



Te Kawa a Māui
Faculty of Humanities and Social Sciences

MAOR 302

**Te Pumoto o te Tangata Whenua,
o te Taiao
Indigenous Knowledge
and Science**

Course Reference Number (CRN): 27092
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

Tuesdays 1:10-5:00pm Alan MacDiarmid Building (AMLT105)

There are no organised tutorials for MAOR 302. However, students are encouraged to form study groups for reviewing material, readings and for working on assignments.

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	Tuesday, 11:00am-12:00pm 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 302 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

What can Māori learn from other Indigenous peoples? In this course, students explore how Indigenous knowledge and 'Western' science work against, with or independent of each other and look at examples of how science contributes to Indigenous development. This international approach fosters cross-cultural communication skills, sharing of theory and practice, and comparative analysis of the situations of Indigenous peoples in global contexts.

5.2 Course Learning Objectives (CLOs)

Students who pass this course will be able to:

- 1 recall and understand ways that Māori, Alaska Native and Native American knowledge is constructed (or deconstructed / reconstructed) to understand and appreciate cross-cultural boundary work
- 2 understand and give examples of the philosophical ideologies (assumptions, values) that shape 'science' as constituted in the 'West' compared to 'science' constructed by Indigenous peoples
- 3 understand and describe how processes of knowing, 'being and doing' shape (especially) Māori, Alaska Native, Native American and Western knowledge systems, and appreciate the challenges and consequences of considering whose knowledge is 'valid' in the practical context of cultural mapping
- 4 learn, communicate and apply appropriate strategies and critical frameworks to a range of issues at the interface between (especially) Māori, Alaska Native and Native American and Western knowledges, and
- 5 analyse and deconstruct given case studies, particularly Māori, Alaska Native and Native American, according to critical frameworks and theories introduced in the course.

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 and Reading	Assessment
1	Indigenous Knowledge Readings: UNESCO, 2008. Local and Indigenous Knowledge Systems (LiNKS) Posters. Paris: UNESCO. (Available on Blackboard) Kawagley, Angayuqaq Oscar, Yupiaq Science, Technology and Survival. In <i>A Yupiaq Worldview: A Pathway to Ecology and Spirit</i> . (2 nd ed.) Illinois: Waveland Press Inc.	
2	Oral History and Indigenous Philosophies Readings: Oral histories on pp. 55-66 of the Course Reader. Cajete, Gregory, 2000. Philosophy of Native Science. In <i>Native Science: Natural Laws of Interdependence</i> . Santa Fe: Clear Light Publishers.	

Week	Lecture and Reading	Assessment
3	<p>'Traditional Ecological Knowledge'</p> <p>Readings: McGregor, Deborah, 2000. The State of Traditional Ecological Knowledge Research in Canada: A Critique of Current Theory and Practice. In <i>Expression in Canadian Native Studies</i> (Ron F. Laliberte et al ed.s), pp. 436-458. Saskatoon: University Extension Press. Dick, J., Stephenson, J., Kirikiri, R., Moller, H., and Turner, R., 2012. Listening to the Kaitiaki: Consequences of the loss of abundance and biodiversity of coastal ecosystems in Aotearoa New Zealand. <i>MAI Journal</i>. 1(2): 117-130. Cooke, Elizabeth F., "Be Mindful of the Living Force": Environmental Ethics in Star Wars in Decker, Kevin S. and Eberl, Jason T. (ed.s) <i>Star Wars and Philosophy</i>. USA: Open Court Publishing Company.</p>	Fortnightly assignment
4	<p>Field Trip</p> <p>Readings: Pīngao: the Golden Sand Sedge, 1991. (Available on Blackboard) Pīngao on Coastal Sand Dunes, 1998. (Available on Blackboard)</p>	
5	<p>The War with Western Science</p> <p>Readings: Chopra, D. and Mlodinow, L., 2011. War of the Worldviews: Science vs Spirituality. USA: Harmony Books. pp. 24-38. Abram, David, 2011. <i>Becoming Animal: An Earthly Cosmology</i>. USA: Vintage Books. Medin, D. L. and Bang, M., 2014. <i>Who's Asking: Native Science, Western Science and Science Education</i>. Cambridge, MA: MIT Press.</p>	Fortnightly assignment
EASTER / MID TRIMESTER BREAK: 3-19 April		
6	<p>Recording Traditional Knowledge</p> <p>Readings: UN, 2008. United Nations Declaration on the Rights on Indigenous Peoples. Paris: The United Nations. Simpson, Leanne R., 2004. Anticolonial Strategies for the Recovery and Maintenance of Indigenous Knowledge. <i>American Indian Quarterly</i>. 28(3&4): 373-384.</p>	Cultural atlas project
7	<p>Working with Western Science</p> <p>Readings: Durie, Mason, 2005. Indigenous Knowledge Within a Global Knowledge System. <i>Higher Education Policy</i>. 18: 301-312. Mercier, O. R., 2011. Glocalising Indigenous Knowledge for the Classroom. In Dei, G. S. (ed.) <i>Indigenous Philosophies and Critical Education</i>: New York: Peter Lang Publishing.</p>	Fortnightly assignment
8	<p>Time and Space: the Interface Between WS and IK</p> <p>Readings: Deloria, Vine, 1997. At the Beginning. In <i>Red Earth White Lies</i>. Colorado: Fulcrum Publishing. Peat, F. David, 2002. Time, Number and the Mayans. <i>Blackfoot Physics</i>. Boston: Weiser Books. Capra, Fritjof, 1975. Space-time. In <i>The Tao of Physics</i>. Bungay, Suffolk: Richard Clay (The Chaucer Press) Ltd.</p>	

