



TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



VICTORIA
UNIVERSITY OF WELLINGTON

Te Kawa a Māui

Faculty of Humanities and Social Sciences

MAOR 210

Special Topic: Cultural Mapping

Course Reference Number (CRN): 10450

Course Value: 20 points

Trimester 2 2013

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

E tipu, e rea mō nga rā o tōu ao

1 IMPORTANT DATES

Trimester dates	15 July to 17 November
Teaching dates	15 July to 18 October
Mid-trimester break	26 August to 8 September
Last assessment item due	18 October
	Only in the case of individual extensions will the commitments for MAOR 210 extend into the end-of-trimester Study Week or the examination/assessment period.
Study period	21 – 25 October
Examination/assessment period	25 October to 16 November
Withdrawal dates	Refer to www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds
Aegrotats	The provisions for aegrotat passes apply to assessment that falls within the last three weeks of teaching or the final examination period. During this period, if you cannot complete an assignment or sit a test or examination, and if it is not possible to make alternative arrangements for assessment with the course coordinator, refer to the link for Aegrotats under 'Other Important Information' in section 13 below.

2 COURSE ADMINISTRATION

Course Coordinator	Dr Ocean Mercier Room 207, 50 Kelburn Parade Telephone 463 7457 Email ocean.mercier@vuw.ac.nz
Office Hours	Monday 10:00-11:00am or by appointment
Workshops	Monday, 9:00-9:50am
Lectures	Wednesday, 9:00am-10:50am AM 102 (Alan MacDiarmid Building)

Class Representative

A class representative will be elected at the start of the course. Contact details will be made available through Blackboard. The class representative will liaise between the students and the Course Coordinator as necessary.

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

3 COURSE AIMS AND LEARNING OBJECTIVES

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

Students who pass the course should be able to:

- 1 understand and discuss Indigenous peoples' (particularly Māori) and "Western" (particularly Pākehā) conceptions of land and whenua, and how these impact upon representations of land, place and space
- 2 understand the relationship between historic mapping and cultural mapping by being able to recall and discuss, for instance, key movements in the imperial mapping tradition, traditional Pacific and Māori wayfinding and mapping, and/or New Zealand's cartographic history
- 3 understand the advantages and limitations of different types of map projections (physical, oblique, logarithmic, non-linear and cartogram) and coordinate systems (World Geodetic System 1984, New Zealand Transverse Mercator) and know when to apply these for different types of spatial information
- 4 use a Garmin E-Trex GPS device to locate and mark waypoints in the field
- 5 create maps from surveyed data using either Google Maps, Google Earth and Quantum GIS
- 6 describe and analyse specific cases where Google Earth and Geographic Information Systems (GIS) are being used to manage Māori resources, and
- 7 apply the above to produce a 'cultural map' that is critically aware of the history and power of the map in telling a specific story.

4 COURSE CONTENT

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

- Māori conceptions and representations of land, and culture
- critiquing historical/imperial maps
- Māori mapping: past and present

- representing culture and community in maps – examples from Māori and Indigenous GIS
- projections of space: from Cartesian to ‘artography’, and
- basic surveying and mapping skills.

5 SET TEXTS AND OTHER RESOURCES

5.1 Required Text

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

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

5.2 Recommended Dictionary

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

5.3 Academic Writing Guide

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

5.4 Blackboard

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

6 TEACHING AND LEARNING SUMMARY

6.1 Classes

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

6.2 Workload

MAOR 210 is worth 20 points, which means the total workload for the course is 200 hours. Students should thus allow about 13 hours per week, inclusive of lecture time, for this course.

7 ASSESSMENT

7.1 Course Work Submission and Return

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 assignment submission. Hard copies of this are available by the Assignment Box.

As soon as work is marked a notice will be posted on Blackboard and you will be able to collect these from the Māori Studies Office at 50 Kelburn Parade. Marked assignments will also be brought to the lecture or workshop for students to pick up. It is important that you collect your work as lecturer feedback on your assignment is key to your learning.

