



Te Kawa a Māui
Faculty of Humanities and Social Sciences

MAOR 313

Ngā Tikanga Tuku Iho Māori Customary Concepts

Course Reference Number (CRN): 457
Course Value: 20 points
Trimester 2 2015

1 IMPORTANT DATES

Trimester dates	13 July to 15 November 2015
Teaching dates	13 July to 16 October 2015
Mid-trimester break	24 August to 6 September 2015
Last assessment item due	16 October 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

Tuesday	2:10-4:00pm	MR101 (Te Tumu Herenga Waka)
Friday	2:10-4:00pm	MYLT102 (Murphy Building)

3 NAMES AND CONTACT DETAILS

Course Coordinator	Associate Professor Peter Addis Room 204, 48 Kelburn Parade Telephone 463 5158 Email peter.addis@vuw.ac.nz
Office Hours	Friday, 4:00-5:00pm
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 313 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 aims to develop student insight and understanding of the nature of both traditional and contemporary Māori culture, society and politics through critical analysis of concepts such as utu, muru, raupatu, rāhui and tapu.

5.2 Course Learning Objectives (CLOs)

Students who pass this course will be able to:

- 1 analyse the place of traditional Māori concepts in contemporary Māori and New Zealand society today
- 2 interrogate a range of Māori concepts and interpret them in terms of Māori meaning systems
- 3 interpret Māori values and customs using a Māori conceptual framework
- 4 evaluate and critically analyse the source material for the course
- 5 demonstrate improved reading, comprehension and oral discussion skills within the framework of Māori discussion, and
- 6 identify a range of the fundamental concepts, values and meaning systems of Māori society.

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 and guest lecturers in the course. Please see the list of readings for each class on Blackboard. You are expected to have completed the reading prior to each class.

Week	Date	Lecture Topic	Assessment
1	T 14 Jul	Introduction to course	
	F 17 Jul	Who is a Māori?	
2	T 21 Jul	What is an iwi / hapū?	
	F 24 Jul	Attitudes to taha Māori	
3	T 28 Jul	Tapu	
	F 31 Jul	Utu	
4	T 4 Aug	Muru	
	F 7 Aug	Mana	
5	T 11 Aug	Mana whenua (Paul Meredith)	
	F 14 Aug	Rāhui	
6	T 18 Aug	Kōrero whakamārama	
	F 21 Aug	In-class test	In-class test, annotated bibliography
MID-TRIMESTER BREAK: 24 August – 6 September			
7	T 8 Sep	Rangatiratanga, kawanatanga	
	F 11 Sep	Koha (Te Ripowai Higgins)	Essay

Week	Date	Lecture Topic	Assessment
8	T 15 Sep	Ihi, wehi, wana	
	F 18 Sep	Hapa, whati, aituā	
9	T 22 Sep	Ahikāroa, tūrangawaewae, wāhi tapu	
	F 25 Sep	Mauri and wairua	
10	T 29 Sep	Essay presentation	Essay presentation
	F 2 Oct	Essay presentation	Essay presentation
11	T 6 Oct	Essay presentation	Essay presentation
	F 9 Oct	Essay presentation	Essay presentation
12	T 13 Oct	Kōrero whakamarama	
	F 16 Oct	In-class test	In-class test

7 TEACHING FORMAT

Students will attend two 1-hour 50 minute lectures per week.

This course is taught primarily through class discussion of the readings and the issues that emerge from them. Students will be expected to contribute to all discussions by offering opinions, views and experiences on particular issues. Through participation, students should aim to demonstrate evidence of extensive reading and reflection on the kaupapa being dealt with. Therefore you must come to class having completed the readings for the session.

8 MANDATORY COURSE REQUIREMENTS (MCRs)

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

- hand in all course work on time (unless there is a prior arrangement with the Course Coordinator)
- obtain at least 40% in each piece of assessment in order to demonstrate the achievement of all six CLOs in the course, and
- attend at least 20 out of 24 classes (unless there is a prior arrangement with the Course Coordinator).

Any student who is concerned that they have been (or might be) unable to meet any of the MCRs because of exceptional personal circumstances, should contact the Course Coordinator as soon as possible.

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:

- reviewing material from lecture sessions (1-3 hours)
- background reading including reading for assignments (1-2 hours), and

- preparing for written assignments and tests (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. If you are unsure about any assessment requirement, please contact the Course Coordinator. Marking guides are available on Blackboard.

