



Te Kawa a Māui
Faculty of Humanities and Social Sciences

MAOR 203

Te Taunaha Whenua Mapping Whenua

Course Reference Number (CRN): 27090
Course Value: 20 points
Trimester 1 2015

1 IMPORTANT DATES

Trimester dates	2 March to 1 July 2015
Teaching dates	2 March to 5 June 2015
Last assessment item due	5 June 2015
Withdrawal dates	Refer to www.victoria.ac.nz/students/study/withdrawals-refunds .
Aegrotats	If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats .

2 CLASS TIMES AND LOCATIONS

2.1 Lecture and Workshop Hours

Wednesday	9:00-9:50am	Alan MacDiarmid Building (AMLT105)
Friday	9:00-10:50am	Alan MacDiarmid Building (AMLT105)

2.2 Study Group

There are no tutorials for this course. Students are encouraged to form their own study and working groups.

3 NAMES AND CONTACT DETAILS

Course Coordinator	Ocean Mercier Room 207, 50 Kelburn Parade Telephone 463 7457 Email ocean.mercier@vuw.ac.nz
Office Hours	Wednesday, 10:00-10:50am or by appointment
Course Administrator	Jeremy Porima Room 102, 50 Kelburn Parade Telephone 463 5314 Email jeremy.porima@vuw.ac.nz
Office Hours	Monday-Friday, 8:00am-4:30pm

4 COMMUNICATION OF ADDITIONAL INFORMATION

MAOR 203 has a Blackboard site. You should check this site regularly, i.e. at least twice a week.

All notices, course information (including information relating to assessments), and grades will be made available on Blackboard.

5 PRESCRIPTION AND COURSE LEARNING OBJECTIVES

5.1 Prescription

This is a practical course which leads students to understand how mapping in Aotearoa New Zealand has impacted on Māori relationships with their lands. Field and workshop exercises in locating Māori heritage sites, surveying other sites of traditional and contemporary relevance and mapping these, enable students to produce maps of their own, exploring how as Māori we can put 'our faces in our places'.

5.2 Course Learning Objectives (CLOs)

Students who pass this course will 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 analyse 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 analyse 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.

6 COURSE CONTENT

This programme provides an outline of lecture content. The programme is flexible and where necessary will be tailored to the needs and requests of the students in the course.

Week	Lecture / Workshop / Reading	Assessment
1	Whenua Paper Maps <u>Readings:</u> Geoffrey Irwin (1992). <i>The Prehistoric Exploration and Colonisation of the Pacific</i> . pp.1-17. Jan Kelly (1999). Maori Maps. In <i>Cartographica</i> . 36(2):1-29.	

Week	Lecture / Workshop / Reading	Assessment
2	<p>Historical Mapping of Whenua Points of Interest Presentations</p> <p><u>Readings:</u> Phillip Lionel Barton (1998). In David Woodward and G. Malcolm Lewis (ed.s) <i>The History of Cartography: Cartography in the Traditional African, American, Arctic, Australian and Pacific Societies (Vol 2, Book 3)</i>. pp. 493-536. Alexander Turnbull Library (2006). <i>Map New Zealand: 100 Magnificent Maps from the Collection of the Alexander Turnbull Library</i>. pp. 16-17, 34-35, 58-59, 64-65, 178-179, 190-191, 196-197.</p>	
3	<p>Māori Archaeology (Bruce McFadgen) Navigating</p> <p><u>Readings:</u> Bruce McFadgen (2007). <i>Hostile Shores: Catastrophic Events in Prehistoric New Zealand and their Impact on Maori Coastal Communities</i>. pp. 143-185. 'Types of Site' (available on Blackboard).</p>	
4	<p>GIS and GPS (Bruce McFadgen) Google Earth</p> <p><u>Readings:</u> Russell Kirkpatrick (1999). <i>Bateman Contemporary Atlas New Zealand: The Shapes of Our Nation</i>. pp viii-xi. Auckland, N.Z.: David Bateman Ltd. Malcolm McKinnon (1997) <i>Bateman New Zealand Historical Atlas: Ko Papatuanuku e Takoto Nei</i>. Plates 11, 13, 17, 23, 25, 35, 36, 38, 40, 86.</p>	Field Trip
5	<p>Spatial History Good Friday (No Workshop)</p> <p><u>Readings:</u> Giselle Byrnes (2001). <i>Boundary markers: land surveying and the colonisation of New Zealand</i>. pp. 95-122. David Turnbull (2000). <i>Masons, Tricksters and Cartographers</i>. pp. 131-160.</p>	
EASTER / MID TRIMESTER BREAK: 3-19 April		
6	<p>Digital Mapping Quantum GIS</p> <p><u>Readings:</u> Denis E. Cosgrove (2008). <i>Geography & Vision</i>. pp. 104-118. London, N.Y.: I.B. Taurus.</p>	
7	<p>Digital Mapping Geo-referencing</p> <p><u>Readings:</u> Frank Jacobs (2009). pp. 104-105, 130-131, 136-137, 140-144, 162-163, 175, 196-197, 200, 217-218. <i>Strange Maps: An Atlas of Cartographic Curiosities</i>.</p>	Project 1 Reports
8	<p>Community GIS Geo-journals</p> <p><u>Readings:</u> Taimoana Tūroa and Te Ahukaramū Charles Royal (2000). <i>Te Takoto o te Whenua o Hauraki: Hauraki Landmarks</i>. pp. 243-251. Miranda Sims and Michelle Thompson-Fawcett (2002). In Merata Kawharu (ed.) <i>Whenua: Managing our Resources</i>. pp. 252-271.</p>	