Week	Lecture and Reading	Assessment
9	<p>Indigenous Language</p> <p>Readings: Forbes, Jack D., 2001. Nature and Culture: Problematic Concepts for Native Americans. In Grimm, J. (ed.) <i>Indigenous Traditions and Ecology</i>. Cambridge, MA: Harvard University Press. Manulani Meyer, 2014. Indigenous Epistemology: Spirit Revealed. In Black, Tairahia (ed.) <i>Enhancing Mātauranga Māori and Global Indigenous Knowledge</i>. Wellington: NZQA. pp. 151-164 Bohm, David, 1980. The rheomode – an experiment with language and thought. In <i>Wholeness and the Implicate Order</i>. Boston: Routledge & Kegan Paul.</p>	Fortnightly assignment
10	<p>Indigenous Education</p> <p>Readings: Cajete, Gregory, 1994. Living the Vision: Indigenous Education for a Twenty-First Century World. In <i>Look to the Mountain: An Ecology of Indigenous Education</i>. Colorado: Kivaki Press. Michell, H., Vizina, Y., Augustus, C. and Sawyer, J., 2008. <i>Learning Indigenous Science from Place</i>. Saskatoon: Aboriginal Education Research Centre. pp. 62-90. Barnhardt, Ray and Kawagley, Angayuqaq Oscar, 2005. Indigenous Knowledge Systems and Alaska Native Ways of Knowing. <i>Anthropology and Education Quarterly</i>. 36(1): 8-23.</p>	
11	<p>Indigenous Education and Research</p> <p>Readings: Kawagley, Angayuqaq Oscar, Norris-Tull, Delena, and Norris-Tull, Roger A., 1998. The Indigenous Worldview of Yupiaq Culture: Its Scientific Nature and Relevance to the Practice and Teaching of Science. <i>Journal of Research in Science Teaching</i>. 35(2): 133-144. Aikenhead, Glen S. and Jegede, Olugbemiro S., 1999. Cross-Cultural Science Education: A Cognitive Explanation of a Cultural Phenomenon. <i>Journal of Research in Science Teaching</i>. 36(3): 269-287. McKinley, Elizabeth, 2005. Brown bodies, white coats: postcolonialism, Māori women and science. <i>Discourse: Studies in the Cultural Politics of Education</i>. 26(4): 481-496.</p>	Fortnightly assignment
12	<p>Science and Tino Rangatiratanga: Indigenous People and Biotech</p> <p>Readings: Awang, Sandra, 2000. Indigenous Nations and the Human Genome Diversity Project. In Dei, G. S., Hall, B. and Rosenburg, D. G. (ed.s) <i>Indigenous Knowledges in Global Contexts</i>. Toronto: University of Toronto Press Cronin, Karen and Jessica Hutchings, 2012. Supergrans and nanoflowers: reconstituting images of gender and race in the promotion of biotechnology and nanotechnology in Aotearoa New Zealand. <i>New Genetics and Society</i>. 31(1): 55-85.</p>	Research project

7 TEACHING FORMAT

Students will attend one 4-hour lecture per week.

The first hour of the lecture will involve a presentation from the Course Coordinator or guest lecturers, with time for questions. The second hour of the lecture will centre on a workshop activity. The third and fourth hours of the lecture will allow students to engage in student-led presentation and discussion

on course readings and assignments. These two hours will operate more like a tutorial.

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 at least 9 out of the 12 lectures, and
- attempt all major assignments.

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).

Each week, the remaining 10 hours should be spent on:

- reading assigned texts (2-3 hours)
- reviewing lecture material (2-3 hours), and
- working on assessments (4-6 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 302 is 100% internally assessed.