Attendance at and **participation in class discussions** with evidence of extensive reading, preparation for discussions and scholarly interest is required for this course. Because this course relies on student participation in class, the minimum class attendance requirement is 20 out of 24 classes. An attendance register will be circulated at each class. Students are not permitted to use computers or cell phones in class.

MAOR 313 is 100% internally assessed.

Assessment items	%	CLOs	Due date
1 In-class test one	20%	1, 2, 3	21 August
2 Annotated bibliography	10%	2, 4, 5, 6	21 August
3 Essay	20%	1, 2, 3, 4	11 September
4 Essay presentation	10%	4, 5, 6	29-Sept – 9 October
5 In-class test two	20%	1, 2, 3	16 October
6 Reading summaries	10%	2, 3, 4, 5	On-going
7 Course participation	10%	2, 3, 4, 5	On-going
Total internal assessment	100%		

10.2 In-class Tests 40%

Two in-class tests during the usual lecture on 21 August and 16 October each worth 20% of the final mark will cover the concepts covered in class discussions and readings.

10.3 Annotated Bibliography 10%

There are two parts to the essay assignment. The first part requires you to produce an annotated bibliography of the references that you use for your essay. This is worth 10% of your final mark. It should consist of at least ten references against which you note in paragraph form what the article is about, why it is a significant piece of scholarship that deserves to be in your bibliography, how it relates to your essay topic and the point of view it takes in relation to your own ideas about the topic. You should produce no more than two or three paragraphs per reference.

10.4 Essay 20%

The second part to the essay assignment requires you to complete a full and proper essay. Completing it and handing it in on time is one of the prerequisites for a pass. A list of concepts to base your essay on is included below. Students

are encouraged to start planning the essay as early as possible. **Double up on topics is not permitted.**

10.5 Note on Essays

In your essay you should ideally be aiming to bring a new understanding to the kaupapa that you are dealing with. This may mean that you are simply confirming what has already been written about the topic (if there has been anything written), or you may be rejecting or amending the literature and coming up with a new model. For most of you, this should involve producing an essay between these two extremes.

You are expected to produce between 3,000 and 3,500 words for the essay, which should be of publishable quality. Assume that you are writing to submit the essay to the *Journal of the Polynesian Society* (JPS).

It is highly recommended that you discuss your essay with the Course Coordinator before you start it. If you intend to use interview as a means of data collection then you should notify the Course Coordinator.

Your essay should be typed, double-spaced and have a two inch margin on the left hand side of the page. You must use the Māori Studies referencing style that essentially copies the JPS system. Essays that do not follow this format may need to be re-submitted!

10.6 Essay Topics

Choose ONE of the following sets of concepts for your essay topic. No more than one student per topic. First in, first served. Please advise the Course Coordinator by email about which topic you will do. If there is a topic that you would be interested in doing that is not listed here please discuss with the Course Coordinator.

1	atahu	29	mua / muri (concept of time)
2	tūroro, haumate	30	rangatiratanga, kāwanatanga, kīngitanga, mana
3	aria, atua, whakapakoko, ata, āhua	31	mate marama
4	te Ao Tū-roa (Te Ao-Mārama)	32	ngā tohu aituā, whakamakuru, takiari, tamaki
5	mauri ora, mauri mate	33	wai kaukau, wai tukukiri
6	wairua, tuku wairua, hau	34	ōinga kumu, papa tupu
7	kotahitanga	35	iwi, iwi hapū, hapū, whānau
8	hinengaro, ngākau, manawa, ate	36	whakapapa, kāwai, tātai
9	tamatāne-tamawahine	37	hahunga, hari mate, kiri mate
10	whakahoro-hauhau-aitu	38	wānanga, whakawā, pūnanga
11	mana, ira, tupu	39	whare kōhanga, tewē, iho
12	te pō, te whare o Aituā, mate taurekareka, mate kuare	40	pū, tohunga, rehe
13	whaiwhaiā, mākutu, matakite	41	whaiāo, āo mārama
14	papa kāinga	42	atua, tuawhakarere
15	mana motuhake	43	Rarohenga, Tatau-o-te-Pō, Reinga
16	Te Ara-whānui a tāne, te waiora a tāne	44	tua o te ārei, huna i te moa
17	te ohākī, kupu whakaari	45	umu, hāngi, hapi
18	ahikā	46	apakura, whare o Apakura, whare porutu, whare tauā