Week	Lecture / Workshop / Reading	Assessment
9	GIS in Māori Land Claims Infographics <u>Readings:</u> Te Aue Davis et al (1990). <i>He Kōrero Pūrakau mō ngā Taunahanahatanga a ngā Tūpuna: Place Names of the Ancestors, a Māori Oral History Atlas</i> . pp. 8-17. G. Harmsworth, M. Park and D. Walker (2005). <i>Report on the development and use of GIS for iwi and hapū: Motueka case study, Aotearoa-New Zealand</i> . pp. 1-33. Landcare Research N.Z. Ltd.	Presentations
10	Wāhi Tapu Map databases <u>Readings:</u> Kimberly Tallbear and Huia Pacey (2001). Beyond the 'Holistic World-View': Tribal Stewardship and Complex Cultural Landscapes. pp. 1-18.	
11	Artography Word Salads <u>Readings:</u> Katherine Harmon (2009). <i>The Map as Art: Contemporary Artists Explore Cartography</i> . pp 9-17. Art-themed readings on pp. 268-285 of Course Reader.	
12	Recreational Mapping Geocaching <u>Readings:</u> tbc.	Mapping Project 2

7 TEACHING FORMAT

7.1 Lectures

Students will attend one 50 minute lecture per week, which will involve a presentation from the Course Coordinator or guest lecturers, often with time for questions.

Students will also attend one 1-hour 50 minute workshop per week, which will give students hands-on experience with more practical aspects of mapping such as recording, using and manipulating data from GPS devices in different types of GIS data management software.

7.2 Tutorials

There are no tutorials for this course.

8 MANDATORY COURSE REQUIREMENTS

In addition to achieving an overall pass mark of 50%, students must (except where the Course Coordinator's permission is granted):

- attend a minimum of 9 out of 12 lectures
- attend a minimum of 8 out of 11 workshops, and
- attempt and submit assessment as laid out in section 10.

9 WORKLOAD

The standard University workload for a 20-point course applies, i.e. 200 hours in total, spread over the teaching weeks, i.e. about 14 hours per week (inclusive of lectures and workshops).

Each week, the remaining 11 hours should be spent on:

- reviewing lecture and workshop notes (2-4 hours)
- reading assigned literature from the course reader (2-4 hours), and
- working on assignments (3-5 hours).

The division of time between reading for assignments and writing assignments will vary from week to week.

10 ASSESSMENT

10.1 Assessment Requirements

Information about all course assessments are contained in this course outline. Assessments will be explained in lectures and tutorials. If you are unsure about any assessment requirement, please contact the Course Coordinator. Marking guides are available on Blackboard.

MAOR 203 is 100% internally assessed.

Assessment items	%	CLOs	Due date
1 10 weekly workshop activities	40%	1-6	Fridays
2 Field Trip and Research mapping project 1	25%	3-5	1 May (Week 7)
3 Presentation	5%	7	15, 22 May (Weeks 9-10)
4 Research mapping project 2	30%	7	5 June (Week 12)
Total internal assessment	100%		

10.2 Workshop Activities, 10 @ 4% each 40%

You will be given a task or assignment to complete in response to each workshop/ tutorial. You will have until 4:30pm the following Friday 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, others will require up to 500 words. 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. **DUE: 4:30pm, weekly, from Friday 13 March.**

10.3 Field Trip and Research Mapping Project 1 25%

On Saturday 28 March (tbc), archaeologist Dr Bruce McFadgen will lead us on a trip (location tbc) for the purpose of mapping and describing Māori archaeological features. Transport for the field trip will leave from 50 Kelburn

Parade at 8:30am sharp, returning to 50 Kelburn Parade by 5:00pm. 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 a cost of \$20 for the field trip.

