



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 215

## Tā Te Māori Whakahaere Rauemi Māori Resource Management

Course Reference Number (CRN): 445

### **Trimester 1, 2013 dates**

Lectures begin Monday, 4 March

Lectures end Friday, 7 June

Easter break 28 March - 3 April

Mid-trimester break 22 April - 28 April

Study week 10 June - 14 June

Assessment/examination period 14 June - 3 July



## 1 COURSE ORGANISATION

**Ko te Pūkenga  
Course Coordinator**

Dr Maria Bargh  
Room 213, 50 Kelburn Parade  
Telephone 463 5465  
Email maria.bargh@vuw.ac.nz

**Office Hour**

By appointment

**Lectures and Venues**

Monday and Wednesday  
10:00am - 11:50am  
KK203 (Kirk Building)

Other venues may be used where appropriate. 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 as necessary.

Additional course information will be posted on the course Blackboard site.

## 2 PRESCRIPTION, AIMS, LEARNING OBJECTIVES AND CONTENT

### 2.1 Course Prescription

This course focuses on the management of resources which are Māori owned and/or controlled. Legal, cultural, economic and political aspects are considered.

### 2.2 Course Aims

The aim of this course is to provide an overview of issues surrounding Māori resource management. It will examine the contested nature of resources in Aotearoa as both Māori and the Crown continue to struggle over, not only the initial questions of ownership and sovereignty, but also the models which will be used for governing particular resources once Māori possess them. A central question for the course is: how are different people theorising and framing 'Māori resource management' and what kinds of consequences do these differences hold?

The course will also examine the transfer of resources through the government's Treaty of Waitangi settlements process and the kinds of governance models the government encourages iwi to use to govern and exploit their resources.

A second central question of the course will be: how are Māori seeking to fulfil their role as kaitiaki of resources? Particular case studies will be covered including the Foreshore and Seabed Act 2004 and the Waitangi Tribunal Wai 262 claim regarding flora and fauna.

The course will also examine Māori resource management in a global context by examining the experiences of other Indigenous peoples and exploring how Indigenous resource management is being expressed or suppressed in countries such as the Americas and the Pacific.

Often in research of resource management scholars focus their attention solely on those in local or national government to the detriment of the accounts and activities of activists, iwi, hapu or non-governmental organisations. This course will try to balance attention on the numerous and varied ways in which people theorise about Māori resource management.

### 2.3 Learning Objectives

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

- explain at least two legislative documents relating to the use or control of Māori resources
- explain six Māori concepts relating to the environment
- contrast competing definitions of resource management, and
- analyse the role that Māori have played in the retention and return or development of Māori resources.

### 2.4 Course Content

The course content covers the following seven themes:

- 1 Manawhenua perspectives
- 3 Local governance
- 4 Settling?
- 5 Development
- 6 Negotiating kaitiakitanga and tino rangatiratanga
- 7 International Indigenous experiences.

## 3 ESSENTIAL TEXTS

### 3.1 Set Texts

There are three required texts.

The Course Reader *MAOR 215 Tā Te Māori Whakahaere Rauemi/Māori Resource Management, Trimester 1 2013*, available from vicbooks (see below), is required for the course, and should be brought to all classes.

Selby, R. Moore, P and Mulholland, M., 2010. *Māori and the Environment: Kaitiaki*. Wellington: Huia.

Students will be required to make their written work conform to the standards for referencing set out in:

Te Kawa a Māui, 2012. *Te Ara Poutama*. Wellington: Victoria University. You can download your own copy of this writing guide from Blackboard.

### 3.2 Obtaining Student Notes

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 11 February to 15 March 2013, while postgraduate textbooks and student notes will be available from vicbooks' new store, ground floor in the Easterfield Building, Kelburn Campus. After Week 2 of the trimester, all undergraduate textbooks and student notes will be sold from vicbooks, Easterfield Building.

Students can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Books can be couriered to students or they can be picked up from nominated collection points at each campus. Students will be contacted when they are available.

