



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/POLS 316

Tōrangapū Māori Māori Politics

Course Reference Number (CRN): 8676 (MAOR 316)

Course Reference Number (CRN): 15286 (POLS 316)

Course Value: 20 points

Trimester 2 2013

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
	Only in the case of individual extensions will the commitments for this course 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
	Students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.
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 11 below.

2 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	Tuesday, 10:00-11:50am, LBLT118 (Laby Building)
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>

3 COURSE AIMS, PRESCRIPTION AND LEARNING OBJECTIVES

3.1 Course Aims and Prescription

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.

This course examines a range of Māori political structures, movements, ideologies and visions. The course will also explore how these structures, movements and traditions continue to be impacted by dominant political, economic and social structures and practices in Aotearoa in particular dominant Western notions of sovereignty.

3.2 Course Learning Objectives

Students who pass this course should be able to:

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

3.3 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 the course. Lectures 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.

4 SET TEXTS AND SUPPLEMENTARY RESOURCES

4.1 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.

MAOR 316 / POLS 316 Course Reader, available from vicbooks.

4.2 Recommended Reading

The following text is also recommended:

Durie, M. (2005) *Nga Tai Matatu*, Melbourne: Oxford University Press.

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*. Auckland: Oxford University Press.

Readings may also be provided to students in class and will be on closed reserve at the Library.

4.3 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/>

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.

5 ASSESSMENT

5.1 Submission of Course Work

All work 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 Coordinator's door. Please keep a copy of your work.

5.2 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%) project plan (5%), essay (20%), 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, and
- **use of sources** – content and scope of bibliography, use of textual referencing.

Assessment	Value	Due dates	Link to course learning objectives (CLOs)
Blog assignment	5%	5 Aug	CLO: 2, 5
Group project: plan	5%	19 Aug	CLO: 1-4
Group project: individual essay	20%	9 Sep	CLO: 1-4
Group project: presentation	15%	24 Sep, 1 Oct	CLO: 5
Group project: individual reflection	5%	7 Oct	CLO: 5
Final examination	50%	tbc	CLO: 1-5

5.3 Blog Assignment

5%, Due: 5 August

Students will each be allocated a year and must research a political protest/occupation by a Māori group which occurred in that year. Students will then write a blog about the protest covering:

- a) a brief history of the issue/site
- b) the reasons for the action, and
- c) legal or illegal channels pursued by Māori to have the issue resolved prior to the protest/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 29 July.

5.4 Group Project

Comprising 45% in total

Students will participate in a group project. Students will receive an individual mark for each part of the project, but will work in a group to plan, analyse and participate in some activity/action. Groups will be assigned 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 an individual reflection.

Once students have decided on an issue, they 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. Groups must check their topic with the Course Coordinator.

5.5 Group Project: Plan **5%, Due: 19 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, or holding a public information seminar. Each student will submit their own version of the plan.

5.6 Group Project: Individual Essay **20%, Due: 9 September**

Students will write an essay (maximum 3,000 words) to be handed in at the Māori Studies Office. 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.

5.7 Group Project: Presentation **15%, Due: 24 September or 1 October**

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 in duration.

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).

5.8 Group Project: Individual Reflection **5%, Due: 7 October**

Students will complete an individual reflection (maximum of 800 words) to be handed in at the Māori Studies Office. 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 to get approval for 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 12 hours.

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

5.9 Final Examination **50%, Date, time, venue: tbc**

The Final Examination is a three-hour closed book examination held during the **Trimester 2 Examination Period**. The date, time and venue will be announced on Blackboard as soon as this information becomes available.

5.10 Relationship between assessment and course learning objectives

Blog

Students will be able to:

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

Group Project: Plan, Individual Essay and Reflection

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.

Group Project: 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.

6 LECTURE OUTLINE

This programme is subject to change.

Day/Date	Lecture	Lecture Topic
16 July	1	<p>Introductions and course outline Review of Māori politics - who gets what, where, how and why?</p>
		<p>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:</p> <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
23 July	2	<p>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:</p> <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.
		<p>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?</p>

Day/Date	Lecture	Lecture Topic
		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.
30 July	3	<p>Creating political foundations: Tino rangatiratanga and sovereignty What is the history of the Māori seats? Is there a Māori voice in parliament? Reading:</p> <ul style="list-style-type: none"> • Wilson in <i>Māori and Parliament</i>. <p>Working for Māori: Political activism 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? Reading:</p> <ul style="list-style-type: none"> • Tuiono, T. “interview” in <i>Resistance</i>. • Sykes, A. “interview” in <i>Resistance</i>. • <i>198 Methods of Non-Violent Direct Action</i>. [On Blackboard].
6 Aug	4	<p>Working for Māori: Working the media 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? Reference:</p> <ul style="list-style-type: none"> • Māori TV. • McCreanor, T. (et.al) <i>Māori Business News in the Mass Media</i>. [On Blackboard]. • McCreanor, T. “Challenging and Countering Anti-Māori Discourse”. [On Blackboard]. <p>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:</p> <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
13 Aug	5	<p>Working for Māori: Parliament Guest lecture: tbc *NOTE: Class will meet at Parliament*</p>
20 Aug	6	<p>Working for Māori: Local government 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? Reading: <ul style="list-style-type: none"> • Hayward in <i>Weeping Waters</i>. Extra: <ul style="list-style-type: none"> • Potaka, Tama (1999) "A Treaty Agendum for Local Government" in <i>Indigenous Peoples and the Law</i> online journal. [On Blackboard]. </p>
		<p>Perennial issues and political footballs: Treaty settlements 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? Reading/reference: <ul style="list-style-type: none"> • Ruru in <i>Weeping Waters</i>. • Waitangi Tribunal website. </p>
Mid-Trimester Break: 26 August-8 September		
10 Sep	7	<p>Perennial issues and political footballs: Election campaigning What is distinct about Māori campaigning? Why are Māori issues often the football at election time? How could this be avoided? Reading: <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]. </p>
		<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: <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" <i>The Rua</i> </p>

Day/Date	Lecture	Lecture Topic
		Rautau Lecture, Rangiātea Church, Otaki. [On Blackboard].
17 Sep	8	<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]. • Waitangi Tribunal, (2012) WAI 2358 Letter of Transmittal. [On Blackboard]. <p>Perennial issues and political footballs: Resources What are the impacts on Māori of the government's current methods for extending oil and metallic mining? Reading/reference:</p> <ul style="list-style-type: none"> • Questions and Answers: Epithermal Gold 2013. [On Blackboard].
24 Sep	9	Student group presentations
1 Oct	10	Student group presentations
8 Oct	11	<p>Indigenous–Indigenous links: Foreign policy What has Māori involvement been in NZ foreign policy? What role should Māori have? What have Māori diplomatic relations been? 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>. <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.
15 Oct	12	<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"> • Rangihueua, T. "Urban Māori" in <i>Weeping Waters</i>. • NZ Law Commission, "Chapter 1: Summary", <i>Waka Umanga: A Proposed Law for Māori Governance</i>

Day/Date	Lecture	Lecture Topic
		<p><i>Entities</i>, (2006). [On Blackboard].</p> <ul style="list-style-type: none"> Jackson, M. (2000) "Where does sovereignty lie? In C. James (ed) <i>Building the Constitution</i>, Wellington: Institute of Policy Studies.
		<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>. 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>.
		Wrap up – course summary

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 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 examination/assessment period.

9 MANDATORY COURSE REQUIREMENTS

In addition to achieving an overall pass mark of 50%, students must successfully complete all internal course work 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 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/student-service
- **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