Assessment items	%	CLOs	Due date
1 Fortnightly assignments (max 500 words each)	25%	1-5	Tuesday of Weeks 3, 5, 7, 9, 11
2 Cultural atlas project (1500 words)	20%	2, 3	Wednesday 22 April
3 Reading presentation (10 min + 10 min discussion)	20%	4, 5	Tuesday during lectures
4 Research project (3000 words)	35%	4, 5	5 June
Total internal assessment	100%		

10.2 Fortnightly Assignments

25%

An assignment, some of which will be online Blackboard tests, will be distributed every second Tuesday in the lecture, to be handed in a week later. The first of these assignments is due in Week 3. Blackboard tests will typically include 10-20 short answer questions related to lecture material and readings, and will generally be marked out of 10. Each of the five assignments is worth

up to 5%, for a possible total of 25%. Assignments are due by 4:30pm the following Tuesday. The Blackboard-test assignments reinforce key ideas discussed in lectures and from readings. Other assignments will develop students' ability to analyse questions, identify pertinent literature and synthesise relevant information for their arguments. **DUE: 4:30pm, Tuesdays on 17 March, 31 March, 21 April, 5 May, 19 May.**

10.3 Cultural Atlas Project 20%

In this assessment students will visit a field site to learn about and document populations of a heritage rākau, such as pīngao (the native dune grass). The field trip has been scheduled for **Tuesday 24 March**. More details will be given as a handout in class. The field trip work will feed into a written report. Students will write 1500 words giving background on pīngao, discussing its role in the history of Maori science and technology, describing the geo-location project and presenting a map of pīngao found by the group. The report should include an abstract (a 150 word summary of your report), main body and conclusion. The report marking sheet is available on Blackboard. **DUE: 4:30pm, Wednesday 22 April.**

10.4 Reading Presentation 20%

During the first week of the course, a full programme of readings will be distributed. Each student will choose one of the weekly readings to read and give a presentation on. Sign up for this using the wiki tool on Blackboard (in the 'Assessment' folder) or during class, on a first in, first served basis. You will be expected to give a 10 minute overview of the reading, and then lead the class in a 10 minute discussion on this article. The student will give their assigned reading presentation in the tutorial associated with the reading in question. These presentations will **begin in Week 3** and conclude in **Week 11**. The presentation will give you the opportunity to delve more deeply into a particular reading. Good presentations will display a thorough knowledge of the reading. The presenter will be marked on their ability to identify and convey the key messages of the text within 10 minutes. They will also be marked on their ability to engage and lead the class in subsequent discussion. The marking sheet is available on Blackboard. **DUE: Tuesdays during the normal lecture time.**

10.5 Research project 35%

In this mini project, students will engage their choice of media as a means of documenting local knowledge specific to their own community. Community can be defined in a number of ways, e.g. whānau, hapū, students, common interest group. Below are some suggestions for the form of the project:

- a cultural atlas layer using Google Earth (see, for instance, some of the projects published on the Te Kawa a Māui Atlas at www.atlas.maori.nz)
- a journal/logbook
- a VoiceThread presentation or
- something else (to be approved by the Course Coordinator).

Students may be given the opportunity to participate in an extended pīngao project to fulfil the requirements of this assignment. More information will be given in class about this assessment, including the assessment criteria by the end of Week 6. **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 302 course assessment is Friday 5 June at 4:30pm.

13 SET TEXTS

13.1 Required Text

You are required to purchase the MAOR 302 Course Reader from vicbooks. Visit www.vicbooks.co.nz to check price and availability.

You will need to bring your Course Reader to every lecture.

13.2 Recommended Reading

Battiste, Marie and Henderson, Sakej Youngblood, 2000. *Protecting indigenous knowledge and heritage: a global challenge*. Saskatoon: Purich Pub.

- Cajete, Gregory, 2000. *Native Science. Natural Laws of Interdependence*. Santa Fe: Clear Light Publishing.
- Dei, George J. Sefa, 2011. *Indigenous Philosophy and Critical Education: A Reader*. New York: Peter Lang Publishers Inc.
- Deloria, Vine, 1997. *Red Earth White Lies. Native Americans and the Myth of Scientific Fact*. Colorado: Fulcrum Publishing.
- Denzin, Norman, Yvonna Lincoln and Linda Tuhiwai Smith (2008). *The Handbook of Critical and Indigenous Methodologies*. Los Angeles: Sage.
- Kawagley, Angayuqaq Oscar, 2006 (2nd ed.). *A Yupiaq Worldview: a pathway to ecology and spirit*. Long Grove, Ill.: Waveland Press.
- Ladyman, James, 2002. *Understanding Philosophy of Science*. London: Routledge.
- McLean, Robert and Tricia Smith, 2001. *The Crown and Flora and Fauna: Legislation, Policies and Practices 1983-98. Waitangi Tribunal Research Series Wai 262 (1997)*. Wellington: Waitangi Tribunal.
- Nakata, Martin, 2007. *Disciplining the savages: savaging the disciplines*. Canberra: Aboriginal Studies Press.
- Peat, F. David, 2002. *Blackfoot physics : a journey into the Native American universe*. Grand Rapids, MI : Phanes Press.
- Whitt, Laurelyn, 2009. *Science, colonialism, and indigenous peoples: the cultural politics of law and knowledge*. Cambridge, N.Y: Cambridge University Press.
- Williams, David, 2001. *Matauranga Maori and Taonga. Waitangi Tribunal Research Series Wai 262 (1997)*. Wellington: Waitangi Tribunal.

13.3 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 Taura

www.ngaitaura.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