

VICTORIA UNIVERSITY OF WELLINGTON  
*Te Whare Wānanga o te Ūpoko o te Ika a Māui*



Te Kawa a Māui



**MAOR316/POLS316**

Tōrangapu Māori  
Māori Politics

Trimester 2  
2007

**IMPORTANT**

**Please read and note the information  
on the back page of this course outline**

**MAOR316/POLS316**  
**Tōrangapu Māori – Māori Politics**  
*Course Outline 2007*

**1 Course Administration**

Course Coordinator	Dr Maria Bargh Room 213, 50 Kelburn Parade Telephone (04) 463 5465 Maria.Bargh@vuw.ac.nz
Office Hours	By appointment
Lectures	Tuesday 2:10 - 4:00 pm, MYLT632 Thursday 2:10 - 4:00 pm, EALT001
Venues	Parliament: Students will have a field trip to Parliament. Further details will be available in class.

Other venues may be used where appropriate, and sufficient notice of any changes will be given.

Notices and course information will be posted on the notice boards at 48 Kelburn Parade.

**2 Course Aims, Objectives and Learning Outcomes**

**2.1 Course Aims**

Many debates about contemporary Māori political issues are underpinned by much older debates. The tensions around Treaty settlements or Māori calls for international recognition of the right of indigenous peoples to self determination have their roots and routes in political debates from the 1800s and earlier. One of the central aims of this course is to examine a number of long-standing Western assumptions about Indigenous peoples and trace them through to contemporary debates. A second aim of the course is to foreground the plethora of activities of mana whenua and continuing tino rangatiratanga. An important aspect of the ways Māori dynamically practice and articulate mana whenua and tino rangatiratanga is through links directly with other Indigenous nations and that comprises the later section of the course.

This course examines a range of Māori political structures, movements, ideologies and visions. The course will also explore how these structures, movements and traditions continue to be impacted by dominant political, economic and social structures and practices in Aotearoa in particular dominant Western notions of sovereignty.

## 2.2 Course Objectives

By the end of the course students should:

- have developed an understanding of the scope and nature of Māori politics
- have a clear understanding of a number of political theories and be able to identify them in contemporary debates
- Demonstrate an understanding of how New Zealand's constitutional arrangements have come about over time
- Demonstrate an understanding of the connections between Māori political movements and those of other Indigenous peoples in the Pacific and elsewhere
- Demonstrate a clear understanding of the impacts of dominant political, economic and social structures and practices on Māori in Aotearoa
- demonstrate clear abilities to conduct research using Māori frameworks
- be able to analyse political issues using Māori frameworks
- Demonstrate an ability to articulate their own ideas relating to Māori politics in a scholarly manner in written and oral forms
- Enhance leadership abilities
- Practice working effectively in a group.

## 2.3 Course Content

The themes covered in the course include:

- 1 The politics of knowledge
- 2 Creating political foundations
- 3 Working for Māori
- 4 Creating change
- 5 Perennial issues and political footballs
- 6 Indigenous- Indigenous links

Lectures will largely be structured in the following way.

- 1 The lecturer will firstly provide an overview of the topic and the central questions for that class.
- 2 In the second half of the class students and the lecturer will discuss the questions and readings assigned for that day. Students are therefore expected to have read the readings allocated for that day prior to the class.

Attending class is an essential component of this course. They 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.

## 2.4 Required Texts

There are three required texts for the course:

- Course Reader available from Student Notes.
- Bargh, M. (2007) *Resistance: An Indigenous Response to Neoliberalism*, Wellington: Huia Publishers.
- *Te Kawa a Maui Academic Writing Guide 2007*.

The following text is also highly recommended:

- Durie, M. (2005) *Nga Tai Matatu*, Melbourne: Oxford University Press.

Readings will also be provided to students in class and will be on closed reserve at the library.

## 2.5 Supplementary Resources

Students are also encouraged to follow articles and stories about related issues in the media as well as to consult the following websites:

- Tino rangatiratanga news and issues  
[www.aotearoa.wellington.net.nz](http://www.aotearoa.wellington.net.nz)
- Māori news and links  
[www.maorinews.com/karer](http://www.maorinews.com/karer)
- CAFTA the Trojan Calf  
<http://www.quixote.org/calf/>
- Declaration on the Rights of Indigenous Peoples info  
<http://www.pcpd.org.nz/ddrip/>  
Office of the Clerk of the House of Representatives  
<http://www.clerk.parliament.govt.nz>
- STA  
<http://www.tribewanted.com/index.htm>
- Trade Game  
[http://nobelprize.org/educational\\_games/economics/trade/index.html](http://nobelprize.org/educational_games/economics/trade/index.html)
- Sweat shop Game  
<http://www.simsweatshop.com/>
- Citizenshift  
<http://citizen.nfb.ca/onf/info>

### Videos

Ngatahi: Know the Links.

