



TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



VICTORIA
UNIVERSITY OF WELLINGTON

Te Kawa a Māui

Faculty of Humanities and Social Sciences

MAOR 210

Special Topic: Cultural Mapping

Course Reference Number (CRN): 10450

Trimester 2, 2012 dates

Lectures begin Monday, 16 July

Lectures end Friday, 19 October

Mid-trimester break 27 August - 9 September

Last piece of assessment due 19 October

Study week 22 - 26 October

Assessment/examination period 26 October - 17 November

Tēnā koutou. Greetings, and welcome to the second offering of the Special Topic course MAOR 210: Cultural Mapping. This course was prepared to supplement the Te Kawa a Māui Atlas research project, and course work in MAOR 210 is designed to equip you with skills relevant to the research and mapping of Te Ao Māori. This outline contains important information regarding MAOR 210, so read it carefully, and I hope that you enjoy this course as much as I've enjoyed preparing it.

E tipu, e rea mō nga rā o tōu ao

1 COURSE ADMINISTRATION

Course Coordinator	Dr Ocean Mercier Room 207, 50 Kelburn Parade Telephone 463 7457 Email ocean.mercier@vuw.ac.nz
Office Hours	Tuesday 2:10-3:00pm or by appointment
Workshops Lectures	Tuesday, 11:00-11:50am Friday, 11:00am-12:50pm AM104 (Alan MacDiarmid Building)
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.

Notices and additional course information will be posted on the MAOR 210 Blackboard site.

2 COURSE AIMS AND LEARNING OBJECTIVES

2.1 Course Prescription

This course introduces students to practice, projects and scholarship associated with cultural mapping, particularly related to Māori and Indigenous resource management. Field and lab exercises in surveying and mapping will enable students to produce cultural atlases of their own, and for the Te Kawa a Māui Atlas. Examples of student work from 2010 that has contributed to the Te Kawa a Māui Atlas can be found online at <http://www.victoria.ac.nz/maori/atlas>.

2.2 Course Learning Objectives

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

- understand and discuss Indigenous peoples' (particularly Māori) and "Western" (particularly Pākehā) conceptions of land and whenua, and how these impact upon representations of land, place and space
- discuss traditional imperial mapping in the context of cultural mapping
- discuss traditional Pacific and Māori wayfinding and mapping

- discuss key developments in New Zealand's cartographic history
- discuss the advantages of different types of map - ie physical, oblique, logarithmic, non-linear and cartogram - for different types of information
- use a Garmin E-Trex GPS device to locate and mark waypoints
- create maps from surveyed data using either Google Maps, Google Earth or OCad, and
- discuss specific cases where Geographic Information Systems (GIS) are being used to manage Māori resources.

3 COURSE CONTENT

The main themes that inform the learning objectives and course content are:

- Māori conceptions and representations of land, and culture
- critiquing historical/imperial maps
- Māori mapping: past and present
- representing culture and community in maps – examples from Māori and Indigenous GIS
- projections of space: from Cartesian to 'artography', and
- basic surveying and mapping skills.

4 ESSENTIAL TEXTS AND OTHER RESOURCES

4.1 Text Required

Students are required to purchase the Course Reader, *MAOR 210 Special Topic: Cultural Mapping*, from vicbooks in the Student Union Building (cost to be confirmed). You should purchase this early in order to get a head start on your readings.

You should also seriously consider purchasing one or other of Malcolm McKinnon's *Bateman Historical Atlas of New Zealand* (\$100) or Russell Kirkpatrick's *Bateman Contemporary Atlas of New Zealand* (\$50). These are also available in the reference sections of all good Libraries.

4.2 Obtaining Student Notes

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 9-27 July 2012, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After Week 2 of the trimester, all undergraduate textbooks and student notes will be sold from vicbooks on Level 4 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.

4.3 Recommended Dictionary

Thompson, Della (ed), 1995. *The Concise Oxford Dictionary of Current English*. Oxford: Clarendon Press. Also available Internet: <http://dictionary.oed.com/>

4.4 Academic Writing Guide

Students will be required to make their written work conform to the standards for referencing set out in *Te Ara Poutama* – the new Te Kawa a Māui writing guide. You can download a copy of this writing guide from the MAOR 210 Blackboard site.

