



Te Kawa a Māui
Faculty of Humanities and Social Sciences

MAOR 408

Tā te Māori Rangahau Methodology of Māori Research

Course Reference Number (CRN): 7712
Course Value: 30 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	15 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 Lectures

Mondays	9:00-10:50am	Te Ahumairangi (KP48/101)
Thursday 30 April	9:00-10:50am	10 Waiteata Road (WR10/201)
Thursday 4 June	9:00-10:50am	10 Waiteata Road (WR10/201)

2.2 Tutorials

Mondays	11:00-11:50am	Te Ahumairangi (KP48/101)
Thursday 30 April	9:00-10:50am	10 Waiteata Road (WR10/201)
Thursday 4 June	9:00-10:50am	10 Waiteata Road (WR10/201)

The University is closed on the public holidays dated April 27 (ANZAC Day observed) and June 1 (Queen's Birthday observed). During those weeks in which we would usually have our Monday class, lectures and tutorials will be offered on the Thursday. The times, dates and venues are listed above.

Tutorials are held weekly over 11 weeks. These sessions commence in the second week of the course. Tutorials are completely optional but are designed to give students some familiarity with research practices, such as using EndNote and writing ethics applications.

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	Monday, 12:00-1:00pm or by appointment

Course Administrator

Terese McLeod
Room 101, 50 Kelburn Parade
Telephone 463 5445
Email terese.mcleod@vuw.ac.nz

Office Hours

Monday-Friday, 8:00am-4:00pm

4 COMMUNICATION OF ADDITIONAL INFORMATION

MAOR 408 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 course explores research theories and practices of relevance to researchers in Māori Studies. In 12 weekly seminars, staff at Te Kawa a Māui share their discipline-specific experiences and methodologies, including discussions on kaupapa Māori research. Through guided assessment and weekly tutorials, students will produce their own research proposal. Scholarship in Māori Studies has been produced by using a variety of different approaches to research, which in turn depend on the disciplinary background of the researcher. Te Kawa a Māui is a multi-disciplinary School which combines a wealth of disciplinary expertise from areas as diverse as history, politics, anthropology, performing arts, literature and science. This course aims to explore the different ways of conducting research in these disciplines, while also equipping students with generic research skills that are independent of discipline.

5.2 Course Learning Objectives (CLOs)

Students who pass this course will be able to:

- 1 discuss methodological developments within different disciplines that influence scholarship in the field of Māori Studies
- 2 access, critique and summarise appropriate literature
- 3 prepare a research question/thesis/hypothesis
- 4 assess and express any ethical implications of their research in a Victoria University Human Ethics Committee application
- 5 analyse how ideas and methods within kaupapa Māori research influence their research
- 6 design a research project, and
- 7 clearly communicate their research through discussion and oral presentation.

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, Presenter, Readings	Assessment
	<p>Reading 1: Brew, Angela, (2001). What is research? In <i>The Nature of Research: Inquiry in Academic Contexts</i>. New York: Routledge. Kumar, Ranjit, (1999). The research process: a quick glance. In <i>Research Methodology. A step-by-step guide for beginners</i>. London: Sage. Booth, Wayne, C. (et. al) (1995). "Revising Style", in <i>The Craft of Research</i>. Chicago: The University of Chicago Press. Denzin, N. Lincoln, Y (2008). "Introduction". In (eds) <i>Handbook of Critical and Indigenous Methodologies</i>. Los Angeles: Sage.</p>	
1	<p>What is Research? Ocean Mercier</p>	
	<p>Reading 2: Battiste, Marie and Henderson, James (Sakej) Youngblood, (2000). "Ethical Issues in Research", In <i>Protecting Indigenous Knowledge and Heritage: A Global Challenge</i>. Canada: Purich Publishing Ltd. Foucault, M. (2000) "Governmentality", in J. Faubion, <i>Michel Foucault, Power: Essential Works of Foucault 1954-1984, Vol 3</i>. London: Penguin. Fanon, F. (1990) "Concerning Violence", in <i>The Wretched of the Earth</i>, London: Penguin. Andersen, Chris. (2009) "Indigenous Studies: From Density to Difference", <i>Cultural Studies Review</i>, 15(2).</p>	
2	<p>Indigenous Research Chris Andersen</p>	
	<p>Reading 3: Zalewski, Marysia (1996). "All these Theories Yet the Bodies Keep Piling Up: Theory, Theorists, Theorising", in Smith, Steve (et. al) (eds) <i>International Theory: Positivism and Beyond</i>. Cambridge: Cambridge University Press. Erai, Michelle, (1995). "Chapter Two – Methodology" <i>Maori Soldiers: Maori Experiences of the New Zealand Army</i>, MA thesis, VUW. [On Blackboard]. Said, Edward W. (1994). <i>Representations of the Intellectual: The 1993 Reith Lectures</i>. London: Vintage. Pettman, Ralph (2001). "The Modernist Project" <i>World Politics: Rationalism and Beyond</i>. New York: Palgrave.</p>	
3	<p>The Role of the Intellectual Maria Bargh</p>	