The Corporation

The Fourth World War

## 2.6 Course Website

Students will be able to access some course information electronically from the course website. The URL address is <http://www.blackboard.vuw.ac.nz>. Students are reminded of their responsibility to observe the conditions of access and use of the website at all times.

In order to access the course site, students will need a student computing services user code and password. You can get these by registering with the Student Computing Services (SCS) on the second floor of the main library.

### 3 Assessment

Internal	50%
Exam	50%

#### 3.1 Method of Assessment

The assessment programme is comprised of both internally and externally assessed work. The internal assessment is worth 50% of the total course marks and comprises an essay (20%), a presentation (10%) and a Participatory Action Research Project (20 %). The external assessment is a three-hour external examination at the end of the course, worth 50% of the total marks.

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
- **use of sources** – content and scope of bibliography, use of textual referencing.

#### 3.2 Internal Assessment

- a) Essay 20%

Students will formulate their own essay questions which must be approved by the course coordinator. The word limit is 2,500 words. For referencing and other information see the *Te Kawa a Maui Academic Writing Guide 2007*.

**DUE: 13<sup>th</sup> AUGUST 2007**

- b) Presentation 10%

Students will make presentation on their essay topic **in Weeks 6, 7, 8 and 9**. Presentations will include an analysis of the topic and the proposed argument. Students must submit the notes used for their presentation on the day they present. Students should be prepared to discuss their ideas with other students. Presentation dates will be formulated with students in Week 2.

- c) Participatory Action Research Project 20%

*Comprised of:*

- *Group paper and group presentation* 15%
- *Individual paper* 5%

In groups (arranged by the lecturer) students will select a Maori political issue and analyse which sections of the community are impacted by this issue, including how the issue has come to be framed in the way it has. Students must then formulate strategies for changing the way the issue is framed and then act on those strategies. For example a group may decided that awareness needs to be raised in the community about an issue and therefore make educational leaflets and distribute them in town. Students must document their project, this may either be by photo, film, sound recordings etc...

#### *Group paper and presentation*

Students submit the documentation and a 2,500 word description of their project, including;

- a. The topic
- b. the issues
- c. which sections of society are disadvantaged and advantaged
- d. what the group strategy was to change that situation
- e. consequences of the project
- f. reflections on the project and where more research or work is needed in the future.

**DUE: 21<sup>st</sup> SEPTEMBER 2007**

In their groups students will also make a presentation to the class on the Participatory Action Research topic including why their group chose the topic, the kind of research they have conducted, and why, and share any difficulties, opportunities or new insights they have encountered. Presentations will be 20 minutes in length. **Group presentations will take place in Week 10,11 and 12**

#### *Individual paper*

Students must also individually submit a 1,500 word individual analysis of:

- a. the topic and issues
- b. their individual role in the project
- c. analysis of project successes and challenges
- d. analysis of the potential for resistance politics

**DUE: 21<sup>st</sup> SEPTEMBER2007**

### **3.3 External Assessment**

End of course exam 50%

A three hour closed book, written examination will be held on a date to be confirmed within the exam period. Further information regarding the date and time of the exam will be announced during the course.

For further information concerning academic requirements for passing this course, you are advised to consult the Examination Statute (see VUW Calendar) regarding examination procedures, reconsideration of exam scripts, an aegrotat pass, compensation pass or a special pass.

### 3.4 Relationship between assessment and learning objectives:

#### *Essay*

- Develops student research and writing abilities
- Enables students to refine the use of Maori frameworks for research and analysing contemporary events
- Develops student abilities to draw connections between long-standing Western assumptions about Indigenous peoples and contemporary politics.

#### *Participatory Action Research Project*

- Fosters student team work, cooperation and leadership skills
- Develops abilities to conduct research using Maori frameworks
- Enables practice of analysing political issues using Maori frameworks.

#### *Presentation*

- Enables students to articulate their own ideas relating to Maori politics in a scholarly manner in written and oral forms
- Demonstrate a clear understanding of the impacts of dominant political, economic and social structures and practices on Maori in Aotearoa.