19	tohi, pure, iriiri	47	kukune, hapū, kotia te pito
20	karanga-rua, karanga-maha, ure-tarewa, ūkaipō	48	tuhi, rarapa, uira
21	tuku	49	taiā, tai timu, tai pari, taiāo
22	pā-kū-hā, whakaākūhā	50	rangi, kikorangi, kahurangi
23	mauri, whatu	51	whakapohane
24	tomo, moe-wahine / tane	52	whenua
25	mātauranga Māori	53	tūrangawaewae
26	ratahu	54	taha wairua
27	whakamomori	55	taha Māori
28	tētē kura		

10.7 Essay Presentation 10%

This will comprise a short presentation outlining the findings of your essay research. This will be done in ordinary class time to the class. Assessment sheets will be distributed later. Students will present in alphabetical order by surname.

10.8 Reading Summaries 10%

You are required to provide evidence that you have completed the reading for that class by handing in a one or two paragraph summary of the reading at the start of each class. The reading summaries will contribute to 10% of your final mark.

10.9 Course Participation 10%

This course is taught primarily through class discussion of the readings and the issues that emerge from them. Students will be expected to contribute to all discussions by offering opinions, views and experiences on the class topic. Through participation, students should aim to demonstrate evidence of extensive reading and reflection on the kaupapa being dealt with. Therefore you must come to class having completed the readings for the session. Course participation will contribute to 10% of your final mark.

11 SUBMISSION AND RETURN OF COURSE WORK

11.1 Submission of Course Work

Reading summaries should be handed to the Course Coordinator at the beginning of each class. Further information will be provided on the submission of other work. Electronic submission may be required for the annotated bibliography and essay assignment. There will be a further announcement about this.

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 as soon as possible after 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 313 course assessment is Friday 16 October at 4:30pm.

13 SET TEXTS

13.1 Required Text

There is no set text for this course. All of the key readings are available on the course Blackboard site.

13.2 Recommended Reading

Barlow, C., 1991. *Tikanga whakaaro: Key concepts in Māori culture*. Auckland, N.Z: Oxford University Press.

Best, E., 1954. *Spiritual and Mental Concepts of the Māori*. Wellington: Dominion Museum.

Best, E., 1976. *Māori Religion and Mythology*. Wellington: Govt. Printer.

Downes, T. W., 1929. Māori Etiquette. *Journal of the Polynesian Society*, 38:148-80.

Frame, A. and Meredith P., 2013. *Te Mātāpunenga. A Compendium of References to the Concepts and Institutions of Maori Customary Law*. Wellington. Victoria University Press.

Freire, P., 1986. *Pedagogy of the Oppressed*. New York: Continuum.

Kawharu, M., 2002. *Whenua: Managing our Resources*. Auckland: Reed.

Mead, H., 2003. *Tikanga Maori*. Wellington. Huia Publishers

Metge, J., 1976. *Basic Concepts in Māori Culture*. London: Routledge and Kegan Paul.

Mihaka, T. R. M., and Prince, D. P., 1984. *Whakapohane*. Porirua: Ruatara Publications.

Patterson, J., 1992. *Exploring Māori Values*. Palmerston North: Dunmore Press Ltd.

Pere, R. R., 1982. *Ako: Concepts and learning in the Māori tradition*: Hamilton, N.Z. Dept. of Sociology, University of Waikato.

Polack, J., 1976. *Manners and Customs of the New Zealanders*. Christchurch: Capper Press.

Salmond, A., 1982. Theoretical Landscapes Cross-Cultural Conceptions of Knowledge. In Association of Social Anthropologists Monograph *Semantic Anthropology*.

Shortland, E., 1980. *Traditions and Superstitions of the New Zealander*. Christchurch: Capper Press.

Tauroa, H., 1984. *Māoritanga in Practice*. Auckland: Office of the Race Relations Conciliator.

13.3 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.

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. MAOR 313 has received positive feedback from previous student cohorts.

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.

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

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

Vic Books

www.vicbooks.co.nz

Victoria graduate profile

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

VUWSA

www.vuwsa.org.nz