



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

# **MAOR 302**

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

Course Reference Number (CRN): 27092  
Course Value: 20 points  
Trimester 1 2016



## 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>	15 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	1:10-5:00pm	AMLT105 (Alan MacDiarmid Building)
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## 3 NAMES AND CONTACT DETAILS

<b>Course Coordinator</b>	Dr Ocean Mercier Room 207, 50 Kelburn Parade Telephone 463 7457 Email <a href="mailto:ocean.mercier@vuw.ac.nz">ocean.mercier@vuw.ac.nz</a>
<b>Office Hours</b>	By appointment
<b>UAF Course Coordinator</b>	Assoc. Prof. Beth Leonard University of Alaska Fairbanks Email <a href="mailto:brleonard@alaska.edu">brleonard@alaska.edu</a>
<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 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.

Discussions on the online forum with University of Alaska Fairbanks students will use 'Instructure Canvas'. Information on access and use of this tool will be given by the second week of lectures.

## **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 a guide to the proposed lecture content. We will be sharing seven lecture sessions with University of Alaska Fairbanks students who are taking CCS693: Science and Indigenous Knowledge(s) in Global Contexts. As such, the Course Coordinators reserve the right to change the schedule to suit student needs, activity and assessment. We will give plenty of notice of any changes to the programme and readings.

Week	Date	Lecture Topic	Assessment Due
1	1 Mar	<b>What is Indigenous knowledge?</b> Readings: Battiste and Henderson, Turnbull, Mercier (all on Blackboard)	
<b>VUW-UAA Joint Session 3:15-5pm</b> Whakawhanaungatanga			
2	8 Mar	<b>Indigenous philosophy</b> Readings: Durie (p.3), Cajete (p.101)	UAF-VUW Forum 1 Initial Post (3%) Due: midnight 8 Mar
<b>VUW-UAA Joint Session 3:15-5pm</b> Construction of Knowledge: Nature of Scientific Inquiry			
3	15 Mar	<b>Traditional ecological knowledge</b> <b>Field Trip</b> Readings: McGregor (p.31), Berkes (p.43)	Assignment 1 (5%), Due: 4:30pm, 16 March
4	22 Mar	<b>Recording traditional knowledge</b> Readings: Simpson (p.65), Harmsworth (p.71)	UAF-VUW Forum 1 Discussion Responses (7%) Due: Midnight, 22 Mar
<b>VUW-UAA Joint Session 2:15-4:15pm</b> IK and Science: Ways of Knowing, Doing and Being			
<b>EASTER BREAK: 24-30 March</b>			
5	29 Mar	<b>NO CLASS</b>	
6	5 Apr	<b>“Western” science</b> Readings: Morris (p.143), Bohm (p.131)	Assignment 2 (5%), Due: 4:30pm, 6 April
<b>VUW-UAA Joint Session 1:15-4:15pm</b> Values in Science Read: Medin and Bang (Blackboard)			
7	12 Apr	<b>The Interface – non-Indigenous perspectives</b> Readings: Capra (p.83), Peat (p.173)	UAF-VUW Forum 2 Initial Post (3%) Due: Midnight, 12 Apr Cultural Atlas Project (10%) Due: 4:30pm, 13 April
<b>VUW-UAA Joint Session 1:15-4:15pm</b> Implications for Education			
8	19 Apr	<b>The Interface – Indigenous perspectives</b> Readings: Nakata (available on Blackboard), Deloria (p.157), Kawagley (p.115)	Assignment 3 (5%), Due: 4:30pm, 20 April
<b>VUW-UAA Joint Session 1:15-4:15pm</b> Contemporary Research Issues			
<b>MID-TRIMESTER BREAK: 25 April-1 May</b>			