#### *Exam*

- Demonstrate an understanding of the scope and nature of Maori politics
- Demonstrate a clear understanding of a number of political theories and be able to identify them in contemporary debates
- Demonstrate an understanding of how New Zealand's constitutional arrangements have come about over time
- Demonstrate an understanding of the connections between Maori political movements and those of other Indigenous peoples in the Pacific and elsewhere.

### 3.5 Special Requirements

If you have any special course requirements, you should in the first instance contact the Course Coordinator. For any special requirements relating to the final examination will need to be discussed with the FHSS Examinations Officer well in advance of the exam date. The University has a policy of reasonable accommodation of the needs of students with disabilities in examinations and other assessment procedures.

### 3.6 Handing in Assignments

Assignments **MUST** be placed in the 'Assignment Box' at 50 Kelburn Parade. A record will be kept of the student's name and date of receipt for all assignments. **Please do NOT give your assignment to anyone else.** It is your responsibility to ensure the safe passage of your work. Remember to keep a copy for yourself. Do not email your assignment.



### 3.7 Penalties

All course assessments must be satisfactorily completed. If you do not complete a piece of assessment, you will not meet course requirements. If you miss an assessment, you must contact the Course Coordinator.

Extensions will ONLY be granted for reasons such as illness or bereavement and documentation such as a medical certificate or bereavement notice is required. Work submitted late WILL BE penalised by 5% for each day. Work submitted more than five days after the due date will NOT be marked.

It is important to begin work on assignments well in advance of the due date. **Lack of planning and organisation does not constitute a valid reason for extensions.**

## 4 Workload

The workload for MAOR316/POLS316 is consistent with other FHSS Faculty 24 point courses. Students should **allow on average 15 hours per week** for this course. This weekly average, which includes class contact hours, will ensure that each student can maintain satisfactory progress.

## 5 Mandatory Course Requirements (Terms)

In order to meet the academic requirements for passing this course, students must successfully complete the essay, Participatory Action Research Project, presentation and the final examination within the required timeframe and attend 80% of lectures.

## 6 Course Programme

Week	Date	Topic
1	10 <sup>th</sup> July	<p>Introductions and course outline <i>Who gets what, where, how and why?</i></p>
	12 <sup>th</sup> July	<p>The Politics of Knowledge: De-colonisation <i>Do we live in a colonised society? Does this effect our research? What are dominant political and economic practices and assumptions in our communities? What is critical thinking?</i></p> <p>Texts:</p> <ul style="list-style-type: none"> <li>• Bird, M. Y. (2005) "Tribal Critical Thinking Centers", in Wilson, W. A. and Bird, M. Y. (eds) <i>For Indigenous Eyes Only: A Decolonization Handbook</i>, New Mexico: School of American Research Press.</li> </ul>
2	17 <sup>th</sup> July	<p>The Politics of Knowledge: Scholars and research methods <i>What is the role of the intellectual? Are Maori intellectuals different? What are a range of Maori frameworks and ethics of research? How do our communities represent the intellectual or academic?</i></p> <p>Texts:</p> <ul style="list-style-type: none"> <li>• Zinn, H. (198) <i>A Peoples' History of the United States</i>, New York: Harper.</li> <li>• Foucault, M. (2001) "Concluding Remarks" <i>Fearless Speech</i>, Los Angeles: Semiotext(e).</li> </ul>
	19 <sup>th</sup> July	<p>The Politics of Knowledge: Modernity and Eurocentricity <i>What was the Enlightenment? Where does the linear notion of human history come from? What are some Indigenous critiques of modernity? What is the connection between the 'imperial project' and knowledge creation and re-creation?</i></p> <p>Texts:</p> <ul style="list-style-type: none"> <li>• Smith, L. (1999) "Imperialism, History, Writing and Theory", <i>Decolonizing Methodologies</i>, Dunedin: University of Otago Press.</li> <li>• Heywood, A. (1992) "Models of Democracy" <i>Political Ideologies</i>, London: Macmillan.</li> </ul>

