MAOR 410

Special Topic:
Iwi Internship
Course Reference Number (CRN): 11002

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 tbc
Study week 22 - 26 October
Assessment/examination period 26 October - 17 November

1	**COURSE ORGANISATION**

Course Coordinator	Maria Bargh
	Room 213, 50 Kelburn Parade
	Telephone 463 5465
	Email maria.bargh@vuw.ac.nz
Office Hour	By appointment. Feel free to contact me any time by telephone or email.
Seminars and Venue	tbc.

Notices and course information will be posted on the notice boards at 48 and 50 Kelburn Parade.

2	**COURSE AIMS AND LEARNING OBJECTIVES**

2.1 Course Prescription

This course aims to provide a limited number of selected students with the opportunity of gaining insights into the operations of an iwi organisation, the roles and responsibilities of iwi representatives, resource consent processes, and/or iwi negotiations with the Crown. Students who are accepted into this course will have the opportunity to work in an iwi organisation.

2.2 Learning Objectives

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

- demonstrate a clear understanding of the activities of particular iwi organisations
- demonstrate a clear understanding of the relationship between the central issues relevant to the iwi organisation they worked with and a broader political, social and economic context
- demonstrate a clear understanding of the different legal roles of iwi organisations, Local Government and the Crown
- demonstrate a clear understanding of diverse models of development, governance and leadership
- communicate their own ideas and research in a scholarly manner in written and oral forms, and
- demonstrate an ability to work in a timely manner and be cognisant of deadlines.

2.3 Course Content

The format of the class will be tailored to suit the hours negotiated with the iwi organisation. Students will complete between 100-120 hours in total over the course with the iwi organisation. This may comprise one day a week or a shorter and more intensive period, for example a block period of two and a half weeks.

The student will also attend a total of 10 one hour sessions, where readings and topics will be discussed. Students are expected to have read each of the readings allocated to that week and to have prepared comments for discussion.

Student seminars will be presented in these sessions and may be open for other Te Kawa a Māui students and staff attendance.

3   ESSENTIAL TEXTS AND OTHER RESOURCES

3.1   Required Text

There is no set text for the course. A course reader will be provided with core readings.

Required readings that do not appear in the set texts will be distributed in class.

3.2   Recommended Reading

The following text is highly recommended for this course:

Booth, Wayne, C. (et. al), 1995. *The Craft of Research.* Chicago: University of Chicago Press.

3.3   Academic Writing Guide

Te Kawa a Māui Academic Writing Guide, 2011 edition. Wellington: Victoria University. This edition will not be available in print form, though you may of course print your own if you wish from Blackboard or download a copy from the School's website at:

www.victoria.ac.nz/maori/study/resources.aspx

3.4   Supplementary Resources

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

Life and Debt.

Darwin's Nightmare.

Fourth World War.

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

Tino rangatiratanga news and issues
www.aotearoa.wellington.net.nz

Māori news and links
http://www.maorinews.com/karere

Te Puni Kōkiri effective governance website
http://governance.tpk.govt.nz/

Greater Wellington
http://www.gw.govt.nz/section11.cfm

Wellington Tenths Trust
https://tenths.maori.nz/welcome.aspx

Organics
http://www.organicpathways.co.nz/

Federation of Maori Authorities
http://www.foma.co.nz/

Electronic Resources
Harmsworth, Garth, 2001. "A Collaborative Research Model for Working With Iwi, Landcare Research Report". Wellington: Foundation for Research, Science and Technology.

Trask, Haunani-Kay, 2001. "We Are not Happy Natives", Education and Decolonization in Hawai'i [audio visual resource].

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

4.1 **Assessment Criteria**

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, fit for purpose, and
- **use of sources** - content and scope of bibliography, appropriate referencing.

4.2 **Assessment**

MAOR 410 consists entirely of internally assessed work.

Assessment Component	100%	Due Date
Journal	20%	Date to be agreed
Research Paper	50%	Date to be agreed
Seminar	30%	Date to be agreed

4.3 **Journal**   **20%**

Students will complete a journal of their activities and progress at the iwi organisation.

