



TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



VICTORIA
UNIVERSITY OF WELLINGTON

Te Kawa a Māui

MAOR 317

Special Topic: Science and Indigenous Knowledge

Trimester 2, 2010 dates

Lectures begin Monday, 12 July

Lectures end Friday, 15 October

Mid-trimester break 23 August-5 September

Study week 18-22 October

Assessment/examination period 22 October-13 November

Tēnā koutou. Greetings, and welcome to the second offering of the Special Topic MAOR 317, Science and Indigenous Knowledge. I hope that you will enjoy this course as much as I have enjoyed preparing it. This outline contains important information for your journey through the issues that will be canvassed in MAOR 317.

E tipu, e rea mō nga rā o tōu ao

1 COURSE ADMINISTRATION

Course Coordinator	Dr Ocean Mercier Room 207, 50 Kelburn Parade Telephone 463 7457 Email ocean.mercier@vuw.ac.nz
Office Hours	Monday 11:00am-12:00pm Friday 3:00-4:00pm
Class Times Lectures	Monday, Friday 1:10-3:00pm HU 324 (Hunter Building)
Class Representative	The MAOR 317 class representative is a channel through which VUWSA can liaise with the Course Coordinator on behalf of students. The class representative will be elected at the first lecture. That person's name and contact details will be given to VUWSA, the Course Coordinator and the class, through Blackboard.

Notices and additional course information will be posted on the MAOR 317 Blackboard site at <http://blackboard.vuw.ac.nz>

2 COURSE AIMS AND LEARNING OBJECTIVES

This course examines the involvement and engagement of Indigenous peoples in scientific endeavours (whether these be labelled Indigenous science or Western science), historically, in the present day, and in the future. Students will acquire an understanding of the philosophical differences between Western science (WS) and Indigenous knowledge (IK). From this, students will become better equipped to debate contemporary issues, particularly regarding new technologies, at the interface of various cultures' ways of thinking.

By the end of this course students should be able to:

- justify the use of the term “Indigenous science” or “Native science”
- analyse and understand the philosophical differences between Indigenous peoples' (particularly Māori) and “Western” ideologies
- give examples and discuss case studies of Indigenous scientific methodologies
- describe and articulate some Indigenous viewpoints on contentious scientific issues
- understand the challenges facing Indigenous people who wish to engage in “Western” science and technologies, and
- discuss some of the benefits and challenges that await Indigenous nations who wish to work together on research projects and educational initiatives.

3 COURSE CONTENT

The main themes of the course are:

- what is Science?
- what is Indigenous knowledge?
- what is the “Interface”?
- intersections between Global and Local knowledge
- Indigenous knowledge in an international context, and
- Indigenous peoples' engagement with science.

At the end of this course the students will be expected to:

- be able to analyse and critique ideas and identify the issues for those working at the interface, in both written and oral forms
- understand the issues that militate against full participation by Indigenous peoples in “Western” science, and suggest ways that these difficulties can be alleviated
- engage in debates, both written and oral, around ownership of knowledge at the interface
 - with a full command of the important terminologies in “interface” discussions, and an appreciation of the limitations of these
 - with a knowledge of the similarities and differences in worldview for Indigenous and non-Indigenous peoples
 - with a cognizance of issues for cross-cultural engagement in the interface eg socio-economic, political, philosophical, and

- have the ability to make a critical comparative analysis of situations for different Indigenous peoples that is grounded in current literature by both Indigenous and non-Indigenous peoples.

4 ESSENTIAL TEXTS AND OTHER RESOURCES

4.1 Text Required

Students are required to purchase the Course Reader, *MAOR 317 Special Topic: Science and Indigenous Knowledge*, from Student Notes Distribution Centre, Student Union Building for a cost of approximately \$35. You should purchase this early in order to get a head start on your readings.

4.2 Obtaining Student Notes

For the first two weeks of trimester all undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two all undergraduate textbooks will be sold from vicbooks and student notes from the Student Notes Distribution Centre on the ground floor of the Student Union Building.