Opening hours are 8:00am - 6:00pm, Monday - Friday during term time (closing at 5:00pm in the holidays). Telephone 463 5515.

At the start of the trimester please refer to the noticeboards at 48 and 50 Kelburn Parade for an updated list of Course Readers available for purchase.

### 3.3 Recommended

The following texts are highly recommended for this course.

Durie, M., 1998. *Te Mana Te Kawanatanga*. Oxford University Press: Auckland.

Kawharu, Mereta, (ed), 2002. *Whenua Managing our Resources*. Auckland.

### 3.4 Supplementary resources

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

Māori news and links  
[www.maorinews.com/karere](http://www.maorinews.com/karere)

Peace Movement Aotearoa  
[www.converge.org.nz/pma](http://www.converge.org.nz/pma)

Waitangi Tribunal  
[www.waitangi-tribunal.govt.nz](http://www.waitangi-tribunal.govt.nz)

Footprint calculator  
[www.mfe.govt.nz/withyou/do/footprint/calculator.html](http://www.mfe.govt.nz/withyou/do/footprint/calculator.html)

Convention on Biological Diversity  
[www.biodiv.org/convention/default.shtml](http://www.biodiv.org/convention/default.shtml)

People Poisoned Daily  
[www.peoplepoisoned.net/](http://www.peoplepoisoned.net/)

100 Words Every New Zealander Should Know  
[www.nzhistory.net.nz/culture/tereo-100words](http://www.nzhistory.net.nz/culture/tereo-100words)

Tuanuku on Facebook  
[www.facebook.com/group.php?gid=162984541246&v=wall](http://www.facebook.com/group.php?gid=162984541246&v=wall)  
<http://wakeupfreakout.org/film/tipping.html>

### 3.5 Videos

- Donaldson, Matthew, 2004. *The Tide is Turning*.
- <http://engagemedia.org/Members/oceanianewsreal/videos/tideisturning.mov/view>

## 4 BLACKBOARD

Students will be able to access some course information electronically from Blackboard. The URL address is <http://blackboard.vuw.ac.nz>. Students are reminded of their responsibility to observe the conditions of access and use of the website at all times.

## 5 ASSESSMENT REQUIREMENTS

INTERNAL COURSE WORK	50%
FINAL EXAMINATION	50%

### 5.1 Method of Assessment

The assessment programme comprises both internally assessed work and a final examination. The internal assessment is worth 50% of the total course marks and comprises one presentation (10%), essay one (15%), and essay two (25%).

The final examination is worth 50% of the total course marks.

Written work may be in Māori or English. If you wish to use te reo, please let me know in advance so that I can arrange a marker without delay.

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, and
- **use of sources** - content and scope of bibliography, use of textual referencing.

### 5.2 Presentation 10%

Students will work in pairs, prepare and present on one of the readings for that particular class. Readings will be assigned during Week 2 and will **begin from Week 4**. Presentations will be approximately 15 minutes in length, which will include the student's brief analysis of the content and a critique of the article. Students will be individually assessed and will clearly identify which parts of the

presentation they are responsible for (10 minutes). Each student is expected to present the part of the article they have taken responsibility for. Students will be expected to engage their peers in a discussion regarding the topic/reading (5 minutes).

**5.3 Essay One 15%**

Students will be assessed on their ability to accurately and concisely essay on a specific resource case. There is a maximum word limit of 2,000 words (**due: Wednesday 27 March, 5:00pm**). For further information see the information sheet in this Course Outline. See also the *Te Kawa a Māui Academic Writing Guide*.

**5.4 Essay Two 25%**

Students will be assessed on their ability to research and make a convincing argument for an essay. Students will come up with their own question which must be approved by the Course Coordinator. There is a maximum word limit of 3,000-3,500 words (**due: Monday 13 May, 5:00pm**). Further information will be available in lectures. See also the *Te Kawa a Māui Academic Writing Guide*.

