



Te Kawa a Māui
Faculty of Humanities and Social Sciences

MAOR 316

Tōrangapū Māori Māori Politics

Course Reference Number (CRN): 8676
Course Value: 20 points
Trimester 2 2016

1 KEY DATES

Trimester dates	11 July to 13 November
Teaching dates	11 July to 16 October
Mid-trimester break	22 August to 4 September
Last assessment item due	14 October
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	MYLT102 (Murphy Building)
Friday	12:00-1:50pm	AM102 (Alan MacDiarmid Building)

3 NAMES AND CONTACT DETAILS

Course Coordinator	Dr Maria Bargh Room 209, 50 Kelburn Parade Telephone 463 5465 Email maria.bargh@vuw.ac.nz
Office Hours	Tuesday, 1:00-2:00pm
Course Administrator	Jeremy Porima Room 102, 50 Kelburn Parade Telephone 463 5314 Email jeremy.porima@vuw.ac.nz
Office Hours	Monday-Friday, 8:00am-4:00pm

4 COMMUNICATION OF ADDITIONAL INFORMATION

MAOR 316 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 examines a range of Māori political structures, movements, ideologies and visions. Students will also explore Māori politics in relation to

Pacific and international Indigenous contexts. The themes covered in the course include tino rangatiratanga and sovereignty, nationalism, liberal democracy, local governance, iwi governance, Pacific and Indigenous contexts.

5.2 Course Learning Objectives (CLOs)

Students who pass this course will be able to:

- 1 differentiate Māori politics from non-Māori politics
- 2 identify political theories that impact on Māori in contemporary political debates
- 3 compare Māori politics with that of other Indigenous peoples
- 4 evaluate which forms of political arrangements and forms of development might better support Maori political rights, and
- 5 demonstrate an ability to articulate their own ideas relating to Māori politics in a scholarly manner in written and oral forms.

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. All readings will be placed on Blackboard unless otherwise stated.

Week	Lecture
1	<p>Introductions and course outline Review of Māori politics – who gets what, where, how and why?</p> <p>The politics of knowledge: De-colonisation kaupapa Māori research? Reading/reference: Jackson, M. (1992) “The Treaty and the Word: The Colonisation of Māori Philosophy” in Oddie, G. and Perett, R (eds) <i>Justice, Ethics and New Zealand Society</i>, Auckland: Oxford University Press. www.rangahau.co.nz</p>
2	<p>The politics of knowledge: Scholars and research methods Reading: Horrocks, R. (2007) “A Short History of ‘the New Zealand Intellectual’” in Laurence Simmons (ed) <i>Speaking Truth to Power</i>, Auckland: Auckland University Press. Smith, L. (1999) “Imperialism, History, Writing and Theory”, in <i>Decolonizing Methodologies</i>, Dunedin: University of Otago Press.</p> <p>Creating political foundations: Tino rangatiratanga and sovereignty Reading: Fox, C “Change, Past and Present” in <i>Weeping Waters</i>. Mutu M. “Constitutional Intentions: The Treaty of Waitangi Texts” in <i>Weeping Waters</i>. Durie, E. T. (1995) “Will the Settlers Settle?” <i>Otago Law Review</i>, Vol. 8, No. 3.</p>
3	<p>Working for Māori: Parliament *****NOTE: Class will meet at Parliament*****</p>

Week	Lecture
	<p>Creating political foundations: Tino rangatiratanga and sovereignty Reading: Wilson in <i>Māori and Parliament</i>. Winiata, W. (2005) "The Reconciliation of Kawanatanga and Tino Rangatiratanga." The Rua Rautau Lecture, Rangiātea Church, Otaki.</p>
4	<p>Working for Māori: How does Parliament serve Māori? Reading: Jones, S. "Labour and Māori" in <i>Māori and Parliament</i>. Turei M. "Changes from, and the Future of MMP" in <i>Māori and Parliament</i>. Beyer, G. "Māori in General Seats" in <i>Māori and Parliament</i>.</p> <p>Working for Māori: Political activism Reading: Tuiono, T. "interview."</p>
5	<p>Working for Māori: Local government Reading: Hayward in <i>Weeping Waters</i>. Hayward, J. 'Mandatory Māori Wards in Local Government: Active Crown Protection of Māori Treaty Rights', <i>Political Science</i>. Vol. 63, No. 2 (2011).</p> <p>Perennial issues and political footballs: Treaty settlements Reading/reference: Ruru, J. in <i>Weeping Waters</i>.</p>
6	<p>Perennial issues and political footballs: Waitangi Tribunal Reading: Belgrave, M. "Negotiations and Settlements."</p> <p>Working for Māori: Working the media Reference: McCreanor, T. (et.al) <i>Māori Business News in the Mass Media</i>. McCreanor, T. "Challenging and Countering Anti-Māori Discourse." NOTE: Guest Lecturer – Joanne Waitoa</p>
MID-TRIMESTER BREAK: 22 August-4 September	
7	<p>Perennial issues and political footballs: Election campaigning Reading: Hager, N. (2006). "The 'Big Splash' at Orewa", <i>The Hollow Men</i>, Nelson: Craig Potton Publishing. Levine, S. and Roberts, N. (2004). "Exit, Voice and Loyalty" in <i>Māori and Parliament</i>. Brash, D. "Nationhood" Speech at Orewa Rotary Club.</p> <p>Perennial issues and political footballs: Resources: Mining Reading/reference: Te Arawa River Iwi Trust submission on Epithermal Block Offer.</p>
8	<p>Perennial issues and political footballs: Resources: Water Reading/reference: Ruru, J. (2012) <i>Maori Law Review</i>. Waitangi Tribunal, (2012) WAI 2358 Letter of Transmittal.</p>

