



**Te Kawa a Māui**  
Faculty of Humanities and Social Sciences

# **MAOR 301**

## **Tā Te Māori Whakahaere Rauemi Māori Resource Management**

Course Reference Number (CRN): 27091  
Course Value: 20 points  
Trimester 2 2015



## 1 IMPORTANT DATES

<b>Trimester dates</b>	13 July to 15 November
<b>Teaching dates</b>	15 July to 16 October
<b>Mid-trimester break</b>	24 August to 6 September
<b>Last assessment item due</b>	15 October 2015
<b>Withdrawal dates</b>	Refer to <a href="http://www.victoria.ac.nz/students/study/withdrawals-refunds">www.victoria.ac.nz/students/study/withdrawals-refunds</a> .
<b>Aegrotats</b>	If you cannot complete an assignment or sit a test or examination, refer to <a href="http://www.victoria.ac.nz/students/study/exams/aegrotats">www.victoria.ac.nz/students/study/exams/aegrotats</a> .

## 2 CLASS TIMES AND LOCATIONS

Tuesday	11:00am-12:50pm	CO119 (Cotton Building)
Thursday	11:00am-12:50pm	CO119 (Cotton Building)

Other venues may be used where appropriate. Sufficient notice of any changes will be announced in class and posted on Blackboard.

## 3 NAMES AND CONTACT DETAILS

<b>Course Coordinator</b>	Dr Maria Bargh Room 213, 50 Kelburn Parade Telephone 463 5465 Email <a href="mailto:maria.bargh@vuw.ac.nz">maria.bargh@vuw.ac.nz</a>
<b>Office Hours</b>	By appointment
<b>Course Administrator</b>	Jeremy Porima Room 102, 50 Kelburn Parade Telephone 463 5314 Email <a href="mailto:jeremy.porima@vuw.ac.nz">jeremy.porima@vuw.ac.nz</a>
<b>Office Hours</b>	Monday-Friday, 8:00am-4:30pm

## 4 COMMUNICATION OF ADDITIONAL INFORMATION

MAOR 301 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 starts by looking at Māori ownership and mana over environmental resources and some of the challenges presented by the Crown to that mana. It moves to examine the current laws which govern Māori land and resources such as the Resource Management Act and the Local Government Act. The course then explores how iwi are balancing economic development and environmental concerns in the development of specific resource such as oil, freshwater and fisheries and how this is unique in a post-settlement context. It also looks to the international context and asks what Māori resource management has in common with the management practices of other Indigenous peoples.

### **5.2 Course Learning Objectives (CLOs)**

Students who pass this course will be able to:

- 1 explain at least two legislative documents relating to the use or control of Māori resources
- 2 explain six Māori concepts relating to the environment
- 3 contrast competing definitions of resource management, and
- 4 analyse the role that Māori have played in the retention and return or development of Māori resources.

### **5.3 Course Aims**

The aim of this course is to provide an overview of issues surrounding Māori resource management. It will examine the contested nature of resources in Aotearoa as both Māori and the Crown continue to struggle over, not only the initial questions of ownership and sovereignty, but also the models which will be used for governing particular resources once Māori possess them. A central question for the course is: how are different people theorising and framing 'Māori resource management' and what kinds of consequences do these differences hold?

The course will also examine the transfer of resources through the government's Treaty of Waitangi settlements process and the kinds of governance models the government encourages iwi to use to govern and exploit their resources.

A second central question of the course will be: how are Māori seeking to fulfil their role as kaitiaki of resources? Particular case studies will be covered.

In addition, the course will also examine Māori resource management in a global context by examining the experiences of other Indigenous peoples and exploring how Indigenous resource management is being expressed or suppressed in countries such as the Americas and the Pacific.

Often in research of resource management scholars focus their attention solely on those in local or national government to the detriment of the accounts and activities of activists, iwi, hapū or non-governmental organisations. This course will try to balance attention on the numerous and varied ways in which people theorise about Māori resource management.

## 6 COURSE CONTENT

The course will cover the following themes:

- 1 Manawhenua perspectives
- 2 Legal and political frameworks
- 3 Resources
- 4 International Indigenous experiences.