**5.5 Final Examination 50%**

The Final Examination is a three-hour closed book examination held during the **Trimester 1 Examination Period (14 June - 3 July)**. **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.

**5.6 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 PENALTIES**

By prior arrangement and 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 (including weekends). NB 5% is equivalent to one grade - ie, from an A+ to an A
- after five days the assignment will be accepted for the purposes of meeting the 'mandatory course requirements' but no mark will be given.

## **7 RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OBJECTIVES**

### **7.1 Presentation**

Students will be assessed on their understanding of the text, their analysis, a critique and their presentation style. Students are expected to engage their peers and will be assessed on this.

### **7.2 Essay One**

Students will be assessed on the standard of presentation of their reports, the quality, depth and scope of the content of their material and overall presentation. Students will be expected to demonstrate their learning from the course materials, lectures and thorough research.

### **7.3 Essay Two**

Students will be assessed on the standard of presentation of their essay, the quality of their argument, depth and scope of the content of their material and overall presentation. Students will be expected to show research separate from those discussed in class.

### **7.4 Final Examination**

The Final Examination is comprised of questions requiring short essay answers. Exam questions are designed so that students can demonstrate their abilities with respect to all of the learning objectives.

## **8 EXPECTED WORKLOAD**

The workload for MAOR 215 is consistent with other Faculty 20 point courses. Students should allow on average some 13 hours per week for this course. This weekly average, which includes class contact hours, will ensure that each student can maintain satisfactory progress.

## **9 MANDATORY COURSE REQUIREMENTS**

In order to pass this course, students must:

- attend 20 out of 24 lectures
- satisfactorily complete ALL assessments, and
- attempt the final examination.



## 10 LECTURE PROGRAMME

This programme provides an outline of lecture content.

Week	Date	Lecturer	Lecture Topic
1	M 4 Mar	Maria Bargh	<b>Introduction to course</b>
	W 6 Mar	Maria Bargh	<b>Theorising about Māori Readings:</b> Teaiwa, Teresia (1999) "Scholarship from a Lazy Native", <i>Moana</i> , Vol. 4 Spring 1999. Jackson, Moana (1991) "Maori Law, Pakeha Law and the Treaty of Waitangi", <i>Mana Tiriti: The Art of Protest and Partnership</i> . Wellington: Daphne Brasell Associates Press.
2	M 11 Mar	Maria Bargh	<b>Manawhenua perspectives: Declaration of Independence, Treaty of Waitangi, Tino rangatiratanga Readings:</b> Mead, Hirini Moko, 2003. 'Rāhui, Aukati: Ritual Prohibitions'. In Mead, Hirini Moko (2003) <i>Tikanga Māori: Living by Māori Values</i> . Huia Publishers, pp.193-207.
	W 13 Mar	Maria Bargh	<b>Manawhenua perspectives: colonisation, property, role of the Native Land Court and raupatu Readings:</b> Erueti, Andrew, 1999. "Maori customary law and land tenure: an analysis" in Richard Boast (et.al) <i>Maori Land Law</i> . Wellington: Butterworths. Williams, David V., 1999. "The 'Engine of Destruction' in Action". In Williams, David V. (1999) <i>Te Kooti Tango Whenua: The Native Land Court 1864-1909</i> . Huia Publishers, pp.157-199.
3	M 18 Mar	Maria Bargh	<b>Manawhenua: Whanganui-a-Tara Research Project</b>
	W 20 Mar	Maria Bargh	<b>Local government Readings:</b> Durie, Mason, 1998. "Chapter 5: Mana Whenua" <i>Te Mana Te Kawanatanga</i> . Auckland: Oxford University Press.