4.4 **Research Paper** **50%**

Students will complete a 5,000 word essay on a topic of their own selection. The topic and question must be approved by the Course Coordinator.

4.5 **Seminar** **30%**

Students will present a seminar on a topic relating to issues of iwi organisations, governance and/or interactions with the Crown. The seminar will be 30 minutes in length and may use multi-media. The seminar will be accompanied by a seminar paper upon which the presentation is based.

4.6 **Relationship between Assessment and Course Objectives**

Journal

The journal provides an avenue for students to maintain a clear record of the events at the iwi organisation. It also strengthens students' abilities to write regularly and concisely on topics as they arise. Furthermore it allows students an opportunity to reflect on their experiences, to record their personal insights, and to monitor their own learning throughout the course.

Research Paper

The research paper aims to strengthen students' ability to formulate an achievable research topic in the time available, and to improve their critical research and writing skills on a project of significant length.

Seminar

The seminar provides students with an opportunity to develop their presentation skills and to foster effective communication regarding their own research. The seminar paper aims to strengthen students' ability to write concisely, to plan the presentation in advance, and to clearly establish a framework for the seminar.

4.7 **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   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' but no mark will be given.

It is important to begin work on assignments well in advance of the due date. **Lack of planning and organisation does not constitute a valid reason for extensions.**

6	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.

7	EXPECTED WORKLOAD AND MANDATORY COURSE REQUIREMENTS

7.1 Expected Workload

The workload for MAOR 410 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. Up to 10 of these hours may be comprised of work at the iwi organisation.

7.2 Mandatory Course Requirements

In order to meet the academic requirements for passing this course, students must successfully complete their iwi internship and assignments within the required timeframe, and attend 80% of seminars. Failure to meet mandatory requirements does not prevent a student completing other pieces of assessment.

8	COURSE PROGRAMME

Session	Topic
1	**Introductions, course outline and conceptualising internships**
2	**Research methods** **Reading:** Robertson, Michael, 2003. "Research and Academic Freedom" in John Dawson and Nicola Peart (eds) *The Law of Research*. Otago: Otago University Press. Durie, M. H., 1996. "The Development of Maori Studies in New Zealand Universities." *He Pukenga Korero*, Vol. 1, No. 2. 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. Pettman, Ralph, 2001. "The Politico-Cultural Context", *World Politics: Rationalism and Beyond*. New York: Palgrave. Foucault, Michel, 1983. "The Subject and Power" in Dreyfus, Hubert, L. and Rabinow, Paul Michel Foucault. *Beyond Structuralism and Hermeneutics*, 2nd Edition. Chicago: University of Chicago Press.
3	**Theorising** **Reading:** Gibson-Graham, J.K. and Roelvink, G., 2010. The Nitty Gritty of Creating Alternative Economies, Social Alternatives, Volume 30, Number 1, 2011, pp. 29-33. King, Thomas, (2003) "What is it about us you don't like?", *The Truth About Stories*. Toronto: Dead Dog Cafe Productions and Canadian Broadcasting Corporation.

