



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

# **MAOR 411**

## **Te Ao Hurihuri Issues in Contemporary Māori Society**

Course Reference Number (CRN): 10451  
Course Value: 30 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>	13 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 or examination, 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

Thursday                      11:00am-12:50pm                      KP48/101 (Te Ahumairangi)

Te Ahumairangi is the Seminar Room (Room 101) at 48 Kelburn Parade. All seminars for this course will be held here unless otherwise advised. On occasion, students may be requested to attend lectures/special sessions offsite in the CBD. Early notice will be given of offsite venues.

## 3 NAMES AND CONTACT DETAILS

<b>Course Coordinator</b>	Dr Maria Bargh Room 209, 50 Kelburn Parade Telephone 463 5465 Email <a href="mailto:maria.bargh@vuw.ac.nz">maria.bargh@vuw.ac.nz</a>
<b>Office Hours</b>	By appointment
<b>Course Administrator</b>	Terese McLeod Room 101, 50 Kelburn Parade Telephone 463 5445 Email <a href="mailto:terese.mcleod@vuw.ac.nz">terese.mcleod@vuw.ac.nz</a>
<b>Office Hours</b>	Monday-Friday, 8:00am-4:00pm

## 4 COMMUNICATION OF ADDITIONAL INFORMATION

MAOR 411 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 covers the development of government and iwi policy to address issues of significance to Māori. It includes a review of some traditional and contemporary tikanga and Māori concepts impacting on issues that governments wish to address through policy processes. The course also covers Māori interest in international/Indigenous issues. Students will gain an insight into policy development processes as well as past and present mechanisms for dealing with Māori/iwi/hapū interest in policy outcomes. Students will also examine policy decisions that have given rise to conflict between the Crown and Māori/iwi, and consider options available to Māori/iwi to interact in policy processes.

### 5.2 Course Learning Objectives (CLOs)

Students who pass this course will be able to:

- 1 identify contemporary issues faced by Māori
- 2 analyse and discuss (both orally and in writing) Government policies and identify whether or not they comply with Treaty obligations, and satisfy tikanga applicable in contemporary Māori society
- 3 discuss (both orally and in writing) ways in which Māori/iwi/hapū contribute to policy development, and/or employ other mechanisms to address contemporary Māori issues, and
- 4 envisage ways in which tikanga and Māori concepts can be used to address contemporary issues.

## 6 COURSE CONTENT

The major themes for MAOR 411 are:

- current issues facing Māori
- policy content and Māori/iwi/hapū contribution to the process
- mechanisms for addressing contentious issues, and
- applying tikanga and Māori concepts to address contemporary issues.

## 7 SEMINAR PROGRAMME

The programme outline below is a **guide only**, and is subject to change. The programme may also be tailored to the needs and requests of students. In the event of changes, the Course Coordinator will endeavour to give students at least one week's notice. Students will generally be informed of any adjustments via Blackboard.

\* Readings marked with an **asterisk** are on Blackboard.

Week	Date	Seminar topic	Assessment
1	14 July	<b>Course overview and methodologies</b> B. Hindess, "Unintended Rhetoric."* K. Dell, "Death by Metaphor."*	

