



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 316

Course Reference Number (CRN): 8676

AND

POLS 316

Course Reference Number (CRN): 15286

Tōrangapū Māori **Māori Politics**

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 (final examination)

Study week 22 - 26 October

Assessment/examination period 26 October - 17 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, 12:00-2:00pm, MYLT101 Wednesday, 11:00am-1:00pm, KKL301
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 AIMS AND LEARNING OBJECTIVES

2.1 Course Prescription

This course examines a range of Maori political structures, movements, ideologies and visions. Students will also explore Maori 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.

2.3 Learning Objectives

By the end of this course, students should:

- differentiate Māori politics from non-Māori politics
- identify political theories that impact on Māori in contemporary political debates
- compare Māori politics with that of other Indigenous peoples
- evaluate which forms of constitutional arrangements might better support Māori political rights, and
- demonstrate an ability to articulate their own ideas relating to Māori politics in a scholarly manner in written and oral forms.

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, and
- 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.

Course Reader, *MAOR/POLS 316 Tōrangapū Māori/Māori Politics*, available from vicbooks in the Student Union Building (cost to be confirmed).

3.2 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.

3.3 Recommended Reading

The following texts are also 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/>

Radio
Students are encouraged to listen to Morning Report Radio NZ National (567AM).

TV
Students are encouraged to watch Native Affairs on Māori TV.

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

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

4 ASSESSMENT REQUIREMENTS

4.1 Submission of Course Work

All work for this course **MUST** be posted in hard copy into the Assignment Box, Māori Studies Office, 50 Kelburn Parade. All assignments are registered in the School Office. **DO NOT** hand work to the Course Coordinator or leave assignments under the Coordinator's door. Please keep a copy of your work.

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 one blog (5%) essay (20%), project plan (5%), a group presentation (15%) and individual reflection (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.

4.3 **INTERNAL COURSE WORK** **50%**

Blog Assignment	5%	1 August
Group Project Individual Essay	20%	13 August
Group Project Plan	5%	20 August
Group Project Presentation	15%	24 or 26 September
Individual Reflection	5%	8 October

4.4 **Blog Assignment** **10%, Due: 1 August**

Students will each be allocated a year and must research an occupation by a Māori group which occurred in that year. Students will then write a blog about the occupation covering: (a) a brief history of the site, (b) the reasons for the occupation, and (c) legal or illegal channels pursued by Māori to have the issue resolved prior to the occupation. With the student's permission, the blog may then contribute to the Te Kawa a Māui Atlas project and will be plotted on Google Earth. More information will be provided in class. Students will have one week to complete the blog from the date of being allocated their year on 25 July.

4.5 **Group Project** **Comprising 45% in total**

Students will participate in a group project. Students will receive an individual mark for each of the parts of the project but will work in a group to plan, analyse and participate in some activity/action. Groups will be created by the course-coordinator. Groups will then come up with a Māori political issue, policy or event which they will analyse and produce three outputs: an essay, presentation and individual reflection.

Students will examine what the consequences are for Māori and non-Māori communities of different framings of this issue. In particular students are to analyse which communities might be disadvantaged, advantaged or otherwise affected by the issue. Students are then to consider what action/policies/processes could be used to change this situation and to remove inequalities and/ or disadvantage. More information will be provided in class.

4.5.1 **Individual Essay** **20%, Due: 13 August**

Students will write an essay of a minimum of 2,500 words. The essay will analyse the Māori political issue, policy or event that their group has decided upon and will determine: (a) who is/was impacted by the issue/policy/event, (b) how Māori and non-Māori might have been impacted differently or responded differently, and (c) what could be done to ameliorate the situation for Māori.

4.5.2 Group Project Plan

5%, Due: 20 August

Once students have analysed their issue in detail through their essay they must determine what steps they, as University students, could take to change this situation for the better.

The group project plan will be a minimum of two pages long and will detail the Māori political issue being examined by the group and a plan for an action/activity that might change that situation. Examples of an action/activity could be writing letters to the editor of a newspaper, putting information posters up around town, blogging on the topic, holding a public information seminar.

4.5.3 Group Project Presentation

15%, Due: 24 or 26 September

Project presentations provide groups with an opportunity to explain what activity/action groups have undertaken to change the situation they analysed in their group. Group presentations will be 15 - 20 minutes.

The presentation will involve:

- an explanation of what the project was about, including details of any political or Treaty implications and what the consequences are for Māori and non-Māori communities
- an explanation of what the activity/action was for the project and why it was deemed appropriate, and
- providing evidence of outputs (students are encouraged to use multimedia).

4.5.4 Individual Reflection

5%, Due: 8 October

Students will complete an individual reflection of a minimum of 1,000 words. The reflection will describe: (a) what students felt they learnt from closely analysing the Māori political issue in groups, (b) what worked well, and (c) what presented challenges.

Groups **MUST** meet with the course coordinator for approval of their topic, project outline and proposed outputs.

Students will be assessed on their ability to put together a project, determine appropriate outputs, effectively provide and demonstrate evidence of their outputs.

Groups are expected to meet on their own outside of class time to organise, execute and evaluate their project. It is expected this will involve a minimum total of six hours.

Please note that students are expected to contribute equitably with respect to their group workload.

4.6 Final Examination

50%

The Final Examination is a three-hour closed book examination held during the **Trimester 2 Examination Period (26 October – 17 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

Blog

Students will:

- demonstrate an ability to articulate their own ideas relating to Māori politics in a scholarly manner.
- identify political theories that impact on Māori in contemporary political debates.

Group Project

Essay

Students will be able to:

- differentiate Māori politics from non- Māori politics
- compare Māori politics with that of other Indigenous peoples
- evaluate which forms of constitutional arrangements might better support Māori political rights, and
- identify political theories that impact on Māori in contemporary political debates.