Week	Date	Lecturer	Lecture Topic
4	M 25 Mar	Maria Bargh	<b>Resource Management Act 1991</b> <b>Readings:</b> Harris, Aroha, 2004. "Chapter Four: Ka Whawhai Tonu Matou", <i>Hiko</i> . Wellington: Huia. Selby, R and Moore, P., 2010. In Selby, R. (et.al) (eds) <i>Maori and the Environment: Kaitiaki</i> . Wellington: Huia.
	W 27 Mar	Maria Bargh	<b>'Settling'? The Waitangi Tribunal</b> <b>Readings:</b> Belgrave, M., 2012. "Negotiations and Settlements", in N. Wheen and J. Hayward, <i>Treaty of Waitangi Settlements</i> , Wellington: Bridget Williams Books. Joseph, R., 2012. "Unsettling Treaty Settlements" in N. Wheen and J. Hayward, <i>Treaty of Waitangi Settlements</i> . Wellington: Bridget Williams Books.
<b>EASTER BREAK: 28 March - 3 April</b>			
5	M 8 Apr	Maria Bargh	<b>Working with the RMA and consultation</b> <b>Readings:</b> Warren, T.R., 2010. In Selby, R. (et.al) (eds) <i>Maori and the Environment: Kaitiaki</i> . Wellington: Huia. Mulholland, M., 2010. In Selby, R. (et.al) (eds) <i>Maori and the Environment: Kaitiaki</i> . Wellington: Huia.
	W 10 Apr	Maria Bargh	<b>Economic' Development</b> <b>Readings:</b> Berl economics, 2010. "The Asset Base, Income, Expenditure and GDP of the 2010 Maori Economy" [On Blackboard]. Te Puni Kokiri and Maori Economic Taskforce, 2010. "Iwi Infrastructure and Investment". [On Blackboard].

Week	Date	Lecturer	Lecture Topic
6	M 15 Apr	Maria Bargh	<b>Sustainable Development</b> <b>Readings:</b> Mutu, M. 2010. In Selby, R. (et.al) (eds) <i>Maori and the Environment: Kaitiaki</i> . Wellington: Huia. Te Waka Kai Ora, 2011. <i>Mahinga Ahuwhenua Hua Parakore: Hua Parakore Pastoral Farming</i> . Kaikohe: Te Waka Kai Ora. [On Blackboard].
	W 17 Apr	Mike Smith	<b>Negotiating kaitiakitanga and tino rangatiratanga: Climate Change</b> <b>Readings:</b> Kanawa, L., 2010. In Selby, R. (et.al) (eds) <i>Maori and the Environment: Kaitiaki</i> . Wellington: Huia. Blue economy <a href="http://www.zeri.org/">http://www.zeri.org/</a>
<b>MID-TRIMESTER BREAK: 22 April - 28 April</b>			
7	M 29 April	Maria Bargh	<b>Negotiating kaitiakitanga and tino rangatiratanga: Energy resources</b> <b>Readings:</b> Greenpeace, 2012. <i>Out of Our Depth: Deep-sea Oil Exploration in New Zealand</i> . [On Blackboard]. Waitangi Tribunal "Introduction" <i>Petroleum Report</i> . [On Blackboard].
	W 1 May	Field Trip	<b>Field Trip Taranaki Street – Finding an Historical Site and How the RMA can work (tbc)</b>
8	M 6 May	Maria Bargh	<b>Negotiating kaitiakitanga and tino rangatiratanga: Foreshore and Seabed</b> <b>Readings:</b> Durie, Mason, 2005. "Takutai Moana: Between the Tides" in <i>Nga Tai Matatu</i> . Melbourne: Auckland University Press. Whare, T., 2010. In Selby, R. (et.al) (eds) <i>Maori and the Environment: Kaitiaki</i> . Wellington: Huia.