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

Week	Date	Lecture Topic
1	Tues 14 Jul	<b>Introduction to course</b>
	Thurs 16 Jul	<b>Manawhenua perspectives: Theorising about Māori</b> <b>Readings:</b> Teaiwa, Teresia, 1995. "Scholarship from a Lazy Native," in E. Greenwood, K. Neuman, A. Sartori, <i>Work in Flux</i> , Melbourne: University of Melbourne Press. Jackson, Moana, 1991. "Māori Law, Pākehā Law and the Treaty of Waitangi," in <i>Mana Tiriti: The Art of Protest and Partnership</i> . Wellington: Daphne Brasell Associates Press.
2	Tues 21 Jul	<b>Manawhenua perspectives: Declaration of Independence, Treaty of Waitangi, tino rangatiratanga</b> <b>Readings:</b> Mead, Hirini Moko, 2003. "Rāhui, Aukati: Ritual Prohibitions," in <i>Tikanga Māori: Living by Māori Values</i> . Huia Publishers, pp.193-207.
	Thurs 23 Jul	<b>Manawhenua perspectives: Colonisation, property, role of the native land court and raupatu</b> <b>Readings:</b> Erueti, Andrew, 1999. "Maori customary law and land tenure: an analysis," in Richard Boast (et.al), <i>Maori Land Law</i> . Wellington: Butterworths. Williams, David V., 1999. "The 'Engine of Destruction' in Action," in <i>Te Kooti Tango Whenua: The Native Land Court 1864-1909</i> . Huia Publishers, pp.157-199.
3	Tues 28 Jul	<b>Manawhenua: Whanganui-a-Tara research project</b> <b>Readings:</b> Love, Morrie, 2010. "A Wharewaka for Wellington: Keeping a Māori footprint in the city." In K. Stuart and M Thompson-Fawcett (eds) <i>Tāone Tupu Ora: Indigenous Knowledge and Sustainable Urban Design</i> . Wellington: Steele Roberts.
	Thurs 30 Jul	<b>Legal and political frameworks: Local Government</b> <b>Readings:</b> Durie, Mason, 1998. "Mana Whenua," in <i>Te Mana Te Kawanatanga</i> . Auckland: Oxford University Press.

Week	Date	Lecture Topic
4	Tues 4 Aug	<b>Legal and political frameworks: Resource Management Act</b> <b>Readings:</b> Harris, Aroha, 2004. "Ka Whawhai Tonu Mātou," in <i>Hikoī</i> . Wellington: Huia. Selby, R and Moore, P., 2010. In Selby, R. (et.al) (eds), <i>Māori and the Environment: Kaitiaki</i> . Wellington: Huia.
	Thurs 6 Aug	<b>Legal and political frameworks: Settlements</b> <b>Readings:</b> Belgrave, M., 2012. "Negotiations and Settlements," in N. Wheen and J. Hayward, <i>Treaty of Waitangi Settlements</i> . Wellington: Bridget Williams Books. Joseph, R., 2012. "Unsettling Treaty Settlements," in N. Wheen and J. Hayward, <i>Treaty of Waitangi Settlements</i> . Wellington: Bridget Williams Books.
5	Tues 11 Aug	<b>Legal and political frameworks: RMA and consultation</b> <b>Readings:</b> Warren, T.R., 2010. In Selby, R. (et.al) (eds), <i>Māori and the Environment: Kaitiaki</i> . Wellington: Huia. Mulholland, M., 2010. In Selby, R. (et.al) (eds) <i>Māori and the Environment: Kaitiaki</i> . Wellington: Huia.
	Thurs 13 Aug	<b>Legal and political frameworks: Economic development</b> <b>Readings:</b> Berl economics, 2010. "The Asset Base, Income, Expenditure and GDP of the 2010 Māori Economy" [on Blackboard]. Te Puni Kōkiri and Māori Economic Taskforce, 2010. "Iwi Infrastructure and Investment" [on Blackboard]. Potaka, Tama, 2015. "Kaupapa Maori as relevant as profit for Maori tribal bodies" <i>NZ Herald</i> , 30 April [on Blackboard].
6	Tues 18 Aug	<b>Legal and political frameworks: Sustainable development</b> <b>Readings:</b> Mutu, M., 2010. In Selby, R. (et.al) (eds), <i>Māori and the Environment: Kaitiaki</i> . Wellington: Huia. Yates, A., 2010. "Micro-urbanism: Regenerative buildings and the architectural landscape of the pā", in K. Stuart and M. Thompson-Fawcett (eds) <i>Tāone Tupu Ora: Indigenous Knowledge and Sustainable Urban Design</i> . Wellington: Steele Roberts.
	Thurs 20 Aug	<b>Legal and political frameworks: Climate change</b> <b>Readings:</b> Kanawa, L., 2010. In Selby, R. (et.al) (eds), <i>Māori and the Environment: Kaitiaki</i> . Wellington: Huia. Blue economy <a href="http://www.zeri.org/">www.zeri.org/</a>
<b>MID-TRIMESTER BREAK: 24 August – 6 September</b>		