Week	Date	Seminar topic	Assessment
2	21 July	<b>Balancing tino rangatiratanga and kawanatanga</b> M. Mutu in <i>Weeping Waters</i> . C. Fox in <i>Weeping Waters</i> . B. Keane in <i>Weeping Waters</i> .	Briefing paper
3	28 July	<b>Treaty of Waitangi historic claims, Waitangi Tribunal, Office of Treaty Settlements</b> J. Ruru in <i>Weeping Waters</i> . T. Potaka in <i>Weeping Waters</i> . D. Cowie in <i>Treaty of Waitangi Settlements</i> .	Briefing paper
4	4 Aug	<b>Local government</b> J. Hayward in <i>Weeping Waters</i> . A. Sullivan in <i>Weeping Waters</i> . M. Mulholland in <i>Weeping Waters</i> .	Written proposal, due 4:30pm, 4 Aug  Briefing paper
5	11 Aug	<b>Freshwater</b> J. Ruru "Māori Rights in Water."* L. Te Aho in <i>Treaty of Waitangi Settlements</i> . P. Warbrick in <i>Treaty of Waitangi Settlements</i> .	Briefing paper
6	18 Aug	<b>Proposal presentation</b>	Proposal presentation, in-class.
<b>MID-TRIMESTER BREAK: 22 August-4 September</b>			
7	8 Sep	<b>Dominant discourses</b> B. Vertongen in <i>Treaty of Waitangi Settlements</i> . R. Joseph in <i>Treaty of Waitangi Settlements</i> . M. Bargh in <i>Treaty of Waitangi Settlements</i> .	Briefing paper
8	15 Sep	<b>"Modern Māori"</b> T. Rangihueua in <i>Weeping Waters</i> . K. Smith in <i>Weeping Waters</i> . M. Mulholland in <i>Weeping Waters</i> . "Maori Identity NZ Survey" <a href="http://www.maori-identity.ac.nz/">www.maori-identity.ac.nz/</a>	Draft paper, due 4:30pm, 15 Sep  Briefing paper
9	22 Sep	<b>Māori and Indigenous peoples</b> A. Durie in <i>Weeping Waters</i> . K. Teaiwa in <i>Consuming Ocean Island</i> .*	Peer review, due 4:30pm, 22 Sep  Briefing paper
10	29 Sep	<b>Constitutional change</b> M. Jackson in <i>Weeping Waters</i> . H. Collier in <i>Weeping Waters</i> . M. Walters in <i>Weeping Waters</i> .	Briefing paper
11	6 Oct	<b>The Maori economy</b> A. Sykes, "Bruce Jesson Lecture," 2010.* C. Spiller.*	Final paper, due 4:30pm, 6 Oct  Briefing paper

Week	Date	Seminar topic	Assessment
12	13 Oct	<b>Current and future challenges Film festival</b>	Briefing paper

## **8 TEACHING FORMAT**

MAOR 411 consists of weekly seminars, which will be led by the Course Coordinator or guest lecturers, and will be based on contemporary issues facing Māori.

Each week, students will be assigned readings during the seminar. Students are expected to have completed the readings and formulated questions from the readings for discussion, by the time of the following seminar.

All students complete weekly briefing papers and need to be prepared, every week, to speak on the readings for that week.

## **9 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, and
- attend at least nine of the 12 seminar sessions.

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.

## **10 WORKLOAD**

The standard University workload for a 30-point course applies, i.e. 300 hours in total, spread over the teaching weeks and the mid-trimester break, i.e. about 24 hours per week (inclusive of the seminar). This weekly average will ensure that each student can maintain satisfactory progress.

Each week, the remaining 22 hours should be spent on:

- preparing for seminars: completing assigned readings, and preparing questions (5-7 hours)
- reviewing seminar notes (2-3 hours)
- background reading, including reading for assignments (4-6 hours), and
- preparing for written assignments and presentation (4-6 hours).

The division of time between reading for assignments and writing assignments will vary from week to week.

## 11 ASSESSMENT

### 11.1 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 criteria will be distributed in class and posted on Blackboard.

**MAOR 411 is 100% internally assessed.**

Assessment items and workload	%	CLO(s)	Due date
1 Briefing papers	25%	2, 3	21 July-13 October
2 Assignment, comprised of:	75% in total		
Part 1: Written proposal (1,000 words)	(10%)	1, 2	4:30pm, 4 August
Part 2: Proposal presentation (15 mins)	(10%)	1, 2	In-class, 18 August
Part 3: Draft paper (approx. 2,500-3,000 words)	(15%)	2, 3, 4	4:30pm, 15 September
Part 4: Peer review (1,000 words)	(10%)	2, 3, 4	4:30pm, 22 September
Part 5: Final paper (4,000 words)	(30%)	2, 3, 4	4:30pm, 6 October
<b>Total internal assessment</b>	<b>100%</b>		

### 11.2 Briefing Papers 25%

Students will write a one page briefing paper analysing and critiquing the weekly seminar readings. Each briefing paper will contribute a maximum of 2.5% towards the final grade. Students will submit **ten** briefing papers in total.