Week	Date	Topic
3	24 <sup>th</sup> July	<p>Creating political foundations: Tino rangatiratanga and sovereignty</p> <p><i>What understandings and political realities did Te Tiriti o Waitangi create? How and why were Maori Parliaments established in the 1800s?</i></p> <p>Texts:</p> <ul style="list-style-type: none"> <li>• Dahlberg, T. (1996) "Maori Representation in Parliament and Tino Rangatiratanga", <i>He Pukenga Korero</i>, Vol. 2, No. 1.</li> <li>• Durie, E. T. (1995) "Will the Settlers Settle?" <i>Otago Law Review</i>, Vol. 8, No. 3.</li> </ul>
	26 <sup>th</sup> July	<p>Creating political foundations: Tino rangatiratanga and sovereignty</p> <p><i>What is the history of the Maori seats? Is there a Maori voice in parliament?</i></p> <p>Texts:</p> <ul style="list-style-type: none"> <li>• Durie, M. (2005) "Rongotai", <i>Nga Tai Matatu</i>, Auckland: Oxford University Press.</li> </ul>
4	31 <sup>st</sup> July	<p>Working for Maori: Parliament</p> <p><b>*Note: class will meet at Parliament*</b></p> <p>Dr Helen Potter, Researcher, Maori Party Research Unit</p> <p>"Parliament as a Tool for Communities"</p>
	2 August	<p>Working for Maori: How does Parliament serve Maori?</p> <p><i>Is the Select Committee process effective for Maori? What are the roles of the Maori MPs? What are the limitations of the Parliamentary debates and processes?</i></p> <p>Texts:</p> <ul style="list-style-type: none"> <li>• Turei, M. (2004) "Third Reading Speech Foreshore and Seabed", 18 November.</li> </ul>
5	7 <sup>th</sup> August	<p>Working for Maori: Political activism</p> <p><i>Why take matters into your own hands? How have Maori deployed non-violent direct action tactics? What is the tino rangatiratanga movement? How have Maori activists incorporated tactics from movements overseas? How have Maori worked with Pakeha for social justice?</i></p> <p>Texts:</p> <ul style="list-style-type: none"> <li>• "Introduction" in <i>Resistance</i></li> <li>• Tuiono, T. in <i>Resistance</i>.</li> <li>• Sykes, A. in <i>Resistance</i>.</li> </ul>

Week	Date	Topic
	9 <sup>th</sup> August	<p>Working for Maori: Maori in the Public service  <i>What can be achieved for Maori in the Public service? What are the tensions between being Maori and being a public servant? What is the role of Te Puni Kokiri? Are some Departments 'no go zones' for Maori? What is discourse around 'race-based' public funding? What is an Official Information Act request?</i></p> <p>Texts:</p> <ul style="list-style-type: none"> <li>• Winterton, G. (1999) "A New Zealand Republic" in A. Simpson (ed) <i>The Constitutional Implications of MMP</i>, Wellington: School of Politics and International Relations.</li> </ul> <p>*International Day of World Indigenous Peoples</p> <p><b>* ESSAY DUE 13<sup>th</sup> AUGUST *</b></p>
6	14 <sup>th</sup> August	<p>Working for Maori: Iwi Runanga  <i>Where do Runanga fit politically? What role do they have nationally? What compromises do they make?</i></p> <p>Texts:</p> <ul style="list-style-type: none"> <li>• NZ Law Commission, "Chapter 1: Summary", <i>Waka Umanga: A Proposed Law for Maori Governance Entities</i>, (2006).</li> <li>• Jackson, M. (2000) "Where does sovereignty lie? In C. James (ed) <i>Building the Constitution</i> Wellington: Institute of Policy Studies.</li> </ul>
	16 <sup>th</sup> August	<p>Working for Maori: Local government  <i>Why do so few Maori participate? Why does local government continue to insist they are not the Crown? What are some recent cases where local government have supported Maori aspirations?</i></p> <p>Texts:</p> <ul style="list-style-type: none"> <li>• Kelsey, J. (2006) "Speech at Te Tii Marae", February.</li> <li>• Maaka, R. and Fleras, A. (2005) "Constructive Engagement" <i>The Politics of Indigeneity</i>, Otago: Otago University Press.</li> </ul>
<p><b>Mid Trimester Break 20<sup>th</sup>- August- 31<sup>st</sup> August</b>  <b>* NZ Political Science Association conference 30<sup>th</sup>- 31 August</b></p>		
7	4 <sup>th</sup> September	<p>Creating Change: Constitutional change  <i>Does Aotearoa need constitutional change? What are Maori doing to achieve constitutional change? What are the options?</i></p> <p>Texts:</p> <ul style="list-style-type: none"> <li>• Chen, M. (2006) "A Public Law assessment of the Treaty of Waitangi's constitutional future", a paper presented at the 5<sup>th</sup> Maori Legal Forum.</li> </ul>