Week	Date	Lecture Topic
7	Tues 8 Sep	<b>Resources: Energy resources</b> <b>Readings:</b> Greenpeace, 2012. <i>Out of Our Depth: Deep-sea Oil Exploration in New Zealand</i> [on Blackboard]. Waitangi Tribunal "Introduction" <i>Petroleum Report</i> [on Blackboard].
	Thurs 10 Sep	<b>Resources: Foreshore and Seabed</b> <b>Readings:</b> Durie, Mason, 2005. "Takutai Moana: Between the Tides," in <i>Ngā Tai Matatā</i> . Melbourne: Auckland University Press. Whare, T., 2010. In Selby, R. (et.al) (eds), <i>Māori and the Environment: Kaitiaki</i> . Wellington: Huia.
8	Tues 15 Sep	<b>Resources: Co-management</b> <b>Readings:</b> Kawharu, M., 2010. In Selby, R. (et.al) (eds), <i>Māori and the Environment: Kaitiaki</i> . Wellington: Huia. Durie, M., 2010. In Selby, R. (et.al) (eds), <i>Māori and the Environment: Kaitiaki</i> . Wellington: Huia.
	Thurs 17 Sep	<b>Resources: Co-management</b> <b>Readings:</b> Smith, H., 2010. In Selby, R. (et.al) (eds), <i>Māori and the Environment: Kaitiaki</i> . Wellington: Huia. Tawhai, V., 2010. In Selby, R. (et.al) (eds), <i>Māori and the Environment: Kaitiaki</i> . Wellington: Huia.  <b>Field trip preparation</b> <b>FIELD TRIP SATURDAY 19 SEPTEMBER</b>
9	Tues 22 Sep	<b>Resources: Freshwater</b> <b>Readings:</b> Sinner J. and Harmsworth, G., 2015. Māori and collaborative freshwater planning: emerging insights. Prepared for the Ministry of Business Innovation and Employment. Cawthron Report No. 2647. Tipa, G., 2010. In Selby, R. (et.al) (eds), <i>Māori and the Environment: Kaitiaki</i> . Wellington: Huia.
	Thurs 24 Sep	<b>Resources: Freshwater</b> <b>Readings:</b> Bennett, A., 2010. In Selby, R. (et.al) (eds), <i>Māori and the Environment: Kaitiaki</i> . Wellington: Huia.
10	Tues 29 Sep	<b>Resources: Farming</b> <b>Readings:</b> Forster, M., 2010. In Selby, R. (et.al) (eds), <i>Māori and the Environment: Kaitiaki</i> . Wellington: Huia. Pauling, C., 2010. In Selby, R. (et.al) (eds), <i>Māori and the Environment: Kaitiaki</i> . Wellington: Huia.

