your proposed topic with the Course Coordinator at an early stage.

#### 4.8 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.

## 5 READING PROGRAMME

The following programme sets out which readings should be completed before attending each seminar. Readings listed here are in your MAOR 411 Course Reader. On occasion readings may be supplemented or replaced by additional new material. In such cases, any new material will be handed out in class and/or posted on Blackboard.

Week	Reading
1	<ul style="list-style-type: none"> <li>• <i>On the Constitution of New Zealand: An Introduction to the Foundations of the Current Form of Government</i> from Cabinet Manual, Cabinet Office, 2008.</li> <li>• <i>The 1835 Declaration of Independence</i> www.nzhistory.net.nz.</li> <li>• Walker, Ranginui, 2004. 'Tauīwi'. In <i>Ka Whawhai Tonu Mātou: Struggle Without End</i>.</li> <li>• Ballara, Angela, 1998. 'The Limits of Tribal Hegemony'. In <i>Iwi: The Dynamics of Māori Tribal Organisations from c. 1769 to c. 1945</i>.</li> <li>• Prebble, Mark, 2010. 'The Everyday Paradox'. In <i>With Respect: Parliamentarians, Officials and Judges Too</i>.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Fox, Caren, 2010. 'Change: Past and Present'. In Mulholland, Malcolm, and Veronica Tawhai (eds) <i>Weeping Waters: The Treaty of Waitangi and Constitutional Change</i>.</li> <li>• Durie, Mason, 2005. 'Papaki Rua Ngā Tai - Tides of Confluence: Māori and the State'. In <i>Ngā Tai Matatū: Tides of Māori Endurance</i>.</li> <li>• Cheyne, Christine, Mike O'Brien and Michael Belgrave, 2008. 'Individualism, Collectivism and the Recognition of Tino Rangatiratanga'. In <i>Social Policy in Aotearoa New Zealand</i>.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Ministry for the Environment, <i>Fresh Start for Fresh water</i>.</li> <li>• Selby, R and Moore, P. 'Nōku te Whenua o ōku tūpuna: Ngāti Pareraukawa kaitiakitanga' in Selby, Moore and Mulholland (eds) <i>Māori and the Environment: Kaitiakitanga</i>.</li> <li>• Iwi Leaders Forum, 12 June 2011, <i>Background Paper: Wider Freshwater reform package</i>.</li> <li>• Taipari Munro, <i>Poroti Springs Northland</i>, Iwi Leaders Forum, 12 June 2011.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Cabinet Office Manual, 2008, <i>Preparation of Cabinet papers</i>.</li> <li>• Cabinet Office, n.d. <i>Format of standard Cabinet papers</i>. CabGuide.</li> <li>• Cabinet Office, n.d. <i>What issues need to be submitted to a Cabinet Committee?</i> CabGuide.</li> <li>• Cabinet paper, <i>New Start for Fresh Water</i>.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Walker, Ranginui, 2004. 'Ngā Take Whakamutunga o te Rau Tau'. In <i>Ka Whawhai Tonu Mātou: Struggle Without End</i>.</li> <li>• Office of Treaty Settlements, 2011. <i>Nine Month Report July 2010 March 2011</i>.</li> <li>• Office of Treaty Settlements, 2010, <i>Te Kokiri Ngatahi October 2010 Hui Report</i>.</li> </ul>
6	<ul style="list-style-type: none"> <li>• Office of Treaty Settlements, <i>Summary of Deed of Settlement Waikato Tainui River Claim</i>.</li> <li>• Finlayson, Christopher, 2010. Waikato-Tainui Raupatu Claims (Waikato River) Settlement Bill - <i>Third Reading Speech</i>. May 6, 2010.</li> </ul>