	<p>Reading 4: Benton, Richard. (2002). “<i>Te Tau o te Tuoro.</i>” He Puakitanga Whakaaro: James Henare Research Centre. Chomsky, Noam, (1997). “What Makes Mainstream Media Mainstream? <i>Z Magazine.</i> Bhabha, Homi K., (2006) “Signs Taken For Wonders”, in B. Ashcroft G. Griffiths and H. Tiffin (eds) <i>The Post-Colonial Studies Reader</i>, London: Routledge. Hooks, b. (1990) “Choosing the Margin As a Space of Radical Openness”, <i>Yearning: Race, Gender and Cultural Politics</i>, Boston: South End Press. Foucault, M. (1998) “On Ways of Writing History”, in J. Faubion, <i>Michel Foucault, Aesthetics: Essential Works of Foucault 1954-1984, Vol 2.</i> London: Penguin.</p>	
4	<p>Historical Narratives Rawinia Higgins</p>	<p>Annotated EndNote Bibliography</p>
	<p>Reading 5: Sorrenson, MPK. ‘Impacts of Maori History’ ‘Towards a Radical Reinterpretation of New Zealand history: The Role of the Waitangi Tribunal’ in Waitangi, Maori and Pakeha Perspectives on the Treaty of Waitangi, (ed) I.H. Kawharu 1989, Oxford Unity Press Auckland, pp.158-178. O’Regan, T. (2001) “Old Myths and New Politics. Some Contemporary Uses of Traditional History” in Judith Binney (ed) <i>The Shaping of History. Essays from the New Zealand Journal of History</i>, Wellington: Bridget Williams Books, pp.15-37. Belgrave, M (2002) ‘A New Tribunal (Maori) History?, ‘The Tribunal and the Past: Taking a Roundabout Path to a New History’ in Waitangi Revisited. Perspectives On The Treaty Of Waitangi, (eds) Michael Belgrave et al, Oxford Unity Press, Auckland, pp.35-55.</p>	
5	<p>Narratives in Context: Waitangi Tribunal Research Peter Addis</p>	
<p>EASTER / MID TRIMESTER BREAK: 3-19 April</p>		
	<p>Reading 6: Pere, J. (1991) ‘Hitori Maori’ in Colin Davis and Peter Lineham (eds) <i>The Future of the Past. Themes in New Zealand History</i> Department of History, Massey University 1991, pp.29-48. Keenan, D. (1999) “Predicting the Past. Some Directions in Recent Maori Historiography” in <i>Te Pouhere Korero</i>, 1:1 pp.24-35. Jones, C. (2009) “The Scope and Significance of Maori Legal History”, <i>Te Pouhere Korero</i> 3. Meredith, Paul and Te Punga Somerville, Alice. 2010/2011. ‘Kia Rongo Mai Koutou ki Taku Whakaaro’: Maori Voices in the Alexander Turnbull Library. <i>Turnbull Library Record</i>. Vol. 43. pp. 96-105.</p>	
6	<p>Archival Research and Critical Theories Paul Meredith</p>	<p>Literature Review</p>

