



**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 2016



## 1 KEY DATES

<b>Trimester dates</b>	11 July to 13 November
<b>Teaching dates</b>	11 July to 16 October
<b>Mid-trimester break</b>	22 August to 4 September
<b>Last assessment item due</b>	14 October
<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

Wednesday	11:00am-12:50pm	AM104 (Alan MacDiarmid Building)
Friday	10:00am-11:50am	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 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>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-4:00pm

## 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 resources 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
- 4 analyse the role that Māori have played in the retention and return or development of Māori resources, and
- 5 explore how spatial / map-based presentation of information contributes to understanding and analysis of Māori resource management issues.

### **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, and
- 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	Wed 13 Jul	<b>Introduction to course</b>
	Fri 15 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	Wed 20 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.
	Fri 22 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	Wed 27 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.
	Fri 29 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	Wed 3 Aug	<p><b>Legal and political frameworks: Resource Management Act</b></p> <p><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.</p>
	Fri 5 Aug	<p><b>Legal and political frameworks: Settlements</b></p> <p><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.</p>
5	Wed 10 Aug	<p><b>Legal and political frameworks: RMA and consultation</b></p> <p><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.</p>
	Fri 12 Aug	<p><b>Legal and political frameworks: Economic development</b></p> <p><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].</p>
6	Wed 17 Aug	<p><b>Legal and political frameworks: Sustainable development</b></p> <p><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.</p>
	Fri 19 Aug	<p><b>Legal and political frameworks: Climate change</b></p> <p><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></p>
<b>MID-TRIMESTER BREAK: 22 August-4 September</b>		

Week	Date	Lecture topic
7	Wed 7 Sep	<p><b>Resources: Energy resources</b></p> <p><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].</p> <p><b>Workshop</b> (venue tbc): Google Earth/Quantum GIS</p>
	Fri 9 Sep	<p><b>Resources: Foreshore and Seabed</b></p> <p><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.</p>
8	Wed 14 Sep	<p><b>Resources: Co-management</b></p> <p><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.</p>
	Fri 16 Sep	<p><b>Resources: Co-management</b></p> <p><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.</p>
9	Wed 21 Sep	<p><b>Resources: Freshwater</b></p> <p><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.</p>
	Fri 23 Sep	<p><b>Resources: Freshwater</b></p> <p><b>Readings:</b>  Bennett, A., 2010. In Selby, R. (et.al) (eds), <i>Māori and the Environment: Kaitiaki</i>. Wellington: Huia.</p>
10	Wed 28 Sep	<p><b>Resources: Farming</b></p> <p><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.</p>

Week	Date	Lecture topic
	Fri 30 Sep	<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	Wed 5 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.
	Fri 7 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	Wed 12 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.
	Fri 14 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. Marking guides will be available on Blackboard.

**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 (3,000-3,500 words)	30%	3, 4	4:30pm, 17 August
3 Map project (1,500-2,000 words)	30%	3, 4, 5	4:30pm, 30 September
4 In-class test (60 mins)	25%	1, 2	During lecture, 14 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 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, 17 August.

#### 9.4 Mapping Project 30%

In this project, students will be assessed on their ability to understand, analyse and display spatial data in the context of Māori resource management. Workshops will be provided to give students guidance on the use of appropriate digital spatial tools. Students will choose their own project topic, and topic ideas will be distributed in class prior to the mid-trimester break. 5% of the overall 30% mark will be dedicated to a 5-minute presentation of the project-in-progress during class time. The objective of this presentation is to gain feedback from the lecturer and other students to help improve the project. Presentations will occur during Week 8. There is a maximum word limit of 2,000 words for this assignment. Due: 4:30pm, 30 September.

#### 9.5 In-Class Test 25%

The in-class test will be held during the usual lecture on 14 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

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 Map Project

Students will be assessed on their ability to understand and present a spatial argument, the depth and scope of their content, ability to engage with a digital mapping tool 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 penalty 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 301 course assessment is Friday 14 October at 4:30pm.

## 13 SET TEXTS

### 13.1 Required Texts

You are required to purchase the MAOR 301 set text from vicbooks. Visit [www.vicbooks.co.nz](http://www.vicbooks.co.nz) to check price and availability.

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

Other essential readings will be placed on Blackboard.

### 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 additional support and assistance to help them to succeed with their courses. To check which courses this service is available for, speak to a TPA staff member or visit their Kelburn Campus office space 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 of the course.

## 16 STUDENT FEEDBACK

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

Students in previous years highly valued what they learnt, overall rated the course as excellent and did not state a preference for more or less of any particular content. In 2016, MAOR 301 will thus be offered with similar content, albeit with an emphasis on 'cultural mapping'. This is to expose students to the opportunities and challenges available to those managing Māori resources by use of maps.

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)