Week	Date	Topic
	6 <sup>th</sup> September	<p>Creating Change: Constitutional change <i>What are some conflicts in achieving constitutional change? What did the Constitutional Arrangements Committee achieve? How does the government's national identity campaign help or hinder change?</i></p> <p>Texts:</p> <ul style="list-style-type: none"> <li>Palmer, G. and Palmer M. (2004) <i>Bridled Power: New Zealand's Constitution and Government</i> (4th ed). Melbourne: Oxford University Press,</li> <li>Wickliffe, C. and Dickson, M. (2001) "Maori Development in a Global Society- Options for Constitutional Change, a paper submitted at the Indigenous Rights in the Commonwealth South Pacific Regional Expert Meeting, Nadi, Fiji.</li> </ul>
8	11 <sup>th</sup> September	<p>Perennial Issues and political footballs: Election campaigning <i>What is distinct about Maori campaigning? Why are Maori issues often the football at election time? How could this be avoided?</i></p> <p>Texts:</p> <ul style="list-style-type: none"> <li>Hager, N. (2006) "The 'Big Splash' at Orewa", <i>The Hollow Men</i>, Nelson: Craig Potton Publishing.</li> <li>Bargh, M (2007) "Campaigning in the Maori Seats" in Levine, S. and Roberts, N. <i>The Baubles of Office</i>, Wellington: VUW Press.</li> </ul>
	13 <sup>th</sup> September	<p>Perennial Issues and political footballs: Treaty settlements <i>How have the Office of Treaty Settlements been operating? Is the Waitangi Tribunal radical?</i></p> <p>Texts:</p> <ul style="list-style-type: none"> <li>Solomon, M. in <i>Resistance</i>.</li> <li>Waitangi Tribunal website [online]</li> </ul>
9	18 <sup>th</sup> September	<p>Perennial Issues and political footballs: resources <i>What is the government currently proposing for freshwater? What are Maori responses?</i></p> <p>Texts:</p> <ul style="list-style-type: none"> <li>Peace Movement Aotearoa web resources <a href="http://www.converge.org.nz/pma/water.htm#res">http://www.converge.org.nz/pma/water.htm#res</a></li> </ul>
	20 <sup>th</sup> September	<p>Indigenous – Indigenous links: International political economy <i>What is the study of international political economy? How do Indigenous peoples fit? What are some of the dominant IPE theories?</i></p> <p>Texts:</p> <ul style="list-style-type: none"> <li>Jackson, M. in <i>Resistance</i>.</li> <li>Alfred, T. (2005) "The Great Law of Change", <i>Wasáse</i>, Toronto: Broadview Press.</li> </ul>

Week	Date	Topic
10	25 <sup>th</sup> September	<p>Indigenous – Indigenous links: International political economy  <i>How are Indigenous peoples affected by dominant theories of production, trade and development globally? How have Indigenous peoples responded to these theories and practices?</i></p> <p>Texts:</p> <ul style="list-style-type: none"> <li>Bargh, M. “A Small Issue of Sovereignty” in <i>Resistance</i>.</li> </ul> <p>*Group Presentations</p>
	27 <sup>th</sup> September	<p>Indigenous – Indigenous links: Declaration on the Rights of Indigenous Peoples  <i>How have Maori worked with other Indigenous peoples on the Declaration - how and why?</i></p> <p>Texts:</p> <ul style="list-style-type: none"> <li>Charters, C. in <i>Resistance</i>.</li> </ul> <p>*Group Presentations</p>
11	2 <sup>nd</sup> October	<p>Indigenous – Indigenous links: Pacific movements  <i>What have been Maori interactions in the Pacific? What are the tensions for Maori representing the NZ government in the Pacific?</i></p> <p>Texts:</p> <ul style="list-style-type: none"> <li>Smith, L. (2004) “Building Research Capability in the Pacific, for the Pacific and by Pacific Peoples”, in Tupeni Baba (et.al) (eds) <i>Researching the Pacific and Indigenous Peoples</i>, Auckland: Centre for Pacific Studies, University of Auckland.</li> </ul> <p>*Group Presentations</p>
	4 <sup>th</sup> October	<p>Indigenous – Indigenous links: the Americas and Indigenous studies and politics  <i>How can Indigenous politics be compared? What experiences do Maori and First Nations peoples in Canada and Chile share and not share? What are some common discussions in the study of Indigenous Politics across the Americas and Aotearoa?</i></p> <p>Texts:</p> <ul style="list-style-type: none"> <li>LaDuke, W. (2005) “Recovering Power to Slow Climate Change” <i>Recovering the Sacred</i>, Cambridge, M.A: South End Press.</li> </ul> <p>*Group presentations</p>