	<p>Reading 7: Irwin K. (1994). “<i>Māori Research Methods and Practices.</i>” In Sites 28 Autumn. Cram Fiona. (2001). “Rangahau Māori: Tōna tika, tōna pono – The validity and integrity of Māori research” in “Research Ethics in Aotearoa/New Zealand.” Edited by Martin Tolich. Published by Longman. Durie E.T. (1998). “Ethics and Values” in Te Oru Rangahau Maori Research and Development Conference. Massey University 7-9 July. Harmsworth, Garth. (2001). “A Collaborative Research Model for Working With Iwi, Landcare Research Report, Wellington: Foundation for Research, Science and Technology. Clifford, J. (2006) “Indigenous Articulations”, in B. Ashcroft G. Griffiths and H. Tiffin (eds) <i>The Post-Colonial Studies Reader</i>, London: Routledge.</p>	
7	<p>Kaupapa Māori Research Methods Ocean Mercier</p>	
	<p>Reading 8: Chilisa, Bagele, 2012. Chapter 10: Building Partnerships and Integrating Knowledge Systems. In <i>Indigenous Research Methodologies</i>. California: Sage Publications. pp. 289-309. Te Punga Somerville, A. (2011) ‘Neither Qualitative nor Quantitative: Kaupapa Maori Methodology and the Humanities’. <i>Kei Tua o Te Pae Conference Proceedings</i>, Wellington: NZCER. Teiwa, T. (2005). “Native Thoughts: A Pacific Studies Take on Cultural Studies and Diaspora”. In G. Harvey and C. Thompson (eds) <i>Indigenous Diasporas and Dislocations</i>, Aldershot: Ashgate. Teiwa, Katerina (2005) “Our Sea of Phosphate: The Diaspora of Ocean Island”. In G. Harvey and C. Thompson (eds) <i>Indigenous Diasporas and Dislocations</i>, Aldershot: Ashgate.</p>	
8	<p>Interdisciplinarity, Quantitative Methods Awanui Te Huia</p>	Ethics Exercise
9	<p>Student Research Presentations</p>	Seminar
10		
	<p>Reading 11: Reardon, J and TallBear, K. (2012). “Your DNA Is Our History”: Genomics, Anthropology, and the Construction of Whiteness as Property” <i>Current Anthropology</i>, Vol. 53, No. S5. Deloria Jr., Vine. (2004). In <i>Indigenizing the Academy</i>. McKinley, Elizabeth. (2008). From object to subject: hybrid identities of indigenous women in science. <i>Cultural Studies of Science Education</i>. 3: 959-975. Hall, Meegan (2014). Excerpt from <i>Rethinking Māori Academic Development in New Zealand Universities</i>. Unpublished PhD Thesis. Wellington: VUW.</p>	
11	<p>Life in the Academy/Negotiating the Cultural Interface Meegan Hall</p>	Research Proposal

	<p>Reading 12: Kawagley, Angayuqaq Oscar. (2006). (2nd ed.). Appendix: Research Considerations. In <i>A Yupiaq Worldview: A Pathway to Ecology and Spirit</i>. Illinois: Waveland Press Inc.</p> <p>Innes, R. A. (2004) American Indian Studies Research is Ethical Research: A Discussion of Linda Smith and James Waldram's Approach to Aboriginal Research, <i>Native Studies Review</i>, 15: 2. p.131-138.</p> <p>Hokowhitu, Brendan (2010). "A Genealogy of Indigenous Resistance". In B. Hokowhitu et.al (eds) <i>Indigenous Identity and Resistance</i>, Otago: Otago University Press.</p>	
12	<p>Futures in Māori and Indigenous Research Ocean Mercier</p>	
STUDY PERIOD: 8-12 June		
EXAMINATION PERIOD BEGINS: 12 June		
Research Methodologies Essay due 15 June		

7 TEACHING FORMAT

7.1 Lectures

Students will attend one 1-hour and 50-minute lecture per week.

Lectures will involve a presentation from the Course Coordinator or guest lecturers, often with time for questions, and then group discussion over particular issues or activities. Students are expected to have read all assigned readings in preparation for lectures and to have formulated questions to discuss with the Course Coordinator/guest lecturer and other students.

7.2 Tutorials

Students have the option of staying after class on Monday for a 50-minute tutorial, 11:00-11:50am. The following gives an outline of suggested content during our tutorial programme. This is flexible and will be tailored to the needs of students.

Week	Date	Lecture Topic
1	M 2 Mar	Writing a Research Question
2	M 9 Mar	Using Endnote Cybercommons (tbc)
3	M 16 Mar	Endnote + Word = Annotated Bibliography Cybercommons (tbc)
4	M 23 Mar	Finding Literature
5	M 30 Mar	Writing a Literature Review
6	M 20 Apr	Ethics
7	Thur 30 Apr	Writing a Research Proposal
8	M 4 May	Writing an Abstract
9	M 11 May	Student Presentations
10	M 18 May	Student Presentations
11	M 25 May	Doing Interviews
12	Thur 4 Jun	Class Hākari

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 10 out of 12 lectures, and
- submit the six assessed pieces of work.