4.5 Blackboard

Students will be expected to keep a thorough record of all lecture notes. However, notices and class material, including the lecture outlines of your Course Coordinator, will be posted on Blackboard. Lecture outlines from guest lecturers may not be posted on Blackboard, so please make sure that you attend classes when we have a guest speaker in attendance.

5 TEACHING LEARNING SUMMARY

5.1 Classes

MAOR 210 is a one trimester course. Tuesday's session will be run as a lecture seminar, and Friday's session as a workshop/tutorial/laboratory, in which students can present work and discuss issues arising from the week's readings and the Tuesday lecture. Students should read the week's assigned readings before Friday's class. You need to attend a minimum of 9 of 12 lectures, and 10 of 12 workshops/tutorials/laboratories to make good progress in the course. An attendance roll will be taken near the beginning of each class, so please ensure you make it to classes on time.

5.2 Expected Workload

MAOR 210 is worth 20 points. Students should allow 13 hours per week, inclusive of lecture time, as is standard for a 200-level course.

6 ASSESSMENT REQUIREMENTS

6.1 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. 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.

6.2 Assessment Tasks

Internal coursework will account for 100% of the total assessment for this course. This is made up of weekly workshop activities, a seminar presentation, and two research mapping projects.

6.3 Internal Course Work	100%	Due Date
10 Workshop Activities	40%	Thursday (in Weeks 2-12)
Research Mapping Project 1	25%	Friday, 14 September (Week 7)
Presentation	5%	Friday (in Weeks 8-10)
Research Mapping Project 2	30%	Friday, 19 October (Week 12)

6.4 Workshop Activities 40%

You will be given a task or assignment to complete in response to each Friday tutorial/workshop/field trip. You will have until 5:00pm the following Thursday to hand it in. Each assignment is worth up to 4% towards your final mark. There will be 11 tasks set over the duration of the course. You must complete a minimum of 8 of these. This means that you need to attend at least 8 of the workshops and tutorials. If you hand in 11 out of 11, the 10 best marks will be counted towards your final grade. The skill set required for cultural mapping is varied, and so the weekly assignment is designed for students to work continually on specific skill-building exercises. Work will be returned with constructive feedback within a fortnight of submission.

6.5 Field Trip & Research Mapping Project 1 25%

On a Saturday in August (date to be confirmed), archaeologist Bruce McFadgen will lead us on a trip to an as yet to be confirmed location for the purpose of mapping and describing archaeological sites there. Transport for the field trip will leave from 50 Kelburn Parade at 8:30am sharp on Saturday morning. You will be returned to 50 Kelburn Parade by 5pm that day. You will be given a list of things that you need to bring: this will include a packed lunch, water, raincoat, sturdy shoes, pencil, notebook, hat and sunscreen. You will gain 5% for attendance at and active constructive participation during the field trip.

Students will be split into 5 groups of about 4 people for the purpose of completing tutorial and field work. Students will then individually write two reports from their field work. The first report is for the New Zealand Archaeological Association (worth 10%). The second report is for the landowner, and will make give advice about protecting sites from inadvertent damage (worth 10%).

Lecture and tutorial exercises before and after this field trip will familiarise students with Quantum GIS, Google Earth and Garmin E-Trex GPS devices, skills that are needed to complete this assignment.

More information will be given in class about the field trip and mapping project, including the assessment criteria, by Week 2. The due date for submitting this project is **5:00pm Friday, 14 September**.

6.6 Presentation 5%

During the Friday workshop/tutorial in Weeks 8-10 you will give a 5-10 minute presentation on your proposed mapping project 2. The presenter will be marked on how well they communicate their intended research, and how the project connects with scholarship and literature covered in MAOR 210. The presentation is designed to allow students to share their work, and exchange constructive feedback that may be used in the completion of Research Mapping Project 2. To that end, the class will have up to 5 minutes to ask questions and offer comments to the presenter, for a total presentation slot of 10 minutes. More information, and a marking sheet will be made available by Week 7.

6.7 Research Mapping Project 2 30%

In the final assessment, students will use all of the skills they have learnt in MAOR 210 to build a substantive 'cultural map'. Below are some suggestions for the form of the map:

- a database in Quantum GIS, Google Maps or Google Earth
- a multimedia Powerpoint file embedded with audiovisual data
- spatial history using hypercities
- an iPad application (conceptual)
- an 'artographic' interpretive piece, or
- something else (to be approved by the Course Coordinator).