9	3 May	<b>Indigenous language</b> Readings: McKinley (p.197), Cajete (p.205), Kawagley (p.217)	UAF-VUW Forum 2 Discussion Responses (7%) Due: Midnight, 3 May
<b>VUW-UAA Joint Session 1:15-4:15pm</b> Poroporoaki ki ō tātou hoa mahi mai tawhiti			
10	10 May	<b>Indigenous education</b> Readings: Aikenhead (p.223), Barnhardt (p.233)	Assignment 4 (5%), Due: 4:30pm, 11 May
11	17 May	<b>Indigenous research</b> Readings: Rigney (p.251), Roberts (p.15), Bacigalupo (p.259)	
12	24 May	<b>Indigenous people and biotech</b> Readings: Hutchings (p.265), IPCB (p.283), Cooke (p.55)	
13	31 May	<b>Indigenous tino rangatiratanga</b> Readings: Williams (p.277)	Assignment 5 (5%), Due: 4:30pm, 1 June
			Research Project (25%), Due: 4:30pm, 15 June

## 7 TEACHING FORMAT

Students will attend one 3 hour 50-minute lecture per week.

Lectures will involve a combination of any of the following: a presentation from the Course Coordinators, time for questions and discussion, a presentation from a student or group of students, workshop activities, and Skype 'hangouts' in small, mixed groups.

## 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):

- make a credible attempt at and submit all assessment items, as all assessment items contribute to the CLOs.

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:

- 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 class. 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 and workload	%	CLOs	Due date
1 Fortnightly assignments (max 500 words each)	25%	1-5	Wednesday of Weeks 3, 5, 7, 9, 12
2 Cultural atlas project (1500 words)	10%	2, 3	Wednesday 13 April
3 UAF-VUW 'hangouts' and forum exchange (2000 words)	30%	1-5	Tuesday 8 March, Tuesday 22 March, Tuesday 12 April, Tuesday 3 May
4 Reading presentation (10 min + 10 min discussion)	10%	4, 5	Tuesday during lectures
5 Research project (3000 words)	25%	4, 5	Wednesday 15 June
<b>Total internal assessment</b>	<b>100%</b>		

### 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 and a day 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 Wednesday. 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, Wednesdays.**

### 10.3 Cultural Atlas Project

**10%**

In this assessment students learn about an ecological invader and document it using Picasa. This activity will take place on **Tuesday 15 March**. There may be a cost of \$10 for this trip as a contribution towards any field expenses. More details will be given as a handout in class. The field work will feed into a 1500 word written report. 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 13 April.**

#### 10.4 UAF-VUW 'Hangouts' and Forum Exchange 30%

This assignment tests your ability to read, understand, contextualise and communicate ideas from the course lectures and readings. It consists of two parts: 10% for active discussion component, and 20% for the written and reflective component. You will gain 10% for contributing two points of discussion to the five 'hangouts' (2% per hangout for a maximum possible of 10% across five hangouts). You will also be assessed on your written discussions posted in two separate online forums, each worth up to 10% of your final mark. You will be marked on the content and quality of your arguments and responses to readings, and the degree and manner in which you engage with others' arguments. The marking sheet is available on Blackboard. **DUE: 4:30pm, Wednesday 18 May.**

#### 10.5 Reading Presentation 10%

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 4** and conclude in **Week 13**. 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.**

#### 10.6 Research Project 25%

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](http://www.atlas.maori.nz))
- a journal/logbook, or
- a VoiceThread presentation.

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 8. **DUE: 4:30pm, Wednesday 15 June.**

### 11 SUBMISSION AND RETURN OF COURSE WORK

#### 11.1 Submission of Course Work

Non-electronic 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 Wednesday 15 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](http://www.vicbooks.co.nz) to check price and availability. At the time of printing the Course Reader cost was \$23.

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

### 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: saving 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. Maturanga 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 the Māori Studies academic writing guidelines. A copy of these guidelines will be made available on Blackboard.

*Te Kawa a Māui Academic Writing Guide, 2011 edition*. Wellington: Victoria University.

## 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.

## 16 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:

- In 2014 students appreciated and enjoyed the exchange with students of Indigenous education at University of Alaska Fairbanks, and they learnt a lot from the ideas discussed. This exchange has been reinstated for 2016.
- In 2015 a couple of students mentioned they would like to see improvements to the cultural mapping aspect of the course (e.g. not use Google Earth) so this assessment has been modified.

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).

## 17 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)