Week	Date	Lecture Topic
	Thurs 1 Oct	<b>Resources: Fisheries</b> Mutu, M., 2012. "The Sea I Never Gave: Fisheries Settlement," in N. Wheen and J. Hayward. (eds), <i>Treaty of Waitangi Settlements</i> . Wellington: Bridget Williams Books. Stephenson, J (et.al) 2012. "Listening to the Kaitiaki" <i>MAI Journal</i> <a href="http://www.journal.mai.ac.nz/sites/default/files/Pages%20117%20-%20130.pdf">www.journal.mai.ac.nz/sites/default/files/Pages%20117%20-%20130.pdf</a>
11	Tues 6 Oct	<b>International Indigenous experiences: Food sovereignty</b> <b>Readings:</b> LaDuke, W., 2005. "Food as Medicine," in <i>Recovering the Sacred</i> . Cambridge: South End Press.
	Thurs 8 Oct	<b>International Indigenous experiences: International trade</b> Subcomandante Insurgente Marcos, 2003. "Tomorrow Begins Today: invitation to an insurrection," in <i>Notes from Nowhere, We Are Everywhere</i> . London: Verso. Bargh, Maria, 2007. "A Small Issue of Sovereignty," in <i>Resistance: An Indigenous Response to Neoliberalism</i> . Wellington: Huia.
12	Tues 13 Oct	<b>International Indigenous experiences: Indigenous resource management</b>  <b>Course review and test preparation</b> <b>Readings:</b> Mander, Jerry and Tauli-Corpus, Victoria (eds) (et.al), 2005. "Aspects of Traditional Knowledge and Worldview", <i>Paradigm Wars: Indigenous Peoples' Resistance to Economic Globalization</i> , International Forum on Globalization, Committee on Indigenous Peoples.
	Thurs 15 Oct	<b>In-Class test</b>

## 7 TEACHING FORMAT

This course involves two 1-hour 50 minute classes per week. Half of the class is in a lecture format and the second half is in a tutorial style for discussion.

## 8 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). This weekly average will ensure that each student can maintain satisfactory progress.

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

- revising material from lectures (1-3 hours)
- background reading including reading for assignments (3-4 hours), and
- preparing for the in-class test and written assignments (2-6 hours).



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

## 9 ASSESSMENT

### 9.1 Assessment Requirements

Information about all course assessments are contained in this course outline. Assessments will be explained in class. If you are unsure about any assessment requirement, please contact the Course Coordinator.

**MAOR 301 is 100% internally assessed.**

Written work may be in te reo Māori or English. If you wish to use te reo Māori, please let the Course Coordinator know in advance so that a marker can be arranged without delay.

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 items	%	CLOs	Due date
1 Presentation (15 mins)	15%	3	Weeks 4-12
2 Essay 1 (3,000-3,500 words)	30%	3, 4	4:30pm, 18 August
3 Essay 2 (3,000-3,500 words)	30%	4	4:30pm, 17 September
4 In-class test (50 mins)	25%	1, 2	During lecture, 15 October
<b>Total internal assessment</b>	100%		

### 9.2 Presentation

**15%**

Students will prepare and present on one of the readings for a particular class. Readings will be assigned during Week 2 and will **begin from Week 4**. Presentations will be approximately 15 minutes in duration which will include a brief analysis of the content and a critique of the article. Students may only use five PowerPoint slides. Students will be expected to engage their peers in a discussion regarding the topic/reading (5 minutes). Students will hand in to the Course Coordinator copies of their five PowerPoint slides at the time of their presentation.

### 9.3 Essay 1

**30%**

Students will be assessed on their ability to accurately and concisely write an essay on a specific resource case. Essay topics will be distributed during class in Week 2. There is a maximum word limit of 3,500 words for this assignment. Due: 4:30pm, 18 August.

**9.4 Essay 2 30%**

Students will be assessed on their ability to research and make a convincing argument for an essay. Essay topics will be distributed in class well before the due date. There is a maximum word limit of 3,500 words for this assignment. Due: 4:30pm, 17 September).

**9.5 In-Class Test 25%**

The in-class test will be held during the usual lecture on 15 October. The test will cover material discussed in class including the readings. Further information about this assessment will be provided in class closer to the time.

**10 RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OBJECTIVES**

**10.1 Presentation**

Students will be assessed on their ability to contrast competing definitions of resource management in the material they are analysing and to convey that verbally and use appropriate visual aids.

**10.2 Essay 1**

Students will be assessed on the standard of presentation of their essays, the quality, depth and scope of the content of their material and overall presentation. Students will be expected to demonstrate their learning from the course materials, lectures and thorough research.

**10.3 Essay 2**

Students will be assessed on the standard of presentation of their essay, the quality of their argument, depth and scope of the content of their material and overall presentation. Students will be expected to show research separate from that discussed in class.

**10.4 In-Class Test**

The in-class test is comprised of questions requiring short essay answers. Test questions are designed so that students can demonstrate their abilities with respect to all of the course learning objectives.

**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 301 course assessment is Friday 16 October at 4:30pm.

## 13 SET TEXTS

### 13.1 Required Texts

There are two required texts for this course. Both are available from vicbooks. Visit [www.vicbooks.co.nz](http://www.vicbooks.co.nz) to check price and availability.