The content of the map could be drawn from any of the sources covered in class, eg NZAA, WCC. The map must be submitted with a 1000-1500 word commentary that describes the aims, purpose and form of the map. In this commentary you should cite at least 8 references. A maximum of 80% of your references can be from the course reader. More information will be given in class about this assessment, including the assessment criteria by Week 8. The due date for submitting this project is **5:00pm Friday, 19 October**.

7 PENALTIES

Extensions will only be granted for extenuating circumstances. You should contact the Pūkenga as soon as you are aware of any issues that may impinge on timely submission of your work. Work submitted late will be penalised by 5% for each day. Where students have not informed the Course Coordinator, more severe penalties may be imposed. Any work that is emailed to the course coordinator without good reason and prior agreement is liable for an instant penalty of one day late, or 5%.

IMPORTANT: For the sake of thematic continuity it is very important that readings are presented on the dates assigned. Students who, due to illness or

bereavement, are unable to attend sessions in which they have been scheduled to give presentations MUST provide evidence for their absence. Only those with a legitimate excuse to be absent will be given another opportunity to present work.

8 MANDATORY COURSE REQUIREMENTS

In order to complete this course, students must:

- attend at least 9 of 12 lectures in total
- attend at least 10 of 12 tutorials/workshops/field trips in total, and
- attempt and submit all items of assessment.

9 COURSE PROGRAMME

This programme provides an outline of lecture content. The programme is a **guide only** and may be adjusted to suit guest lecturer needs. Field exercises may be weather dependent. Notice of adjustments to the calendar will be given on Blackboard. The readings to be discussed each week are given by author in the Reading column. Please ensure that you read the week's readings before Friday's lecture, and be ready to discuss them in the following Tuesday session.

Week	Day/Date	Lecture Theme	Reading	Assessment
1	T 17 Jul	Reading Whenua	Davis et al, Irwin	
	F 20 Jul	Paper Maps		
2	T 24 Jul	Conceptions of Whenua	Turnbull, Lionel Barton, Kahukiwa and Grace	
	F 27 Jul	"Points of Interest" Presentations Digital Maps		
3	T 31 Jul	Mapping Whenua	Sims and Thompson-Fawcett, Kelly	
	F 3 Aug	Navigating Local Spaces		
4	T 7 Aug	Mapping Local Spaces Guest Lecturer: tbc	Byrnes, Kirkpatrick	
	F 10 Aug	Representations of Land and Space		
5	T 14 Aug	Surveying and Mapping, Guest Lecturer: Bruce McFadgen	McFadgen, Cosgrove	
	F 17 Aug	GPS Waypoint Navigation, Guest Lecturer: Bruce McFadgen		
6	Sat (tbc) 18 Aug	Field Trip Guest Lecturer: Bruce McFadgen		
	T 21 Aug	Digital Mapping	McKinnon, Royal	
	F 24 Aug	GPS Waypoint Marking		
MID TRIMESTER BREAK: 27 August – 9 September				
7	T 11 Sep	Geographic Information Systems Guest Lecturer: tbc	Harmsworth	Mapping Project 1 due: 14 September
	F 14 Sep	Orienteering		
8	T 18 Sep	GIS in Hapū and Iwi Projects Guest Lecturer: tbc	Tallbear and Pacey, Harmsworth (Blackboard)	Mapping Project Presentations
	F 21 Sep	Heritage Sites in Pōneke		
9	T 25 Sep	GIS in Claims Research Guest Lecturer: tbc	Sparke (Blackboard) and tbc	Mapping Project Presentations
	F 28 Sep	Archaeological Sites in Pōneke		
10	T 2 Oct	Spatial History Guest Lecturer: tbc	tbc	Mapping Project Presentations
	F 5 Oct	Sites of Cultural Significance: Locating and Mapping		
11	T 9 Oct	GIS in International Tribal Contexts Guest Lecturer: tbc	tbc	
	F 12 Oct	Cultural Mapping		

12	T	16 Oct	Artography	Jacobs, Harmon	Mapping Project 2 due: 19 October
	F	19 Oct	Mapping the Human Experience		

10 REFERENCE TEXTS AND INTERNET RESOURCES

A variety of texts have been placed on Closed Reserve and 3-day Loan at Te Pātaka Kōrero / the University Library (Levels 2 and 3 respectively) to assist you with your study, projects and writing. Students should return Library books by the due date to avoid Library fines.

