



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

# **MAOR 213**

## **Te Kawa o te Marae Marae Etiquette and Protocols**

Course Reference Number (CRN): 9177  
Course Value: 20 points  
Trimester 1 2016



*“He tangata takahi manuhiri, he marae puehu!”*

E hine, e tama, nau mai rā. Kia areare ō taringa ki ngā kōrero a te riro tītapu o raurangi; kia kaitokomauri tōu puku ki ngā kupu a ngā ihoiho o Tuawhakarere; kia māturu te hinu o tō rae e whakatinanahia ai e koe a rātou waihotanga. Piki mai rā, kake mai rā!

## 1 KEY DATES

<b>Trimester dates</b>	29 February to 29 June
<b>Teaching dates</b>	29 February to 5 June
<b>Easter break</b>	24-30 March
<b>Mid-trimester break</b>	25 April to 1 May
<b>Last assessment item due</b>	3 June
<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 in the last three weeks of teaching, or an examination, it may instead be possible to apply for an aegrotat (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	10:00-11:50am	MR101 (Te Tumu Herenga Waka)
Thursday	10:00-11:50am	MR101 (Te Tumu Herenga Waka)

## 3 NAMES AND CONTACT DETAILS

<b>Course Coordinators</b>	Dr Mike Ross Room 212, 50 Kelburn Parade Telephone 463 5468 Email <a href="mailto:mike.ross@vuw.ac.nz">mike.ross@vuw.ac.nz</a>
	Dr Awanui Te Huia Room 210, 50 Kelburn Parade Telephone 463 6733 Email <a href="mailto:awanui.tehuia@vuw.ac.nz">awanui.tehuia@vuw.ac.nz</a>
<b>Office Hours</b>	By appointment only
<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>

#### 4 COMMUNICATION OF ADDITIONAL INFORMATION

MAOR 213 has a joint Blackboard site with MAOR 001. 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 examines the Māori rituals and customs that govern the processes and functions of the marae. It examines the theoretical and practical application of kawa (protocols) of the marae in both a traditional and contemporary context. This course is co-taught with MAOR 001.

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

Students who pass this course will be able to:

- 1 explain the kawa of Te Herenga Waka Marae and the local tribes of the Wellington area, namely Te Ātiawa, Ngāti Toa and Ngāti Raukawa
- 2 describe the customs, concepts and spiritual aspects of Te Herenga Waka Marae
- 3 use the appropriate language of the marae
- 4 operate, plan and participate in hui on a marae – both front and back
- 5 prepare budgets, menus and purchase food for a hui
- 6 utilise the equipment of Te Herenga Waka Marae, and
- 7 recognise and respond to breaches of kawa at Te Herenga Waka Marae.

#### 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	Starting	Tuesday	Thursday	Assessment/Readings
1	29 Feb	Karakia Mihi whakatau Waiata Whakawhanaunga Class organisation  Brief history of Te Herenga Waka Marae	Te Wero!	Whānau groups  Māori Studies Department, n.d. <i>Te Herenga Waka Marae</i> .
2	7 Mar	Whānau review  Tikanga and kawa	Planning a hui	Higgins, Rawinia and John C. Moorfield, 2003. "Ngā Tikanga o te Marae", in <i>Ki Te Whaiao</i> :

Week	Starting	Tuesday	Thursday	Assessment/Readings
		of Te Herenga Waka Marae		<i>An Introduction to Māori Culture and Society.</i>
3	14 Mar	Budgeting, financial management, kitchen facilities, safety and hygiene	Practical kitchen experience	
4	21 Mar	<b>Practicum 1</b>	Whānau review  Kai ora	<b>Practicum assessment (20%)</b>
<b>EASTER BREAK: 24-30 March</b>				
5	28 Mar	<b>NO CLASS 29 March</b>	Whaikōrero and karanga	Karetu, Sam, 1978. <i>Kawa in Crisis.</i>
6	4 Apr	Relationships and identity	Te reo Māori	McIntosh, Tracey, 2005. <i>Māori Identity: Fixed, Fluid and Forced.</i>
7	11 Apr	Contemporary concerns for Māori 1	Values and tikanga	Rangihau, John, 1975. <i>Being Māori.</i>
8	18 Apr	<b>Practicum 2</b>	Whānau review  Marae roles and responsibilities	<b>Practicum assessment (20%)</b>
<b>MID-TRIMESTER BREAK: 25 April-1 May</b>				
9	2 May	Hui mate	Hui ora	
10	9 May	Ngā mahi a Rēhia	Tikanga-ā-iwi	<b>Essay 1 due 12 May (10%)</b>
11	16 May	Graduation ceremony	Te Hui whakapūmau	Haka pōwhiri
12	23 May	Contemporary concerns for Māori 2	The use of tikanga and kawa outside of marae settings	Winiata, Pakake. n.d. <i>Guiding Kaupapa of Te Wānanga o Raukawa</i>
13	30 May	<b>Practicum 3</b>	Whānau review  Poroporoaki	<b>Practicum assessment (20%)</b>  <b>Essay 2 due 3 June (10%)</b>

## 7 TEACHING FORMAT

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

Lectures will involve a presentation from the Course Coordinators and guest lecturers, often with time for questions.