Week	Reading
	<ul style="list-style-type: none"> <li>Horizons Regional Council, <i>Leaders' Accord</i>, July 2010. (Additional material to be advised.)</li> </ul>
7	<ul style="list-style-type: none"> <li>Taranaki Iwi Chairs, <i>Taranaki Iwi Regional Minerals Strategy</i>, Iwi Leaders Forum, 12 June 2011.</li> <li>Te Runanga o Ngai Tahu, <i>Submission to the Ministry of Economic Development and Department of Conservation</i>.</li> <li>(see also <a href="http://www.stopdeepseaoil.org.nz/">http://www.stopdeepseaoil.org.nz/</a> clips of action re Raukumara oil exploration).</li> </ul>
8	<ul style="list-style-type: none"> <li>Durie, Mason, 2003. 'Imprisonment, Trapped Lifestyles and Strategies for Freedom'. In <i>Ngā Kāhui Pou: Launching Māori Futures</i>.</li> <li>Patterson, John, 1992. 'Collective Responsibility'. In <i>Exploring Māori Values</i>.</li> <li>Dixon, Matiu, 2006. 'Crime and Justice'. In Mulholland, Malcolm et al <i>State of the Māori Nation: Twenty-First Century Issues in Aotearoa</i>.</li> </ul>
9	<ul style="list-style-type: none"> <li>Turia, Tariana, <i>Whanau Ora Speech</i>, 29 March 2011</li> <li>Taranaki District Health Board, extract <i>Whānau ora Request for Proposal, 2011</i> (Additional material to be advised.)</li> </ul>
10	<ul style="list-style-type: none"> <li>Te Puni Kokiri, <i>About Maori Economic Development 2010</i></li> <li>Solomon, Mark, <i>Iwi Co-investment and PPPs and letter to Ministry of Education</i> May 2011 (Additional material to be advised.)</li> </ul>
11	<ul style="list-style-type: none"> <li>Human Rights Commission, 2008. <i>United Nations Declaration on the Rights of Indigenous Peoples</i>.</li> <li>UNHRC, 2006, <i>Report of the Special Rapporteur on the situation of human rights and fundamental freedoms of indigenous peoples Rodolfo Stavenhagen; mission to New Zealand</i>.</li> <li>UNHRC 2010 <i>Report of the Special Rapporteur on the situation of human rights and fundamental freedoms of indigenous peoples James Anaya; Preliminary note on mission to New Zealand</i>.</li> </ul>
12	<ul style="list-style-type: none"> <li>Collier, Hohaia, 2010. 'A Kaupapa-based Constitution'. In Mulholland, Malcolm, and Veronica Tawhai (eds) <i>Weeping Waters: The Treaty of Waitangi and Constitutional Change</i>.</li> <li>2010. 'Constitutional transformation: An interview with Moana Jackson'. In Mulholland, Malcolm, and Veronica Tawhai (eds) <i>Weeping Waters: The Treaty of Waitangi and Constitutional Change</i>.</li> </ul>

## 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 are made to the reading programme. Students will generally be informed via Blackboard.

Week	Date	Seminar	Seminar Topic
1	Th 14 Jul	Seminar 1	Course Overview: Constitution of NZ, policy processes, Māori and other players
2	Th 21 Jul	Seminar 2	Historical Perspective, and Te Tiriti o Waitangi
3	Th 28 Jul	Seminar 3	Freshwater
4	Th 4 Aug	Seminar 4	Cabinet Processes
5	Th 11 Aug	Seminar 5	Treaty Settlements
	F 12 Aug		<b>Iwi-based case study due 4:00pm</b>
6	tbc	Seminar 6	Co-management
<b>Mid-Trimester Break: 22 August-4 September</b>			
7	Th 8 Sep	Seminar 7	Taiao, Mining

	F	9 Sep		<b>Policy paper due 4:00pm</b>
8	Th	15 Sep	Seminar 8	Justice / Social Policy
9	Th	23 Sep	Seminar 9	Whānau Ora
10	Th	30 Sep	Seminar 10	Economic Development
11	Th	7 Oct	Seminar 11	United Nations, WAI 262
12	Th	13 Oct	Seminar 12	Constitution
	F	14 Oct		<b>Essay due 4:00pm</b>

## 7 PENALTIES

By prior arrangement and only 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. Note, 5% is equivalent to one grade - ie, from an A+ to an A, and
- 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 EXPECTED WORKLOAD AND MANDATORY COURSE REQUIREMENTS

### 9.1 Expected Workload

The workload for MAOR 411 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 complete this course, students must:

- attend and participate in at least 10 of the 12 seminar sessions, and
- successfully complete the three assessed pieces of written work, present their case study as a seminar, and lead one of the weekly seminar topics.

## 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](http://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](http://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](http://www.victoria.ac.nz/home/study/academic-progress)
- Most statutes and policies are available at:  
[www.victoria.ac.nz/home/about/policy](http://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](http://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](http://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](http://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](http://www.victoria.ac.nz/home/admisenrol/payments/performance-criteria.aspx)