Week	Date	Lecturer	Lecture Topic
	W 8 May	Maria Bargh	<p><b>Negotiating kaitiakitanga and tino rangatiratanga: co-management</b></p> <p><b>Readings:</b>  Smith, H., 2010. In Selby, R. (et.al) (eds) <i>Maori and the Environment: Kaitiaki</i>. Wellington: Huia.  Tawhai, V., 2010. In Selby, R. (et.al) (eds) <i>Maori and the Environment: Kaitiaki</i>. Wellington: Huia.</p>
9	M 13 May	Maria Bargh	<p><b>Negotiating kaitiakitanga and tino rangatiratanga: Wai 262 protecting intellectual and cultural resources</b></p> <p><b>Readings:</b>  Kawharu, M., 2010. In Selby, R. (et.al) (eds) <i>Maori and the Environment: Kaitiaki</i>. Wellington: Huia.  Durie, M., 2010. In Selby, R. (et.al) (eds) <i>Maori and the Environment: Kaitiaki</i>. Wellington: Huia.</p>
	W 15 May	Maria Bargh	<p><b>Negotiating kaitiakitanga and tino rangatiratanga: new technologies</b></p> <p><b>Readings:</b>  Hutchings, J. and Greensill, A., 2010. In Selby, R. (et.al) (eds) <i>Maori and the Environment: Kaitiaki</i>. Wellington: Huia.</p>
10	M 20 May	Maria Bargh	<p><b>Negotiating kaitiakitanga and tino rangatiratanga: Freshwater</b></p> <p><b>Readings:</b>  Tipa, G., 2010. In Selby, R. (et.al) (eds) <i>Maori and the Environment: Kaitiaki</i>. Wellington: Huia.  Bennett, A., 2010. In Selby, R. (et.al) (eds) <i>Maori and the Environment: Kaitiaki</i>. Wellington: Huia.</p>

Week	Date	Lecturer	Lecture Topic
	W 22 May	Maria Bargh	<p><b>Negotiating kaitiakitanga and tino rangatiratanga: Forests and farming</b></p> <p><b>Readings:</b>  Forster, M., 2010. In Selby, R. (et.al) (eds) <i>Maori and the Environment: Kaitiaki</i>. Wellington: Huia.  Pauling, C., 2010. In Selby, R. (et.al) (eds) <i>Maori and the Environment: Kaitiaki</i>. Wellington: Huia.  Manaaki Whenua Landcare Research, 2002. "A Framework For Engagement Of Maori Landowners". In "Carbon Farming Using Indigenous Forest Regeneration". [On Blackboard].</p>
11	M 27 May	Maria Bargh	<p><b>Negotiating kaitiakitanga and tino rangatiratanga: Fisheries</b></p>
	W 29 May	Maria Bargh	<p><b>International Indigenous experiences: Food sovereignty</b></p> <p><b>Readings:</b>  Subcomandante Insurgente Marcos, 2003. "Tomorrow Begins Today: invitation to an insurrection", in <i>Notes from Nowhere, We Are Everywhere</i>. London: Verso.  GRAIN, 2008. "Getting out of the Food Crisis" <i>Seedling</i>, July.  Mander, Jerry and Tauli-Corpus, Victoria (eds) (et.al), 2005. "Aspects of Traditional Knowledge and Worldview", <i>Paradigm Wars: Indigenous Peoples' Resistance to Economic Globalization</i>, International Forum on Globalization, Committee on Indigenous Peoples.</p>

Week	Date	Lecturer	Lecture Topic
12	M 3 June	<b>QUEEN'S BIRTHDAY</b>	
	W 5 June	Maria Bargh	<b>International Indigenous experiences: what is Indigenous resource management?</b> <b>Course review and examination preparation</b> <b>Readings:</b> Bargh, Maria, 2007. "A Small Issue of Sovereignty" in <i>Resistance: An Indigenous Response to Neoliberalism</i> . Wellington: Huia. Hayward, Janine and Price, Richard T., 2004. "Indian Treaties and Land Claims in Canada", in Janine Hayward and Nicola R. Wheen, (eds) <i>The Waitangi Tribunal</i> . Wellington: Bridget Williams Books.

## 11 STUDENTS WITH DISABILITIES

The University has policies for supporting students with disabilities, particularly with regards to examinations and assessments. Contact the lecturer if you feel this applies to you.