7.2 Assessment Tasks

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

7.3 Internal Course Work

100%

Assessment	Value	Due dates	Link to course learning objectives (CLOs)
10 workshop activities	40%	5:00pm 24 Jul – 16 Oct (Weeks 2-12)	CLO: 1-6
Research mapping project 1	25%	5:00pm 13 Sep (Week 7)	CLO: 3, 4, 5
Presentation	5%	25 Sep, 2 Oct (Weeks 9-10)	CLO: 7
Research mapping project 2	30%	5:00pm 18 Oct (Week 12)	CLO: 7

7.4 Workshop Activities (max 500 words each)

Comprising 40% in total

You will be given a task or assignment to complete in response to each tutorial/workshop/field trip. You will have until 5:00pm the following Wednesday to hand it in. Each assignment is worth up to 4% towards your final mark. The tasks you are expected to do will vary as will the amount of writing you do for each (for instance, Blackboard tests will require no writing). As a general guide a maximum of 500 words is required for each. There will be 11 tasks set over the duration of the course. You must complete a minimum of 8 of these. This

means that you need to attend at least 8 of the workshops and tutorials. If you hand in 11 out of 11, the 10 best marks will be counted towards your final grade. The understanding and skills required for cultural mapping is varied, and so the weekly assignment is designed to build knowledge, understanding and skills related to the course learning objectives. Work will be returned with constructive feedback within a fortnight of submission.

7.5 Field Trip and Research Mapping Project 1 (2-3000 words) 25%

On Saturday August 17, archaeologist Bruce McFadgen will lead us on a trip to Paekākāriki for the purpose of mapping and describing midden sites there. Transport for the field trip will leave from 50 Kelburn Parade at 8:30am sharp on Saturday morning. You will be returned to 50 Kelburn Parade by 5pm that day. You will be given a list of things that you need to bring: this will include a packed lunch (although some food will be provided), water, raincoat, sturdy shoes, pencil, notebook, hat and sunscreen. You will gain 5% for attendance at and active and constructive participation during the field trip. There is no cost for the field trip this year (note that this differs from the online course catalogue description).

Students will be split into groups of about 4 people for the purpose of completing tutorial and field work. Students will then individually write two reports from their field work. The first report is for the New Zealand Archaeological Association (worth 10%). The second report is for the landowner, and will give advice about protecting sites from inadvertent damage (worth 10%). The lower and upper word limits for both of these assignments is 1000-1500 words.

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

More information will be given in class about the field trip and mapping project, including the assessment criteria, in Week 2. The due date for submitting this project is **5:00pm Friday, 13 September**.

7.6 Presentation 5%

During the workshop/tutorial in Weeks 9-10 you will give a 5-10 minute presentation on your proposed mapping project 2. The presenter will be marked on how well they communicate their intended research, and how the project connects with scholarship and literature covered in MAOR 210. The presentation is designed to allow students to share their work, and exchange constructive feedback that may be used in the completion of Research Mapping Project 2. To that end, the class will have up to 5 minutes to ask questions and offer comments to the presenter, for a total presentation slot of 10 minutes. More information, and a marking sheet will be made available by Week 6.

7.7 Research Mapping Project 2

30%

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

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

The content of the map could be drawn from any of the sources covered in class, eg NZAA, WCC. The map must be submitted with a 1000-1500 word commentary that describes the aims, purpose and form of the map. In this commentary you should cite at least 8 references. A maximum of 80% of your references can be from the course reader. This assignment will give you the opportunity to consolidate what you've learnt about mapping history, the construction of knowledge through the map and cultural mapping, to produce a piece of work that speaks critically to the issue of your choosing. More information will be given in class about this assessment, including the assessment criteria by Week 8. The due date for submitting this project is **5:00pm Friday, 18 October**.