Week	Date	Topic
12	9 <sup>th</sup> October	Indigenous – Indigenous links: Maori diaspora <i>What are the politics of Maori exporting themselves, especially to Australia? What does it mean to have a Maori diaspora? How significant does ahi kaa and whakapapa continue to be for those 'away and 'at' 'home? How does play out at election time?</i>  *Group presentations
	11 <sup>th</sup> October	Wrap up and exam preparation

## 7 Recommended Texts

Alfred, T (2005) "The Great Law of Change", *Wasáse*, Toronto: Broadview Press.

Alfred, Taiaiake, (1999) "'Sovereignty' – An Inappropriate Concept" in *Peace, Power and Righteousness: An Indigenous Manifesto*, Oxford: Oxford University Press.

Bargh, Maria (2006) "Changing the Game Plan" *Kotuitui NZ Journal of Social Sciences Online*, Issue 1. [Electronic Resource].

Bird, M. Y. (2005) "Tribal Critical Thinking Centers", in Wilson, W. A. and Bird, M. Y. (eds) *For Indigenous Eyes Only: A Decolonization Handbook*, New Mexico: School of American Research Press.

Chen, M. (2006) "A Public Law assessment of the Treaty of Waitangi's consitutional future", a paper presented at the 5<sup>th</sup> Maori Legal Forum.

Dahlberg, T. (1996) "Maori Representation in Parliament and Tino Rangatiratanga", *He Pukenga Korero*, Vol. 2, No. 1.

Durie, E. T. (1995) "Will the Settlers Settle?", *Otago Law Review*, Vol. 8, No. 3.

Durie, M, (1998) *Te Mana Te Kawanatanga*. Oxford University Press: Auckland.

Durie, M. (2005) "Rongotai", *Nga Tai Matatu*, Auckland: Oxford University Press.

Durie, Mason (2003) "Māori in Governance: Parliament, Statutory Recognition, and the State Sector" in *Launching Māori Futures*, Wellington: Huia Publishers.

Foucault, M. (2001) "Concluding Remarks" *Fearless Speech*, Los Angeles: Semiotext(e).

Hager, Nicky (2006) "The 'Big Splash' at Orewa", *The Hollow Men*, Nelson: Craig Potton Publishing.

Heywood, A. (1992) "Models of Democracy" *Political Ideologies*, London: Macmillan.

- Jackson, M. (2000) "Where does sovereignty lie? In C. James (ed) *Building the Constitution* Wellington: Institute of Policy Studies.
- Jones, Shane (2000) "Development and Māori Society: Building From the Centre or the Edge?" in Antony Hooper (ed) *Culture and Sustainable Development in the Pacific*, Canberra: Asia Pacific Press.
- Kaa, H., Ellis, N. and Harris, A. (2002) "Maori Leadership in the 20<sup>th</sup> Century", *Te Pouhere Korero*, Vol. 2.
- Kelsey, J. (2006) "Speech at Te Tii Marae", February.
- LaDuke, W. (2005) "Recovering Power to Slow Climate Change" *Recovering the Sacred*, Cambridge, M.A: South End Press.
- Maaka, R. and Fleras, A. (2005) "Constructive Engagement" *The Politics of Indigeneity*, Otago: Otago University Press.
- Mead, A. T. P. (2007) "The Polynesian 'Excellence' Gene and Life Patent Bottom Trawling", in Mead, A. T. P. and Ratuva, S. (ed) *Pacific Genes and Life Patents*, Call of the Earth and United Nations University. Creative Commons.
- NZ Law Commission, "Chapter 1: Summary", *Waka Umanga: A Proposed Law for Maori Governance Entities*, (2006).
- Palmer G and Palmer, M. (2004) *Bridled Power: New Zealand's Constitution and Government* (4th ed). Melbourne: Oxford University Press.
- Petrie, H. (2002) "Colonisation and the Involution of the Maori Economy", paper presented at the World Congress of Economic History, Buenos Aires.
- Potaka, Tama (1999) "A Treaty Agendum for Local Government" *Indigenous Peoples and the Law* online journal.
- Smith, L, (1999) *Decolonizing Methodologies: Research and Indigenous Peoples*. Dunedin: AUP and University of Otago Press.
- Smith, Linda, (2004) "Building Research Capability in the Pacific, for the Pacific and by Pacific Peoples", in Tupeni Baba (et.al) (eds) *Researching the Pacific and Indigenous Peoples*, Auckland: Centre for Pacific Studies, University of Auckland
- Turei, M. (2004) "Third Reading Speech Foreshore and Seabed", 18 November. United Nations Declaration on the Rights of Indigenous Peoples. (2006).
- Venne, S. H. (1998) "Indigenous Peoples and Minorities in International Law" *Our Elders Understand our Rights*, Penticton, B.C: Theytus Books.
- Wickliffe, C. and Dickson, M. (2001) "Maori Development in a Global Society-Options for Constitutional Change, a paper submitted at the Indigenous Rights in the Commonwealth South Pacific Regional Expert Meeting, Nadi, Fiji.
- Williams, D, (1999) *Te Kooti Tango Whenua*. Wellington: Huia Publishers.