In addition, the Te Kawa a Māui Atlas library keeps most of the books listed below. These texts are kept in Ocean's office: Room 207, 50 Kelburn Parade and may NOT be borrowed. Students may however come to use these at their leisure during office hours or at other prearranged times.

Alexander Turnbull Library (2006). *Map New Zealand: 100 Magnificent Maps from the Collection of the Alexander Turnbull Library*. Auckland, N.Z.: Random House New Zealand.

Byrnes, Giselle (2001). *Boundary markers: land surveying and the colonisation of New Zealand*. pp 95-122. Wellington, N.Z.: Bridget Williams Books.

Cosgrove, Denis E. (2008). *Geography & Vision*. pp 104-118. London, N.Y.: I.B. Taurus.

Davis, Te Aue et al (1990). *He Kōrero Pūrakau mō ngā Taunahanahatanga a ngā Tūpuna: Place Names of the Ancestors, a Māori Oral History Atlas*. Wellington, New Zealand: New Zealand Geographic Board.

Davis, Te Aue, Tipene O'Regan and John Wilson (1990). *Ngā Tohu Pūmahara: The Survey Pegs of the Past. Understanding Māori Place Names*. New Zealand. The New Zealand Geographic Board.

Harmon, Katherine (2009). *The Map as Art: Contemporary Artists Explore Cartography*. New York: Princeton Architectural Press.

Irwin, Geoffrey (1992). *The Prehistoric Exploration and Colonisation of the Pacific*. Cambridge, U.K.: Cambridge University Press.

Jacobs, Frank (2009). *Strange Maps: An Atlas of Cartographic Curiosities*. New York: Viking Studio.

Kawharu, Merata (ed.) *Whenua: Managing our Resources*. pp 252-271. Auckland, N.Z.: Reed Publishing (NZ) Ltd.

Kirkpatrick, Russell (1999). *Bateman Contemporary Atlas New Zealand: The Shapes of Our Nation*. Auckland, N.Z.: David Bateman Ltd.

McFadgen, Bruce (2007). *Hostile Shores: Catastrophic Events in Prehistoric New Zealand and their Impact on Maori Coastal Communities*. pp 143-185. Auckland: Auckland University Press.

McKinnon, Malcolm (1997). *Bateman New Zealand Historical Atlas: Ko Papatuanuku e Takoto Nei*. Auckland, N.Z.: David Bateman Ltd.

Sinton, Diana Stuart and Jennifer J. Lund (2007). *Understanding Place: GIS and Mapping Across the Curriculum*. California: ESRI Press.

Suarez, Thomas (2004). *Early Mapping of the Pacific. The Epic Story of Seafarers, Adventurers and Cartographers Who Mapped the Earth's Greatest Ocean*. Singapore: Periplus Editions.

Turnbull, David (1991). *Mapping the World in the Mind: An Investigation of the Unwritten Knowledge of the Micronesian Navigators*. Deakin, Victoria: Deakin University Press.

Turnbull, David (1998). *Masons, Tricksters and Cartographers*. London, N.Y.: Routledge.

Woodward, David and G. Malcolm Lewis (1998). *The History of Cartography: Cartography in the Traditional African, American, Arctic, Australian and Pacific Societies (Vol 2, Book 3)*. pp 493-536. Chicago: University of Chicago Press.

Internet Resources

Alaska Native Knowledge Network Oral History and Cultural Atlases, available <http://ankn.uaf.edu/NPE/oral.html>

Hutt City Council District Plan 2004, available <http://www.huttcity.govt.nz/Your-Council/Plans-and-publications/District-Plan/The-District-Plan/>

New Zealand Archaeological Association Website, available <http://nzarchaeology.org/cms/> - NZAA Site Recording Scheme, available <http://www.archsite.org.nz/> and NZAA Google Earth Archaeology.

Te Kawa a Māui Atlas 2010, available <http://www.victoria.ac.nz/maori/atlas>

Te Puni Kōkiri Māori Land Information Database, available <http://www.tpk.govt.nz/en/services/land/mlib/>

University of California, Berkeley, Electronic Cultural Atlas Initiative, available <http://www.ecai.org/>

Wellington City Council District Plan 2010, available <http://www.wellington.govt.nz/plans/district/districtplan.html>

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/avcadademic

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