## 12 RECOMMENDED READING

### 12.1 Highly Recommended Texts

Please note that you are not expected to purchase these books for the course.

Battiste, M and Youngblood Henderson, J. S., 2000. *Protecting Indigenous Knowledge and Heritage*. Saskatoon: Purich Publishing.

Commission for the Environment, 1988. *Environmental Management and the Principles of the Treaty of Waitangi*. Report on Crown Responses to the Recommendations of the Waitangi Tribunal 1983-1988. Wellington: Te Kaitiaki Taiao Parliamentary Commissioner for the Environment.

Hayward, J. (ed), 2003. *Local Government and the Treaty of Waitangi*. Melbourne: Oxford University Press.

High Court of NZ, 1987. *Huakina Development Trust v Waikato Valley Authority and R.P. and S.J. Bowater*. Judgement of Chilwell, J. M 430/86, 29 May. Also, in NZLR Vol. 1, 1987, p.188.

Keenan, D. (2009) *Wars Without End: The Land Wars in Nineteenth-century New Zealand*, Auckland: Penguin.

Levine, H., 1987. "The Cultural Politics of Māori Fishing: An Anthropological Perspective on the First Three Significant Waitangi Tribunal Hearings". In the *Journal of the Polynesian Society*, Vol. 96 (4), pp.421-443.

- Maynard, Kristen, 1991. *Ki te u o te hiahia: a guide to the Resource Management Act* (kit) (1 book, 1 video). Wellington: Ngā Kaiwhakamarama i ngā Ture.
- Mead, S. M., 1997. *Landmarks, Bridges and Visions: Aspects of Maori Culture*. Wellington: Victoria University Press.
- NZ Law Commission, 1989. *The Treaty of Waitangi and Māori Fisheries Mataitai: Ngā Tikanga Māori Me Te Tiriti o Waitangi*. Preliminary Paper No 9. Wellington: NZ Law Commission.
- Oliver, W H., 1991. *Claims to the Waitangi Tribunal*. Wellington: Waitangi Tribunal Division, Department of Justice.
- Smith, L., 1999. *Decolonizing Methodologies: Research and Indigenous Peoples*. Dunedin: AUP and University of Otago Press.
- Ward, A, 1999. *An Unsettled History: Treaty Claims in New Zealand Today*. Wellington: Bridget Williams Books.

## 12.2 Parliamentary Acts

NZ Constitution Act 1852  
 Māori Social and Economic Advancement Act 1945  
 Māori Welfare Act 1962  
 Water and Soil Conservation Act 1967  
 Treaty of Waitangi Act 1975  
 Official Information Act 1982  
 Fisheries Act 1983  
 Law Commission Act 1985  
 Treaty of Waitangi Amendment Act 1985  
 Constitution Act 1986  
 Environment Act 1986  
 Fisheries Amendment Act 1986  
 State Owned Enterprises Act 1986  
 Conservation Act 1987  
 Māori Language Act 1987  
 Treaty of Waitangi (State Enterprises) Act 1988  
 Treaty of Waitangi Amendment 1988  
 Children and Young Persons Act 1988  
 State Sector Act 1988  
 Local Government No. 2 Act 1989  
 Māori Fisheries Act 1989  
 Crown Forest Assets Act 1989  
 Public Finance Act 1989  
 Education Act 1989  
 Education Amendment Act 1990  
 Resource Management Act 1992  
 Treaty of Waitangi (Fisheries Claims) Settlement Act 1992  
 Ture Whenua Māori Act 1993  
 Electoral Act 1993