Winterton, G. (1999) "A New Zealand Republic" in A. Simpson (ed) *The Constitutional Implications of MMP*, Wellington: School of Politics and International Relations.

**MAOR316/POLS316**  
**Essay Marking Sheet**  
**(Worth 20% of Final Mark)**

**Name:** \_\_\_\_\_

**Topic:** \_\_\_\_\_

- 1 Understanding and answering the question as asked and providing suitable definitions. 15%
- 2 Presentation and structure of the essay. This includes structure and content of bibliography and systematic referencing. 10%
- 3 Content of the essay. The essay must show familiarity with the topic, and provide adequate and relevant examples selection, relevance, depth and coverage. 25%
- 4 Analysis - inclusion of essential points, analysis and logic of argument, presentation of arguments and points of view and the use of theories (eg, Māori, Indigenous, mana wahine), illustrations and supporting quotations. 35%
- 5 Originality and insight - the ability to integrate your own ideas and perceptions into your essay. 15%

Grade:	A+	=	(85% or over)
	A	=	(80-84%)
	A-	=	(75-79%)
	B+	=	(70-74%)
	B	=	(65-69%)
	B-	=	(60-64%)
	C+	=	(55-59%)
	C	=	(50-54%)
	D	=	(40-49%)
	E	=	(below 40%)

Total Marks

**MAOR316/POLS316**  
**Individual Presentation Marking Sheet**  
**(Worth 10% of Final Mark)**

**Name:** \_\_\_\_\_

**Topic:** \_\_\_\_\_

- 1 Presentation and structure. 15%
- 2 Content, familiarity with the topic, and provide adequate and relevant examples selection, relevance, depth and coverage. 20%
- 3 Research, broad in scope, includes books as well as articles and websites 20%
- 4 Analysis - analysis and logic of argument, presentation of arguments and points of view and the use of theories, illustrations and supporting quotations. 35%
- 5 Originality and insight - the ability to integrate your own ideas and perceptions. 10%

Grade:	A+	=	(85% or over)
	A	=	(80-84%)
	A-	=	(75-79%)
	B+	=	(70-74%)
	B	=	(65-69%)
	B-	=	(60-64%)
	C+	=	(55-59%)
	C	=	(50-54%)
	D	=	(40-49%)
	E	=	(below 40%)

Total Marks

**MAOR316/POLS316**  
**Group Presentation Marking Sheet**  
**(Worth 15% of Final Mark)**

**Name:** \_\_\_\_\_

**Topic:** \_\_\_\_\_

- |    |   |     |
|----|---|-----|
| 1  | Presentation and structure.   | 15% |
| 2. | Inclusion of documentation of project   | 20% |
| 3  | Content, familiarity with the topic, and provide adequate and relevant examples selection, relevance, depth and coverage.   | 20% |
| 4  | Analysis - inclusion of essential points of a) topic b) the issues c) which sections of society are disadvantaged and advantaged d) what the group strategy was to change that situation e) consequences of the project f) reflections on the project and where more research or work is needed in the future, analysis and logic of argument, presentation of arguments and points of view and the use of theories, illustrations and supporting quotations. | 35% |
| 5  | Originality and insight - the ability to integrate your own ideas and perceptions.  | 10% |