9 WORKLOAD

The standard University workload for a 30-point course applies, i.e. 300 hours in total, spread over the teaching weeks, i.e. about 24 hours per week (inclusive of lectures and tutorials).

Each week, the remaining 21 hours should be spent on:

- reviewing lecture notes (2-3 hours)
- reading assigned readings (5-8 hours)
- planning your research proposal (4-6 hours), and
- work towards other assignments (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 408 is 100% internally assessed.

Assessment items	%	CLOs	Due date
1 Annotated EndNote bibliography	5%	2	23 March
2 Literature review on a selected topic	20%	2, 3	20 April
3 Ethics exercise	5%	4	4 May
4 Seminar	10%	3, 6, 7	11, 18 May
5 Research proposal	25%	3, 4, 5, 6	25 May
6 Research methodologies essay	35%	1, 5	15 June
Total internal assessment	100%		

10.2 Annotated EndNote Bibliography

5%

Students, after having selected and discussed their research topic in class, will submit an annotated list of between ten and fifteen **key texts** related to their subject. The length of this piece of assessment should be 1000-1500 words.
DUE: 4:30pm, Monday 23 March.

10.3 Literature Review **20%**

Students will provide a fully considered review of the key texts relating to their research topic. The literature review must involve a critical and comparative analysis and highlight the gaps and omissions in those texts. The word length for this assignment is no more than 2000 words. The literature review marksheet with the marking criteria is available on Blackboard. **DUE: 4:30pm, Monday 20 April.**

10.4 Ethics Exercise **5%**

This assignment requires the student to complete a Victoria University ethics application for a research project on their selected topic. The main aim of this assessment is to encourage students to reflect on what ethical issues may arise in their research and how these might appropriately be addressed. Students should expect to write about 500-1000 words for this piece of assessment. **DUE: 4:30pm, Monday, 4 May.**

10.5 Seminar **10%**

Students will give a 15-minute presentation on their research proposal. A statement of their research question, an explanation of their proposed methods of enquiry and their expected research outcomes is required. An outline of the presentation (for instance, a copy of the powerpoint slides) is to be submitted on the day of the presentation. The learning objective of the presentation is to provide an opportunity for the student to discuss and critique their research with other members of the class before handing in the research proposal. The seminar marksheet with the marking criteria is available on Blackboard. **DUE: During lectures, 11 May and 18 May.**

10.6 Research Proposal **25%**

Towards the end of the course, students will submit a fully developed research proposal on their chosen topic. Aspects of previously submitted assignments (ie, the literature review and ethics considerations) will appear as discrete sections within the main body of the proposal. Other key elements within the proposal will include a research question, an abstract, a discussion on the methodology, method, significance and likely outcomes of the research. Students will be given a proposal outline in class to assist them in the completion of their proposal. Minimum 3000 words. The research proposal marksheet with the marking criteria is available on Blackboard. **DUE: 4:30pm, Monday 25 May.**

10.7 Research Methodologies Essay **35%**

Throughout the course of MAOR 408, students will learn about a variety of different methodologies from different academic disciplines. The final assessment will require students to critically reflect on this diversity of research methodologies and its impact on Māori Studies, and more locally, on their own research topic. Students will write an essay of no more than 3000 words on this topic. The essay marksheet with the marking criteria is available on Blackboard. **DUE: 4:30pm, Monday 15 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 408 course assessment is Monday 15 June at 4:30pm.

13 SET TEXTS

13.1 Required Text

You are required to purchase the MAOR 408 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 and tutorial.

13.2 Recommended Reading

Te Wāhanga 2011 (NZCER). "Kei Tua o Te Pae Hui Proceedings". Wellington: Ako Aotearoa. Available for downloading for \$20 from the NZCER website at: www.nzcer.org.nz/nzcerpress/kei-tua-o-te-pae-hui-proceedings

Smith, Linda, (1999). *Decolonizing Methodologies, Research and Indigenous Peoples*. Dunedin: University of Otago Press.

Booth, Wayne, C. (et. al) (1995). *The Craft of Research* Chicago: The University of Chicago Press.

Denzin, Norman, Yvonna Lincoln and Linda Tuhiwai Smith (2008). *The Handbook of Critical and Indigenous Methodologies*. Los Angeles: Sage..

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 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