## **MAOR 215 Māori Resource Management**

### **Essay One**

**Due: 27 March** (worth 15% of total grade)

#### **Instructions**

- 1 Identify a block or defined area of land or water resource to which Māori individuals, whānau, hapū or iwi have expressed an interest.
- 2 Your aim is to answer the following questions: Who owns this resource now? Are these (individuals, whānau, hapū, iwi, Māori organisation or the Crown) the correct owners? Why? Why not?
- 3 Outline in a concise manner, the history of ownership of the selected resource - ie, both customary and contemporary. Explain the instruments used to alienate the resource and discuss the impacts each has had on the interests of the Māori owners.
- 4 You may refer to a land or water resource that has been reported on by the Waitangi Tribunal. You might wish to use a case study analysis approach. In the description section of your essay, try to identify the salient issues relating to the resource and provide a concise background of the resource's history of ownership.
- 5 Your analysis should relate directly to the issues identified in your description section, and must include appropriate references/sources.
- 6 Once you have identified a particular resource to research, you must discuss your topic with the Course Coordinator who will grant you approval to proceed. The coordinator will give you advice about how to scope your research in order to meet the requirements of the essay and ensure that the task is manageable.



## MAOR 215 Māori Resource Management

### ESSAY ONE GRADING SHEET

(worth 15% of total grade)

Name: \_\_\_\_\_

Topic: \_\_\_\_\_

- |   |  |     |
|---|--|-----|
| 1 | Understanding and answering the question as asked and providing suitable definitions.  | 10% |
| 2 | Presentation and structure of the essay. The essay structure is consistent with the Academic Writing Guide. Grammar and spelling is of a high standard.  | 10% |
| 3 | Bibliography and referencing; content of bibliography and systematic referencing throughout essay.   | 10% |
| 4 | Content of the essay. The essay must show familiarity with the topic, and provide adequate and relevant examples selection, relevance, depth and coverage. You will be assessed here on the depth of research you have conducted.                            | 25% |
| 5 | Analysis – inclusion of essential points, analysis and logic of argument, presentation of arguments and points of view and the use of theories, (eg, Māori, indigenous, mana wahine, iwi or hapū tikanga and kawa), illustrations and supporting quotations. | 30% |
| 6 | Originality and insight - the ability to integrate your own ideas and perceptions into your essay.   | 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:** \_\_\_\_\_ %

## MAOR 215 Māori Resource Management

### ESSAY TWO GRADING SHEET

(worth 25% of total grade)

Name: \_\_\_\_\_

Topic: \_\_\_\_\_

- |   |  |     |
|---|--|-----|
| 1 | Understanding and answering the question as asked and providing suitable definitions.  | 10% |
| 2 | Presentation and structure. The essay structure is consistent with the Academic Writing Guide. Grammar and spelling is of a high standard.   | 10% |
| 3 | Bibliography and referencing. Content of bibliography and systematic referencing throughout essay.   | 10% |
| 4 | Content. The essay must show familiarity with the topic, and provide adequate and relevant examples selection, relevance, depth and coverage. You will be assessed here on the depth of research you have conducted.   | 25% |
| 5 | Analysis – inclusion of essential points, analysis and logic of argument, presentation of arguments and points of view and the use of theories, (eg, Māori, indigenous, mana wahine, iwi or hapū tikanga and kawa), illustrations and supporting quotations. | 30% |
| 6 | Originality and insight - the ability to integrate your own ideas and perceptions into your essay.   | 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:** \_\_\_\_\_ %

**MAOR 215 Māori Resource Management**

**PRESENTATION MARKING SHEET**

(worth 10% of total grade)

**Analysis of reading**

**(15)**

Below Average          Average          Very good          Excellent

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**Critique**

**(15)**

Below Average          Average          Very good          Excellent

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**Presentation Style**

**(10)**

Below Average          Average          Very good          Excellent

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**Engaging Peers**

**(10)**

Below Average          Average          Very good          Excellent

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**Comments**

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Date \_\_\_\_\_

Marker \_\_\_\_\_

## 13 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](http://www.victoria.ac.nz/home/study/plagiarism)

## 14 WHERE TO FIND MORE DETAILED INFORMATION

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

## 15 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](http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds)

Information about refunds may also be found here.