## 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).

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

- reading for lectures (2-3 hours)
- revising notes from lectures and essay writing (1-2 hours)
- preparation for practicum assessments (3-4 hours), and
- practicum hours (2-3 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 one of the Course Coordinator. Marking guides are available on Blackboard.

**MAOR 213 is 100% internally assessed.**

Assessment items and workload	%	CLOs	Due date
1 Practicum 1	20%	3-7	In lecture, 22 March
2 Essay 1	10%	1-7	4:30pm, 12 May
3 Essay 2	10%	1-7	4:30pm, 3 June
4 Practicum 2	20%	3-7	In Lecture, 19 April
5 Practicum 3	20%	3-7	In Lecture, 31 May
6 Practicum hours	20%	1-7	Ongoing, Weeks 2-13
<b>Total internal assessment</b>	<b>100%</b>		

### 9.2 Practicum Assessments

**60% (three at 20% each)**

In the first week, students will be assigned a work group for the duration of the course. Each group will take turns fulfilling the different roles in the organisation and execution of a hui for which they will be assessed. Groups will be assigned an area of responsibility: pōwhiri – tangata whenua (mua), tangata whenua (muri), and manuwhiri. Students will need to be proactive in organising themselves outside of class hours, as these assessments require a lot of teamwork and effort. Further information will be provided during Week 2 of the course.

**Note:** The practicum assessment will consist of group work leading to an individual mark. Marae are not organised or run by any single person, but rather by a collective made up of the hapū and whānau. This, therefore, is the most appropriate form of assessment for MAOR 213. Further details will be provided during lectures.

**9.3 Essay 1** **10%**

Students will reflect on their learning in class and write an essay on their marae experience at Te Herenga Waka Marae. Please note that you will be expected to include and compare information and knowledge that you have learnt in lectures and practical classes such as your understanding of whānau roles and responsibilities, tikanga, administration, planning, budgets, etc.

The word length for this assignment is 1500 words. **Due: 4:30pm, 12 May.**

**9.4 Essay 2** **10%**

Students will complete a comparative study of their own marae, or a marae of their choosing. You will need to examine the historical origins of the hapū/people, describe the facilities, the key roles and responsibilities of its leaders and its tikanga/kawa. Explain what changes, if any, have occurred including the impact of urbanisation/globalisation on the people of the marae and their practices. What are the key differences between your chosen marae and Te Herenga Waka marae?

The word length for this assignment is 1500 words. **Due: 4:30pm, 3 June.**

**9.5 Practicum Hours** **20%**

Students are required to fulfil 16-hours of kaiārahi/manaaki tangata at the marae any time during the course. These hours give students the opportunity to learn through active participation in a real marae situation, hosting manuwhiri. All hui and events are publicly displayed and announced in class or at lunch break in the dining room. Students can then select the hui or event they wish to contribute and learn from.

Each student is required to spend:

- 4 hours out the 'front' for pōwhiri ceremonies, to perform, observe and critique the rituals of encounter, supporting the paepae with waiata and haka pōwhiri.
- 8 hours at the 'back' in the wharekai (Ngā Mokopuna) helping with preparation, and setting and serving of food under the supervision and direction of assigned marae personnel.
- 4 hours participating in the May graduation ceremonies, which may include performing the haka pōwhiri under the guidance of marae personnel.

These hours must be logged on the timesheet handed out in class and signed off by the 'supervisory' marae personnel. These timesheets will be checked regularly to ensure that students are on-target for completion.

## **10 SUBMISSION AND RETURN OF COURSE WORK**

### **10.1 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

Coordinators, or leave assignments under a 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.

## 10.2 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 Coordinators endeavour to have work marked and returned within two weeks of its submission.

## 11 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.

Unless an extension is previously granted, the final date for submission of MAOR 213 course assessment is Friday 3 June at 4:30pm.

## 12 SET TEXTS

### 12.1 Required Text

You are required to purchase the Course Reader, *Te Tū Marae*, from vicbooks. Visit [www.vicbooks.co.nz](http://www.vicbooks.co.nz) to check price and availability.

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

### 12.2 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 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.



## 14 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.

## 15 STUDENT FEEDBACK

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

Based on the feedback of previous student cohorts, the following enhancements have been made:

- students asked for more formal assessment of their learning so an additional essay assessment has been included, and
- the reflective journal assessment has been removed because the general impression was that students misunderstood the assessment parameters.

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).

## 16 OTHER IMPORTANT INFORMATION

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)

### **Academic progress**

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

### **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/maori-at-victoria](http://www.victoria.ac.nz/maori-at-victoria)

### **Pasifika at Victoria**

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

### **Special passes**

refer to the *Assessment Handbook* at  
[www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf](http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf)

### **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)

**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)

**Terms and conditions**

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

**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)