



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 411

Te Ao Hurihuri Issues in Contemporary Māori Society

Course Reference Number (CRN): 10451

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

1 COURSE ORGANISATION

Course Coordinator	Miriama Evans c/- Room 102, 50 Kelburn Parade Telephone 027 477 5297 Email miriama.evans@vuw.ac.nz
Office Hour	By appointment. Feel free to contact me any time by telephone or email.
Lectures	Lectures will be held on Thursdays, 1:10pm to 3:00pm in the Seminar Room (Room 101) at 48 Kelburn Parade (KP48101).
Other Venues	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 a two-hour weekly seminar each Thursday. 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 are two set texts for this course:

Mulholland M & Tawhai V (eds), 2010. *Weeping Waters: The Treaty of Waitangi and Constitutional Change*. Wellington: Huia Publishers.

Students are also 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 set texts will be distributed in class.

3.2 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

3.3 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.

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.

Assessment Component	100%	Due Date
Seminar Leadership	10%	Date to be agreed
Iwi-based Case Study	25%	4:00pm, Friday 17 August
Case Study Presentation	10%	Date to be agreed
Policy Paper	25%	4:00pm Friday 14 September
Essay	30%	4:00pm, Friday 19 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: 4:00pm, Friday 17 August

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: 4:00pm, Friday 14 September

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: 4:00pm, Friday 19 October

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 or Mulholland and Tawhai (eds), *Weeping Waters*. 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	<p>Overview and Background</p> <ul style="list-style-type: none"> • <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. • <i>The 1835 Declaration of Independence</i> www.nzhistory.net.nz. • Walker, Ranginui, 2004. 'Tauīwi'. In <i>Ka Whawhai Tonu Mātou: Struggle Without End</i>.
2	<p>Historical Perspective and Te Tiriti o Waitangi</p> <ul style="list-style-type: none"> • Ballara, Angela, 1998. 'The Limits of Tribal Hegemony'. In <i>Iwi: The Dynamics of Māori Tribal Organisations from c. 1769 to c. 1945</i>. • 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>. • Durie, Mason, 2005. 'Papaki Rua Ngā Tai - Tides of Confluence: Māori and the State'. In <i>Ngā Tai Matatū: Tides of Māori Endurance</i>. • 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>.
3	<p>Treaty of Waitangi Settlement Processes</p> <ul style="list-style-type: none"> • Walker, Ranginui, 2004. 'Ngā Take Whakamutunga o te Rau Tau'. In <i>Ka Whawhai Tonu Mātou: Struggle Without End</i>. • Office of Treaty Settlements, 2012. <i>Nine Month Report July 2011 March 2012</i>. • Office of Treaty Settlements, <i>Summary of Deed of Settlement Waikato Tainui River Claim</i>. • Finlayson, Christopher, 2010. Waikato-Tainui Raupatu Claims (Waikato River) Settlement Bill - <i>Third Reading Speech</i>. May 6, 2010.
4	<p>Te Reo Māori</p> <ul style="list-style-type: none"> • Chris Winitana, 2011. 'Te Ao Apōpō' in Tōku Reo Tōku Ohooho, (or English text) 'The Language in the Future' in <i>My Language My Inspiration</i>. • Hana O'Regan, 2012. 'The Fate of the Customary Language' in Danny Keenan (editor), <i>Huiā Histories of Māori</i>. • Waitangi Tribunal Report on WAI 262, 2011. Extracts from Chapter 5, 'Te Reo Māori' in <i>Ko Aotearoa Tēnei</i>.
5	<p>Government and Cabinet Processes</p> <ul style="list-style-type: none"> • <i>Cabinet Office Manual</i>, 2008, Principles of Cabinet decision making. • <i>Cabinet Office Manual</i>, 2008, Cabinet and Cabinet Committee procedures. • Cabinet paper, <i>New Start for Fresh Water</i>. • Cabinet paper, 8 March 2011 <i>Assistance Fund for Freshwater Clean-ups</i>. • Prebble, Mark, 2010. 'The Everyday Paradox'. In <i>With Respect: Parliamentarians, Officials and Judges Too</i>.