8 PENALTIES

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

IMPORTANT: For the sake of thematic continuity, it is very important that readings are presented on the dates assigned. Students who, due to illness or bereavement, are unable to attend sessions in which they have been scheduled to give presentations **MUST** provide evidence for their absence. Only those with a legitimate excuse to be absent will be given another opportunity to present work.

9 MANDATORY COURSE REQUIREMENTS

In addition to achieving an overall pass mark of 50%, students must:

- attend at least 9 of 12 lectures in total
- attend at least 10 of 12 tutorials/workshops/field trips in total, and
- attempt and submit assessment as laid out in section 7.

10 COURSE PROGRAMME

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

Week	Day/Date	Lecture Theme	Reading	Assessment
1	M 15 Jul	Reading Whenua	Davis et al, Irwin	
	W 17 Jul	Paper Maps		
2	M 22 Jul	Conceptions of Whenua	Turnbull, Lionel Barton, Kahukiwa and Grace	
	W 24 Jul	"Points of Interest" Presentations Digital Maps		
3	M 29 Jul	Mapping Whenua	Sims and Thompson-Fawcett, Kelly	
	W 31 Jul	Navigating Local Spaces		
4	M 5 Aug	Mapping Local Spaces Guest Lecturer: tbc	Byrnes, Kirkpatrick	
	W 7 Aug	Representations of Land and Space		
5	M 12 Aug	Surveying and Mapping, Guest Lecturer: Bruce McFadgen	McFadgen, Cosgrove	
	W 14 Aug	GPS Waypoint Navigation, Guest: Bruce McFadgen		
	Sat 17 Aug	Field Trip Guest Lecturer: Bruce McFadgen		
6	M 19 Aug	Digital Mapping	McKinnon, Royal	
	W 21 Aug	GPS Waypoint Marking		
MID-TRIMESTER BREAK: 26 August – 8 September				
7	M 9 Sep	Geographic Information Systems	Harmsworth	Mapping Project 1 due: 13 September
	W 11 Sep	Orienteering		
8	M 16 Sep	GIS in Hapū and Iwi Projects Guest Lecturer: tbc	Tallbear and Pacey, Harmsworth (Blackboard)	
	W 18 Sep	Heritage Sites in Pōneke		
9	M 23 Sep	GIS in Claims Research Guest Lecturer: tbc	Sparke (Blackboard) and tbc	Mapping Project Presentations
	W 25 Sep	Archaeological Sites in Pōneke		
10	M 30 Sep	Spatial History Guest Lecturer: tbc	tbc	Mapping Project Presentations
	W 2 Oct	Sites of Cultural Significance: Locating and Mapping		
11	M 7 Oct	GIS in International Tribal Contexts Guest Lecturer: tbc	tbc	
	W 9 Oct	Cultural Mapping		
12	M 14 Oct	Artography	Jacobs, Harmon	Mapping Project 2 due: 18 October
	W 16 Oct	Geocaching		