Presentation

Students will be able to:

- articulate their own ideas relating to Māori politics in a scholarly manner in written and oral forms.

Final Examination

Students will be able to:

- differentiate Māori politics from non- Māori politics
- identify political theories that impact on Māori in contemporary political debates
- compare Māori politics with that of other Indigenous peoples, and
- evaluate which forms of constitutional arrangements might better support Māori political rights.

5 LECTURE OUTLINE

This programme is subject to change.

Day/Date	Lecture	Lecture Topic
M 16 Jul	1	Introductions and course outline Review of Māori politics - who gets what, where, how and why?
W 18 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 Perett, R (eds) <i>Justice, Ethics and New Zealand Society</i>, Auckland: Oxford University Press. www.rangahau.co.nz
M 23 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.
W 25 Jul	4	Creating political foundations: Tino rangatiratanga and sovereignty 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, C "Change, Past and Present" in <i>Weeping Waters</i>. Mutu M. "Constitutional Intentions: The Treaty of Waitangi Texts" in <i>Weeping Waters</i>. Durie, E. T. (1995) "Will the Settlers Settle?" <i>Otago Law Review</i>, Vol. 8, No. 3.
M 30 Jul	5	Creating political foundations: Tino rangatiratanga and sovereignty What is the history of the Māori seats? Is there a Māori voice in parliament? Reading: <ul style="list-style-type: none"> Wilson in <i>Māori and Parliament</i>.
W 1 Aug	6	Working for Māori: How does Parliament serve Māori? 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? Reading: <ul style="list-style-type: none"> Jones, S. "Labour and Māori" <i>Māori and Parliament</i>. Turei M. "Changes from, and the Future of MMP" <i>Māori and Parliament</i>. Beyer, G. "Māori in General Seats" in <i>Māori and Parliament</i>.

Day/Date	Lecture	Lecture Topic
M 6 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?</p> <p>Reference:</p> <ul style="list-style-type: none"> Māori TV. McCreanor, T. "Challenging and Countering Anti-Māori Discourse" [On Blackboard].
W 8 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. "interview" in <i>Resistance</i>. Sykes, A. "interview" in <i>Resistance</i>.
M 13 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 role of Te Puni Kōkiri? 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].
W 15 Aug	10	<p>Working for Māori: Parliament [Guest lecture: tbc] *NOTE: class will meet at Parliament*</p>
M 20 Aug	11	<p>Working for Māori: Local government</p> <p>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].
W 22 Aug	12	<p>Perennial issues and political footballs: Treaty settlements</p> <p>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> <p>Reading/reference:</p> <ul style="list-style-type: none"> Ruru in <i>Weeping Waters</i>. Waitangi Tribunal website.
Mid-Trimester Break: 27 August - 9 September		
M 10 Sep	13	<p>Perennial issues and political footballs: Election campaigning</p> <p>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, S. and Roberts, N. "Exit, Voice and Loyalty" in <i>Māori and Parliament</i>. Brash, D. "Nationhood" Speech at Orewa Rotary Club, 2004. [On Blackboard].

Day/Date	Lecture	Lecture Topic
W 12 Sep	14	<p>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:</p> <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'Regan, T. "Māori and Parliament: the future" in <i>Māori and Parliament</i>. • Winiata, W. (2005) "The Reconciliation of Kawanatanga and Tino Rangatiratanga" The Rua Rautau Lecture, Rangiata Church, Otaki. [On Blackboard].
M 17 Sep	15	<p>Perennial issues and political footballs: Resources What is the government currently proposing for freshwater? Why are these so contentious for Māori? Reading/reference:</p> <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
W 19 Sep	16	<p>Perennial issues and political footballs: Terror Reading/reference:</p> <ul style="list-style-type: none"> • Jackson, M. (2007) "Back in the Mists of Fear" a Primer. [On Blackboard]. • http://www.october15thsolidarity.info/
M 24 Sep	17	Group presentations
W 26 Sep	18	Group presentations
M 1 Oct	19	<p>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:</p> <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, A, "The Pacific Way" in <i>Weeping Waters</i>.
W 3 Oct	20	<p>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:</p> <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.
M 8 Oct	21	<p>Creating change: Iwi rūnanga Where do rūnanga fit politically? What role do they have nationally? What compromises do they make? Reading:</p> <ul style="list-style-type: none"> • Rangiheuea, T. "Urban Māori" 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]. • Jackson, M. (2000) "Where does sovereignty lie? In C. James (ed) <i>Building the Constitution</i>, Wellington: Institute of Policy Studies.

Day/Date	Lecture	Lecture Topic
W 10 Oct	22	<p>Creating change: Constitutional change Does Aotearoa need constitutional change? What are Māori doing to achieve constitutional change? What are the options? Reading:</p> <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, T. "Legislation and the Legislature" in <i>Weeping Waters</i>. • Jackson, M. "Constitutional Transformation" in <i>Weeping Waters</i>.
M 15 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? Reading:</p> <ul style="list-style-type: none"> • Love, N. "The Need for Fundamental Change" in <i>Māori and Parliament</i> • Winiata, W. "The Future: Determined to Survive", in <i>Māori and Parliament</i> • James, C. "Generalising Māori" in <i>Māori and Parliament</i>.
W 17 Oct		Wrap up: course summary and examination preparation

6 DISABILITY SUPPORT SERVICES

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.

7 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.**

8 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.

9 MANDATORY COURSE REQUIREMENTS

In order to pass this course, students must successfully complete the essays, presentation, and the final examination within the required timeframe.

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 Māori Legal Forum.
- Dahlberg, T. (1996) "Māori 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/avcademic

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