Week	Reading
6	<p>Wai Māori – Fresh Water</p> <ul style="list-style-type: none"> • Ministry for the Environment, 2011. <i>Fresh Start for Fresh water</i>, 2011. • Selby, R and Moore, P. 2010. 'Nōku te Whenua o ōku tūpuna: Ngāti Pareraukawa kaitiakitanga' in Selby, Moore and Mulholland (eds) <i>Māori and the Environment: Kaitiakitanga</i>. • Iwi Leaders Forum, 12 June 2011, <i>Background Paper: Wider Freshwater reform package</i>. • Taipari Munro, 12 June 2011, <i>Poroti Springs Northland</i>, Iwi Leaders Forum. • Horizons Regional Council, July 2010 <i>Leaders' Accord</i>. • National Iwi Freshwater Summit, 23/24 February 2012. Discussion Document, <i>Working Towards a United Position on Freshwater</i>.
7	<p>Social Policy</p> <ul style="list-style-type: none"> • Rangihueua, Tania, 2010. 'Urban Māori' in Mulholland, Malcolm, and Veronica Tawhai (eds) <i>Weeping Waters: The Treaty of Waitangi and Constitutional Change</i>. • Durie, Mason, 2003. 'Imprisonment, Trapped Lifestyles and Strategies for Freedom'. In <i>Ngā Kāhui Pou: Launching Māori Futures</i>. • Patterson, John, 1992. 'Collective Responsibility'. In <i>Exploring Māori Values</i>. • Dixon, Matiu, 2006. 'Crime and Justice'. In Mulholland, Malcolm et al <i>State of the Māori Nation: Twenty-First Century Issues in Aotearoa</i>. • Waitangi Tribunal Report on WAI 262, 2011. Extracts from Chapter 6, 'When the Crown controls Mātauranga Māori' in <i>Ko Aotearoa Tēnei</i>. • Ministry of Education, 2012. <i>Progress against Māori Education Plan Targets: Ka Hikitia – Managing for Success</i>, http://www.educationcounts.govt.nz/topics/31351/36805 at 22 June 2012.
8	<p>Whānau Ora</p> <ul style="list-style-type: none"> • Turia, Tariana, <i>Whanau Ora Speech</i>, 29 March 2011. • Families Commission, 2011, <i>Whanau Yesterday, Today, Tomorrow</i>. • (additional material to be provided).
9	<p>Taiao</p> <ul style="list-style-type: none"> • Taranaki Iwi Chairs, <i>Taranaki Iwi Regional Minerals Strategy</i>, Iwi Leaders Forum, 12 June 2011. • Te Runanga o Ngai Tahu, <i>Submission to the Ministry of Economic Development and Department of Conservation</i>. • Whare, Tracey, 2010. 'The Foreshore and Seabed Act: Five Years On, where to from here' in Selby, Moore and Mulholland (eds) <i>Māori and the Environment: Kaitiakitanga</i>. • Russell McVeagh, 29 March 2011. <i>Marine and Coastal Area (Takutai Moana) Act 2011</i>. • Ministry of Justice, Takutai Moana image, http://www.justice.govt.nz/policy/constitutional-law-and-human-rights/marine-and-coastal-area-takutai-moana/images-and-documents/Foreshore-%20natural_1.JPG at 22 June 2012
10	<p>Economic Development</p> <ul style="list-style-type: none"> • Davis, Sharlene, 2006. 'Ka Whakaoho ake i nga tangata nunui: Māori economic development – awakening the sleeping giant', in Mulholland Malcolm and others, <i>State of the Māori Nation</i>. • Solomon, Mark, <i>Iwi Co-investment and PPPs and letter to Ministry of Education</i>, May 2011. • Maori Economic Development Taskforce May 2010. Extracts from <i>Iwi, Infrastructure and Investment</i>. • Morgan, Tuku, 11 November 2011 <i>Progressing Private Public Partnerships (PPPs)</i>.

Week	Reading
11	<p>United Nations</p> <ul style="list-style-type: none"> Human Rights Commission, 2008. <i>United Nations Declaration on the Rights of Indigenous Peoples</i>. 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>. 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>. Hokowhitu, Brendan, 'As for these blankets, burn them' in Keenan, Danny (ed), 2012, <i>Huia Histories of Maori</i>.
12	<p>Constitution</p> <ul style="list-style-type: none"> Durie, Mason, 1998. 'Autonomy, Governance, and Nationhood' in <i>Te Mana, Te Kawanatanga: The Politics of Maori Self-Determination</i>. 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>. Sullivan, Ann, 2010. 'Minority Indigenous Representation' in Mulholland, Malcolm, and Veronica Tawhai (eds) <i>Weeping Waters: The Treaty of Waitangi and Constitutional Change</i>. 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>.

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 19 Jul	Seminar 1	Course Overview: Constitution of NZ
2	Th 26 Jul	Seminar 2	Historical Perspective, and Te Tiriti o Waitangi
3	Th 2 Aug	Seminar 3	Treaty of Waitangi Settlement Processes
4	Th 9 Aug	Seminar 4	Te Reo Māori
5	Th 16 Aug	Seminar 5	Government and Cabinet Processes
	F 17 Aug		Iwi-based case study due 4:00pm
6	Th 23 Aug	Seminar 6	Wai Māori – Fresh Water
Mid-Trimester Break: 27 August - 9 September			
7	Th 13 Sep	Seminar 7	Social Policy
	F 14 Sep		Policy paper due 4:00pm
8	Th 20 Sep	Seminar 8	Whānau Ora
9	Th 27 Sep	Seminar 9	Taiao
10	Th 4 Oct	Seminar 10	Economic Development
11	Th 11 Oct	Seminar 11	United Nations
12	Th 18 Oct	Seminar 12	Constitution
	F 19 Oct		Essay due 4:00pm

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

11 WHERE TO FIND MORE DETAILED INFORMATION

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

12 WITHDRAWAL DATES

Have you changed your mind about the courses you want to do this trimester? If you do not withdraw from a course in time, you will receive a fail grade. A fail grade stays permanently on your academic record. You can avoid the fail grade by withdrawing properly from courses before it is too late!

It is not enough just to stop attending lectures and tutorials, or to tell your lecturer or school administrator. You must complete a course/add drop form, available from your Faculty, Student and Academic Services Office, and submit it by the due dates specified at:

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

Information about refunds may also be found here.

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