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 by Week 2 about the field trip and mapping project. The marking sheet is available on Blackboard.
DUE: 4:30pm, Friday 1 May.

10.4 **Presentation** **5%**

During the workshop 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 203. 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. The marking sheet is available on Blackboard. Further information will be given by Week 7.
DUE: In workshops, Friday 15 May and Friday 22 May.

10.5 **Research Mapping Project 2** **30%**

In the final assessment, students will use all of the understanding and skills they have gained in MAOR 203 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. Further information about this assignment and the marking criteria will be given in class during Week 8. **DUE: 4:30pm, Friday 5 June.**

11 SUBMISSION AND RETURN OF COURSE WORK

11.1 Submission of Course Work

All work submitted for this course **MUST** be posted in the Assignment Box, Māori Studies School Office, 50 Kelburn Parade. All assignments are registered in the Māori Studies School 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.

11.2 Return of Course Work

Where possible, marked work will be returned to students in class. If a student is absent, or if work is returned in non-teaching periods, students will be notified of its availability via Blackboard, and it can be collected from the Māori Studies School Office at 50 Kelburn Parade. Students can collect their marked work Monday to Friday between the hours of 9:00am – 1:00pm only. Work cannot be given back outside of these times.

The Course Coordinator endeavours to have work marked and returned within two weeks of its submission.

12 EXTENSIONS AND 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. NB* 5% is equivalent to one grade i.e. from an A+ to an A.
- after ten days the assignment will be accepted for the purposes of meeting the 'course requirements', but no mark will be given.

Unless an extension is previously granted, the final date for submission of MAOR 203 course assessment is Friday 5 June at 4:30pm.

13 SET TEXTS

13.1 Required Text

You are required to purchase the MAOR 203 Course Reader from vicbooks. Visit www.vicbooks.co.nz to check price and availability.

Please bring your Course Reader to all classes.

13.2 Recommended Reading

You should consider purchasing one of the Atlases below:

Kirkpatrick, Russell (ed), 1999. *Bateman Contemporary Atlas New Zealand: The Shapes of Our Nation*. Bateman Publishing.

McKinnon, Malcolm et al, 1997. *Bateman New Zealand Historical Atlas: Visualising New Zealand*. Bateman Publishing.

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 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.

13.3 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 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 www.archsite.org.nz/ and NZAA Google Earth Archaeology.

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

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

University of California, Berkeley, Electronic Cultural Atlas Initiative, available www.ecai.org/

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

13.4 Academic Writing Guide

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

Te Ara Poutama: Academic Skills Handbook, 2012 edition. Wellington: Victoria University.

A limited number of booklets will be available from the Māori Studies School Office though you may print your own copy from Blackboard.

14 TUAKANA/TEINA MENTORING PROGRAMME

Te Pūtahi Atawhai coordinates the tuakana/teina mentoring programme, which is available for those students who would like assistance with this course, or a mentor to practise with. If this interests you, speak to the Course Coordinator at the beginning of the course.

15 CLASS REPRESENTATIVE

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at

the first lecture. Students may like to write the Class Rep's name and details in this box:

16 STUDENT FEEDBACK

Student feedback on this and other Victoria courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

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/students/study/exams/integrity-plagiarism

Aegrotats

www.victoria.ac.nz/students/study/exams/aegrotats

Academic Progress

(including restrictions and non-engagement)
www.victoria.ac.nz/students/study/progress/academic-progress

Dates and deadlines

www.victoria.ac.nz/students/study/dates

FHSS Student and Academic Services Office

www.victoria.ac.nz/fhss/student-admin

Grades

www.victoria.ac.nz/students/study/progress/grades

Māori at Victoria

www.victoria.ac.nz/maori-at-victoria

Ngāi Tauria

www.ngaitauria.org.nz/

Resolving academic issues

www.victoria.ac.nz/about/governance/dvc-academic/publications

Special passes

www.victoria.ac.nz/about/governance/dvc-academic/publications

Statutes and policies

(including the Student Conduct Statute)
www.victoria.ac.nz/about/governance/strategy

Student support

www.victoria.ac.nz/students/support

Students with disabilities

www.victoria.ac.nz/st_services/disability

Student Charter

www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter

Student Contract

www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract

Subject Librarians

<http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>

Te Kawa a Māui

www.victoria.ac.nz/maori

Te Pūtahi Atawhai

www.victoria.ac.nz/students/get-involved/lead-mentor/te-putahi-atawhai

Turnitin

www.cad.vuw.ac.nz/wiki/index.php/Turnitin

University structure

www.victoria.ac.nz/about/governance/structure

Victoria graduate profile

www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile

VUWSA

www.vuwsa.org.nz