Week	Lecture
	<p>Perennial issues and political footballs: Māori development Reading: Kelsey, J. (2005) "Māori, Te Tiriti and Globalisation" in <i>Waitangi Revisited</i>, Melbourne: Oxford University Press. O'Regan, T. "Māori and Parliament: the future" in <i>Māori and Parliament</i>. NOTE: Guest Lecturer – Brian Tunui</p>
9	<p>Indigenous–Indigenous links: International political economy Reading: Bargh, M. "A Small Issue of Sovereignty." LaDuke, W. (2005) "Recovering Power to Slow Climate Change" in <i>Recovering the Sacred</i>, Cambridge, M.A: South End Press.</p>
	<p>Indigenous–Indigenous links: Foreign policy Reading: Petrie, H. Chapter from <i>Chiefs of Industry</i>. Teaiwa, T. "NZ, UNDRIP and the Pacific: Counter Intuitive Speculations." Durie, A, "The Pacific Way" in <i>Weeping Waters</i>.</p>
10	<p>Student group presentations</p>
	<p>International links: Māori in Australia Reading: Te Puni Kōkiri, (2011) "Every Māori Counts." Hamer, P. (2012) "Māori in Australia: an Update from the 2011 Australian Census and the 2011 General Election."</p>
11	<p>Creating change: Iwi rūnanga Reading: Rangiheuea, T. "Urban Māori" in <i>Weeping Waters</i>. Jackson, M. (2000) "Where does sovereignty lie?" in C. James (ed) <i>Building the Constitution</i>, Wellington: Institute of Policy Studies.</p>
	<p>Creating change: Constitutional change Reading: Walters, B.M. "The Anglican Church" in <i>Weeping Waters</i>. Potaka, T. "Legislation and the Legislature" in <i>Weeping Waters</i>.</p>
12	<p>Creating Change: International comparisons Reading: Jackson, M. "Constitutional Transformation" in <i>Weeping Waters</i>. Love, N. "The Need for Fundamental Change" in <i>Māori and Parliament</i>. Winiata, W. "The Future: Determined to Survive" in <i>Māori and Parliament</i>.</p>
	<p>Wrap up and course evaluation</p>

7 TEACHING FORMAT

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

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

Attending class is an essential component of the course. Lectures are an occasion for detailed discussion of political theories and a place where students will be encouraged to articulate and develop their own political and theoretical ideas.

8 MANDATORY COURSE REQUIREMENTS

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.

The MCRs ensure that students satisfy the CLOs by engaging in a variety of learning and assessment activities associated with this course.

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 and the mid-trimester break, 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 final examination and written assignments (2-6 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 316 is 100% internally assessed.

Assessment items and workload	%	CLO(s)	Due date
1 Briefing papers	30%	1, 2, 5	4:30pm, ongoing
2 Essay 1 (3,000-3,500 words)	30%	1-4	4:30pm, 1 August
3 Essay 2 (3,000-3500 words)	30%	1-4	4:30pm, 5 September
4 Presentation (5 mins)	10%	1-4	In-class, 27 September
Total internal assessment	100%		

10.2 Briefing Papers

30%

Students will need to write ten one-page summaries of the readings for ten particular classes over the duration of the trimester.

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 informed opinions and views on particular issues. Through participation, students should aim to demonstrate evidence of extensive

reading and reflection on the issues being dealt with. Therefore you must come to class having completed the readings and briefing paper for the session.

10.3 Essay 1 **30%**

Students will write an essay of approximately 3,000-3,500 words. Essay topics will be distributed in Week 2. The essay will analyse a Māori political issue, policy or event.

10.4 Essay 2 **30%**

Students will write an essay of approximately 3,000-3,500 words. Essay questions will be selected by each student and must be confirmed with the Course Coordinator by email. The essay will analyse a Māori political issue, policy or event.

10.5 Presentation **10%**

In pairs, students will select a Māori political issue and will analyse:

- 1 How did this issue/policy/situation come about?
- 2 Who benefits from or suffers in this situation?
- 3 What could be done to change the situation by two 3rd year university students?

Students will be permitted five minutes only and a maximum of five PowerPoint slides to explain their argument. They will also be asked five questions from the class. Students must hand in a summary of their presentation, fully referenced and with a bibliography.

Although students will work in pairs for this assessment, each student will receive an individual grade for the presentation.

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 316 course assessment is Friday 14 October at 4:30pm.

13 SET TEXTS

13.1 Required Text

All readings and course materials will be posted on Blackboard.

13.2 Recommended Reading

Mulholland, M. and Tawhai, V. (eds) (2010) *Weeping Waters: The Treaty of Waitangi and Constitutional Change*, Wellington: Huia. Approximate cost \$49.05.

Bargh, M. (ed) (2010) *Māori and Parliament: Diverse Strategies and Compromises*, Wellington: Huia. Approximate cost \$40.95.

13.3 Academic Writing Guide

Students will be required to make their written work conform to the **Oxford standard for referencing** set out in:

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

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 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 strongly agreed that the way this course was organised, and preparing for the assessments, helped them to learn. They were encouraged to think critically, stimulated to learn more and developed their communication skills. Students highly valued what they learnt, and overall rated the course as excellent. In 2016, MAOR 316 will therefore be offered in a similar format.

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.

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

Academic progress

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

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

Pasifika at Victoria

www.victoria.ac.nz/vicpasifika

Special passes

refer to the *Assessment Handbook* at

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

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

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

Terms and conditions

www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract

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