Grade:	A+	=	(85% or over)
	A	=	(80-84%)
	A-	=	(75-79%)
	B+	=	(70-74%)
	B	=	(65-69%)
	B-	=	(60-64%)
	C+	=	(55-59%)
	C	=	(50-54%)
	D	=	(40-49%)
	E	=	(below 40%)

Total Marks

## **7 General University Requirements**

### **Student and Staff Conduct**

### **Academic Grievances**

### **Academic Integrity and Plagiarism**

### **Students with Impairments**

### **Student Support**

## **General University Policies and Statutes**

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at [www.vuw.ac.nz](http://www.vuw.ac.nz).

### **Student and Staff Conduct**

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at [www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct). The Policy on Staff Conduct can be found on the VUW website at [www.vuw.ac.nz/policy/staffconduct](http://www.vuw.ac.nz/policy/staffconduct).

### **Academic Grievances**

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at [www.vuw.ac.nz/policy/academicgrievances](http://www.vuw.ac.nz/policy/academicgrievances)

### **Academic Integrity and Plagiarism**

Academic integrity is about honesty – put simply it means no cheating. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include: an oral or written warning, cancellation of your mark for an assessment or a fail grade for the course, suspension from the course or the University. Find out more about plagiarism, and how to avoid it, on the University's website [www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html).

### **Students with Impairments (see Appendix 3 of the Assessment Handbook)**

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building, telephone 463-6070, and email [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz).

The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

### **Student Support**

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contact is Dr Allison Kirkman, Murphy Building, room 407. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

#### ***Manaaki Pihipihinga Programme***

This programme offers:

- academic mentoring for all Māori Studies students at all levels of undergraduate study. Contact Dee O'Carroll via email [dee.ocarroll@vuw.ac.nz](mailto:dee.ocarroll@vuw.ac.nz) or phone 463 9977 to register for mentoring for Commerce and Administration courses
- postgraduate support network links students into all of the postgraduate activities and workshops on campus and networking opportunities. Contact [manaaki-pihipihinga-programme@vuw.ac.nz](mailto:manaaki-pihipihinga-programme@vuw.ac.nz) or phone 463 6015

- the Pacific Support Coordinator assists Pacific students with transitional issues, disseminates useful information and provides any assistance needed to help students achieve. Contact [pacific-support-coord@vuw.ac.nz](mailto:pacific-support-coord@vuw.ac.nz) or phone 463 5842.

Manaaki Pihipihinga is located at 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring and some first year Commerce mentoring) or Room 210, Level 2, West Wing Railway Station, Pipitea (Commerce mentoring space). Te Kawa a Māui mentoring is done at Te Herenga Waka Marae.

### *Student Services*

In addition, the Student Services Group is available to provide a variety of support and services. Find out more at [www.vuw.ac.nz/st\\_services/](http://www.vuw.ac.nz/st_services/) or email [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz).

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building. Telephone the Education Office on 463-6983 or 463-6984, and email at [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz).

## 8 Withdrawal Details

Have you changed your mind about the courses you want to do this trimester? If you do not withdraw from a course in time, you will receive a fail grade.

A fail grade stays permanently on your academic record. You can avoid the fail grade by withdrawing properly from courses before it is too late!

To withdraw from a course you must complete a change of course form, available from your Faculty Student Administration Office, and submit it by the following deadlines.

### **Second Trimester Papers, July - October 2007**

No addition of first trimester courses permitted after **Friday, 20 July 2007**.

Withdraw before **Friday, 20 July 2007** and you will get a refund of fees. The course will no longer appear on your academic record.

Withdraw by **Friday, 21 September 2007** and you will avoid getting a fail grade on your student record. The course will be graded WD, which means 'withdrawn'. This will remain permanently on your academic record but it is not a failing grade. Withdrawal (WD) grades do not appear on an official transcript.

### **Full-Year Papers, February - October 2007**

No addition of full-year courses permitted after **Friday, 23 March 2007**.

Withdraw before **Friday, 9 March 2007** and you will get a refund of fees. The course will no longer appear on your academic record.

Withdraw by **Friday, 17 August 2007** and you will avoid getting a fail grade on your student record. The course will be graded WD, which means 'withdrawn'. This will remain permanently on your academic record but it is not a failing grade. Withdrawal (WD) grades do not appear on an official transcript.