### 11.3 Assignment Comprising 75% in total

The assignment, worth 75% in total, is made up of **five** parts. A description of each of the five parts follows.

#### **Part 1: Written Proposal (10%)**

Students will select a contemporary issue in Māori society, and write a research proposal to explore that issue (approximately 1,000 words). More detailed information about this assignment will be given in class.

#### **Part 2: Proposal Presentation (10%)**

Students will give a 15 minute presentation on their research proposal in the Week 6 seminar session. This will be followed by approximately 5-10 minutes of class discussion on the proposed research. More detailed information about this assignment will be given in class.

#### **Part 3: Draft Paper (15%)**

Students will follow on from their proposals by preparing a draft research paper (2,500-3,000 words) on the same topic as their proposal. More detailed information about this assignment will be given in class.

#### **Part 4: Peer Review**

**(10%)**

In pairs, students will write a peer review (approximately 1,000 words) of each other's draft papers. Students will be given specific categories to provide comment on for the peer review, and will be marked on the quality of the feedback. More detailed information about this assignment will be given in class.

#### **Part 5: Final Paper**

**(30%)**

Students will incorporate feedback given by the Course Coordinator and their peer reviewer to prepare a final paper (4,000 words). More detailed information about this assignment will be given in class.

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

### **12.1 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.

### **12.2 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.

## **13 EXTENSIONS AND PENALTIES**

Work submitted late without a previously negotiated extension will be penalised by 5% for each day, including each weekend day. Where students have not informed the Course Coordinator, more severe penalties may be imposed. Any work submitted more than a week after the due date without a previously-negotiated extension will receive a mark of zero. Such lengthy extensions will not be readily granted.

It is important to begin work on assignments well in advance of the due date, and to discuss any difficulties you may experience with the Course Coordinator as soon as they arise. Extensions for internal assessments will be granted only when there are extenuating circumstances, such as illness or bereavement. **Pressure of work for other courses or from work outside the University is not regarded as an extenuating circumstance.** To be considered for an extension, you **MUST** contact the Course Coordinator before the due date, or in the event of an emergency, as soon as possible.



Unless an extension is previously granted, the final date for submission of MAOR 411 course assessment is Friday 14 October at 4:30pm.

## 14 SET TEXTS

### 14.1 Required Text

There are two set texts for MAOR 411:

Mulholland, Malcolm and Tawhai, Veronica (eds), 2010. *Weeping Waters: the Treaty of Waitangi and Constitutional Change*. Wellington, Huia.

Hayward, Janine and Wheen, Nicola (eds), 2012. *Treaty of Waitangi Settlements*. Wellington: Bridget Williams Books.

Students may also be given additional readings at each seminar, and will be required to complete these readings by the following session. Readings should be brought to all classes as advised.

### 14.2 Recommended Reading

Durie, Mason, 1998. *Te Mana, Te Kawanatanga: The politics of Māori self-determination*. Auckland: Oxford University Press.

McIntosh, T., and M. Mulholland (eds.), 2011. *Māori and Social Issues*. Wellington: Huia.

Mead, Hirini Moko, 2003. *Tikanga Māori: Living by Māori Values*. Wellington: Huia.

Mikaere, Ani, 2004. "Are we all New Zealanders Now?" Bruce Jesson Memorial Lecture. Available online at [www.brucejesson.com/lecture2004.htm](http://www.brucejesson.com/lecture2004.htm)

Walker, Ranginui, 1990. *Struggle Without End: Ka whawhai tonu mātou*. Auckland: Penguin.

Selby, R., P. Moore, and M. Mulholland (eds.), 2010. *Māori and the Environment: Kaititaki*. Wellington: Huia.

### 14.3 Academic Writing Guide

Your written work must adhere to the Te Kawa a Māui conventions for essay writing contained in the *Academic Writing Guide, 2011 edition*. These guidelines include information about the formatting of assignments, the presentation of the bibliography, and advice on the avoidance of plagiarism.

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

A copy of these guidelines will be made available on Blackboard.

## 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 411 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](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)