11 REFERENCE TEXTS AND INTERNET RESOURCES

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

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

- Alexander Turnbull Library (2006). *Map New Zealand: 100 Magnificent Maps from the Collection of the Alexander Turnbull Library*. Auckland, N.Z.: Random House New Zealand.
- Byrnes, Giselle (2001). *Boundary markers: land surveying and the colonisation of New Zealand*. pp 95-122. Wellington, N.Z.: Bridget Williams Books.
- Cosgrove, Denis E. (2008). *Geography & Vision*. pp 104-118. London, N.Y.: I.B. Taurus.
- Davis, Te Aue et al (1990). *He Kōrero Pūrakau mō ngā Taunahanahatanga a ngā Tūpuna: Place Names of the Ancestors, a Māori Oral History Atlas*. Wellington, New Zealand: New Zealand Geographic Board.
- Davis, Te Aue, Tipene O'Regan and John Wilson (1990). *Ngā Tohu Pūmahara: The Survey Pegs of the Past. Understanding Māori Place Names*. New Zealand. The New Zealand Geographic Board.
- Harmon, Katherine (2009). *The Map as Art: Contemporary Artists Explore Cartography*. New York: Princeton Architectural Press.
- Irwin, Geoffrey (1992). *The Prehistoric Exploration and Colonisation of the Pacific*. Cambridge, U.K.: Cambridge University Press.
- Jacobs, Frank (2009). *Strange Maps: An Atlas of Cartographic Curiosities*. New York: Viking Studio.
- Kawharu, Merata (ed.) *Whenua: Managing our Resources*. pp 252-271. Auckland, N.Z.: Reed Publishing (NZ) Ltd.
- Kirkpatrick, Russell (1999). *Bateman Contemporary Atlas New Zealand: The Shapes of Our Nation*. Auckland, N.Z.: David Bateman Ltd.
- McFadgen, Bruce (2007). *Hostile Shores: Catastrophic Events in Prehistoric New Zealand and their Impact on Maori Coastal Communities*. pp 143-185. Auckland: Auckland University Press.
- McKinnon, Malcolm (1997). *Bateman New Zealand Historical Atlas: Ko Papatuanuku e Takoto Nei*. Auckland, N.Z.: David Bateman Ltd.
- Sinton, Diana Stuart and Jennifer J. Lund (2007). *Understanding Place: GIS and Mapping Across the Curriculum*. California: ESRI Press.
- Suarez, Thomas (2004). *Early Mapping of the Pacific. The Epic Story of Seafarers, Adventurers and Cartographers Who Mapped the Earth's Greatest Ocean*. Singapore: Periplus Editions.
- Turnbull, David (1991). *Mapping the World in the Mind: An Investigation of the Unwritten Knowledge of the Micronesian Navigators*. Deakin, Victoria: Deakin University Press.
- Turnbull, David (1998). *Masons, Tricksters and Cartographers*. London, N.Y.: Routledge.
- Woodward, David and G. Malcolm Lewis (1998). *The History of Cartography: Cartography in the Traditional African, American, Arctic, Australian and Pacific Societies (Vol 2, Book 3)*. pp 493-536. Chicago: University of Chicago Press.

Internet Resources

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

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

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

Te Kawa a Māui, 2010-2013. *Te Kawa a Māui Atlas*. Available: <http://www.atlas.maori.nz> or <http://www.victoria.ac.nz/maori/atlas>
Wellington: Victoria University of Wellington.

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

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

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

12 STUDENT FEEDBACK

New student activity related to the Te Kawa a Māui Atlas website has been introduced to the 2013 course and other modifications have been made to course content as a result of student feedback in 2012. During this course I will solicit student feedback on the Te Kawa a Māui Atlas online, as well as the course as a whole.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php

13 OTHER IMPORTANT INFORMATION

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- **Academic integrity and plagiarism:**
www.victoria.ac.nz/home/study/plagiarism
- **Aegrotats:**
www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat
- **Academic progress:**
www.victoria.ac.nz/home/study/academic-progress
(including restrictions and non-engagement)
- **Dates and deadlines:**
www.victoria.ac.nz/home/study/dates
- **FHSS Student and Academic Services Office:**
www.victoria.ac.nz/fhss/student-admin
- **Grades:**
www.victoria.ac.nz/home/study/exams-and-assessments/grades
- **Resolving academic issues:**
www.victoria.ac.nz/home/about/avcacademic/publications2#grievances

- **Special passes:**
www.victoria.ac.nz/home/about/avcacademic/publications2#specialpass
- **Statutes and policies:**
www.victoria.ac.nz/home/about/policy
(including the Student Conduct Statute)
- **Student support:**
www.victoria.ac.nz/home/viclife/studentsservice
- **Students with disabilities:**
www.victoria.ac.nz/st_services/disability
- **Student charter:**
www.victoria.ac.nz/home/viclife/student-charter
- **Student contract:**
www.victoria.ac.nz/home/admisenrol/enrol/studentcontract
- **Turnitin:**
www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- **University structure:**
www.victoria.ac.nz/home/about
- **VUWSA:**
www.vuwsa.org.nz