MAOR 301 Course Reader.

Selby, R. Moore, P and Mulholland, M., 2010. *Māori and the Environment: Kaitiaki*. Wellington: Huia.

### 13.2 Recommended Reading

The following texts are highly recommended for this course, but students are not required to purchase them.

Durie, M., 1998. *Te Mana Te Kawanatanga*. Oxford University Press: Auckland.

Kawharu, Merata, (ed), 2002. *Whenua: Managing our Resources*. Auckland.

### 13.3 Supplementary Resources

Students are also encouraged to follow articles and stories about Māori resource management related issues in the media as well as to consult the following websites:

Māori news and links  
[www.maorinews.com/karere](http://www.maorinews.com/karere)

Waitangi Tribunal  
[www.waitangi-tribunal.govt.nz](http://www.waitangi-tribunal.govt.nz)

Footprint calculator  
[www.mfe.govt.nz/withyou/do/footprint/calculator.html](http://www.mfe.govt.nz/withyou/do/footprint/calculator.html)

Convention on Biological Diversity  
[www.biodiv.org/convention/default.shtml](http://www.biodiv.org/convention/default.shtml)

People Poisoned Daily  
[www.peoplepoisoned.net/](http://www.peoplepoisoned.net/)

100 Words Every New Zealander Should Know  
[www.nzhistory.net.nz/culture/tereo-100words](http://www.nzhistory.net.nz/culture/tereo-100words)

Tuanuku on Facebook  
[www.facebook.com/group.php?gid=162984541246&v=wall](http://www.facebook.com/group.php?gid=162984541246&v=wall)  
<http://wakeupfreakout.org/film/tipping.html>

Donaldson, Matthew, 2004. *The Tide is Turning*.  
<http://engagemedia.org/Members/oceanianewsreal/videos/tideisturning.mov/view>

#### 13.4 Academic Writing Guide

Students will be required to make their written work conform to the Māori Studies academic writing guidelines. A copy of these guidelines will be made available on Blackboard.

#### 13.5 Further Reading

Please note that you are not expected to purchase these books for the course.

Keenan, D., 2009. *Wars Without End: The Land Wars in Nineteenth-century New Zealand*. Auckland: Penguin.

Mead, S. M., 1997. *Landmarks, Bridges and Visions: Aspects of Maori Culture*. Wellington: Victoria University Press.

Smith, L., 1999. *Decolonizing Methodologies: Research and Indigenous Peoples*. Dunedin: AUP and University of Otago Press.

### 14 TE PŪTAHI ATAWHAI MENTORING PROGRAMME

Te Pūtahi Atawhai (TPA) coordinates a mentoring programme for Māori and Pasifika students who would like assistance with their courses. To check which courses this service is available for, speak to a TPA staff member at the beginning of the course. Their office is located on Level 2 of the Student Union Building.

## **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**

Feedback is important to ensure this course contains information of relevance to our students.

A Centre for Academic Development (CAD) feedback process will be conducted at the end of the course, which will allow students to give feedback on an anonymous basis. Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://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](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)

**Aegrotats**

[www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)

**Academic Progress**

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

**Dates and deadlines**

[www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)

**FHSS Student and Academic Services Office**

[www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)

**Grades**

[www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)

**Māori at Victoria**

[www.victoria.ac.nz/tautoko](http://www.victoria.ac.nz/tautoko)

**Resolving academic issues**

[www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)

**Special passes**

[www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)

**Statutes and policies**

(including the Student Conduct Statute)

[www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)

**Student support**

[www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)

**Students with disabilities**

[www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)

**Student Charter**

[www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)

**Student Contract**

[www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://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](http://www.victoria.ac.nz/maori)

**Te Pūtahi Atawhai**

[www.victoria.ac.nz/students/get-involved/lead-mentor/te-putahi-atawhai](http://www.victoria.ac.nz/students/get-involved/lead-mentor/te-putahi-atawhai)

**Turnitin**

[www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)

**University structure**

[www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)

**Vic Books**

[www.vicbooks.co.nz](http://www.vicbooks.co.nz)

**Victoria graduate profile**

[www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile)

**VUWSA**

[www.vuwsa.org.nz](http://www.vuwsa.org.nz)