Session	Topic
4	**Te Tiriti o Waitangi and historical hapū and iwi formations** **Reading:** Durie, Mason, 2005. "Tino Rangatiratanga", *Waitangi Revisited*. Melbourne: Oxford University Press. Anaru, Taki (1999) "An Analysis of the Heads of Agreement for a Proposed Settlement of the Ngati Ruanui Historical Claims Against the Crown." [Electronic Resource]. Moana Jackson interview [online: http://www.youtube.com/watch?v=ZZ067iNYb9A].
5	**Contemporary iwi organisations** **Reading:** Durie, M, 1998. *Te Mana Te Kawanatanga*. Auckland: Oxford University Press. Durie, Mason, 2003. "Māori in Governance: Parliament, Statutory Recognition, and the State Sector" in *Launching Māori Futures*. Wellington: Huia Publishers. **Interactions with Local Government and the Crown** **Reading:** Potaka, Tama, 1999. "A Treaty Agendum for Local Government", *Indigenous Peoples and the Law* online journal. [Electronic Resource]. Hayward J. and Wheen, N. (eds), 2004. *The Waitangi Tribunal*. Wellington: Bridget Williams Books.
6	**Innovation and diverse economies** **Reading:** Rahnema, Majid, 1998. "Towards Post-Development" in *The Post-Development Reader*. London: Zed Books. Shiva, Vandana, 2001. "Globalization and Poverty" in Bennholdt-Thomsen, Faracalas, Nicholas, Von Werlhof, Claudia (eds) *There is An Alternative*. London: Zed Books. Bello, Walden, 2004. "The Alternative: Deglobalization", *Deglobalization*. London: Zed Books.
7	**Constitutional change** **Reading:** Mulholland, M. and Tawhai, V., 2010. Weeping Waters, Wellington: Huia. Durie, Mason, 2000. "A Framework for Considering Constitutional Change and the Position of Maori in Aotearoa" in Colin James (ed) Building the Constitution. Wellington: Institute of Policy Studies. Mikaere, Ani, 2004. "Are We All New Zealanders Now?" Bruce Jesson Memorial Lecture. [Electronic Resource].
8	**Pacific and Indigenous connections I** **Reading:** Smith, L, 1999. *Decolonizing Methodologies: Research and Indigenous Peoples*. Dunedin: University of Otago Press. Blaser, Mario, Feit, Harvey A., McRae, Glenn, 2004. "Indigenous Peoples and Development Processes", in Mario Blaser, Harvey A Feit, Glenn McRae, *In the Way of Development*. London: Zed Books. Escobar, Arturo, 1998. "Whose Knowledge, Whose Nature? Biodiversity, Conservation and the Political Ecology of Social Movements", *Journal of Political Ecology*, Vol. 5. [Electronic Resource]. LaDuke, Winona, 1999. "Native Sun: Determining a Future", *All Our Relations*. Cambridge: South End Press.
9	**Pacific and Indigenous connections II** **Reading:** Alfred, Taiaiake, 1999. "For the Youth: Towards a New Native Leadership", *Peace, Power and Righteousness: An Indigenous Manifesto*. Oxford: Oxford University Press. Appadurai, Arjun, 2000. "Grassroots Globalization and Research Imagination", *Public Culture*, Vol. 12, 1. [Electronic Resource].
10	**Wrap up and reflections**

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JOURNAL GRADING SHEET   (worth 20% of total grade)

Name: _____

Organisation: _____

1	**Style:** Is the journal clearly set out? Does it follow a logical order?	15%

2	**Analysis:** Has the student provided insights and analysis of their workplace, activities and broader context? Has the student reflected on changes in their thinking during the course? Has the student provided analysis of readings?	60%

3	**Originality and insight:** Has the student integrated their own ideas and perceptions into the research paper?	25%

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

                                        Total Marks: %

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RESEARCH PAPER GRADING SHEET   (worth 50% of total grade)

Name: _____

Topic: _____

1	**Understanding:** Answering the question asked and providing suitable definitions.	15%
2	**Presentation and style of the research paper:** This includes structure and content of bibliography and systematic referencing.	10%
3	**Content of the research paper:** The research paper must show familiarity with the topic, and provide adequate and relevant examples, 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, theorists and other scholars' ideas and supporting quotations.	35%
5	**Originality and insight:** The student's ability to integrate their own ideas and perceptions into the research paper.	15%

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

Total Marks: %

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SEMINAR GRADING SHEET (worth 30% of total grade)

Name: _____

Topic: _____

1	**Presentation:** How effectively was the information communicated? Was the audience engaged? Was appropriate media used?	25%
2	**Research:** Was a sufficient level of research conducted?	25%
3	**Analysis:** Was an argument clearly communicated? Were a range of theories, theorists, and scholars (pertinent to the topic) discussed and critically examined?	50%

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

Total Marks: %

9   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

10   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

11   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/withdrawlsrefunds.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