Students can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Students will be contacted when they are available.

Opening hours are 8:00am-6:00pm, Monday-Friday during term time (closing at 5:00pm in the holidays), telephone: 463 5515.

At the start of the trimester please refer to the noticeboards at 48 and 50 Kelburn Parade for an updated list of available Course Readers.

4.3 Recommended Dictionary

Thompson, Della (ed), 1995. *The Concise Oxford Dictionary of Current English*. Oxford: Clarendon Press. Also available Internet: <http://dictionary.oed.com/>

4.4 Academic Writing Guide 2007 Edition

For about \$5, the *Te Kawa a Māui Academic Writing Guide 2007 Edition* is available for purchase from the Student Notes Distribution Centre, Student Union Building. This guide is required for all Te Kawa a Māui courses. All essays submitted for this course must be formatted using the JPS (Harvard) style, as indicated in the Academic Writing Guide, so make sure you have access to it.

4.5 Blackboard

Students will be expected to keep a thorough record of all lecture notes. However, notices and class material, including lecture outlines, will be posted on Blackboard.

5 COURSE WORK

5.1 Lectures

MAOR 317 is a one trimester course, and two-hour sessions are held two times a week. Monday's session will be run as a lecture seminar, and Friday's session as a tutorial, in which students can present work and discuss issues arising from the week's readings and the Monday lecture. Students should read the week's assigned readings (see the Course Programme, section 10) before Friday's class. You need to attend a minimum of 16 of 20 lectures/tutorials to make good progress in the course. An attendance roll will be taken near the beginning of each class, so please ensure you make it to classes on time.

5.2 Expected Workload

MAOR 317 is worth 20 points. Students should allow 15 hours per week, inclusive of lecture time, as is standard for a 300-level course.

6 ASSESSMENT REQUIREMENTS

6.1 Course Work

All work for this course MUST be posted in the Assignment Box, Māori Studies Office, 50 Kelburn Parade, where it will be registered. Please DO NOT e-mail work to the Course Coordinator, nor hand assignments to them. Always keep a copy of your work.

In order to stay abreast of material, it is highly important that students attend at least 80% of lectures and tutorials.

6.2 Assessment Tasks

Internal coursework will account for 100% of the total assessment for this course. This is made up of 10 weekly summaries, a case study report, an in-class presentation, an essay, participation in an online dialogue and a small research project.

6.3 Internal Course Work	100%	Due Date
10 Weekly Briefs (300 words)	20%	(Weeks 3-12)
Case Study Report (1500 words)	15%	Friday 20 August (Week 6)
Reading Presentation (10 mins)	15%	(1 Friday during Weeks 4-7)
Essay (2000 words)	20%	Friday 24 September (Week 9)
Student Forum Exchange (1500 words)	10%	Friday 8 October (Week 11)
Local Knowledge Project	20%	Friday 15 October (Week 12)

6.4 Weekly Briefs 20%

Students will submit a weekly assignment related to that week's work. For instance, you may be asked to summarise the Monday lecture in 300 words. You may also be asked to summarise the week's readings in 300 words. Assignments are due by 5pm each Monday. The first 2 briefs for Week 2 and 3 are outlined in the separate MAOR 317 July 12-26 Task List document, on Blackboard. The first 2 briefs are summaries of the readings in Weeks 1 and 2. Each of the 10 briefs is worth 2% of your final mark. For each of the first 2

briefs you will gain 1% for emailing me your attempt and 1% for contributing to the reading-related discussion in seminars and tutorials in Week 3 (so you must attend at least one of the week 3 sessions to gain these marks). All other briefs will be marked out of 10. You will be required to complete at least 8 out of 10 total briefs. Some weeks the brief may be replaced by an online Blackboard test. Students will be given plenty of warning of any adjustments to the brief requirements. The student is expected to treat the briefs as an opportunity to reinforce ideas discussed in lectures, and thereby help meet the learning objectives of the course. Marks will be given for how accurately the brief reflects the lecture/reading content, and also the level of critical analysis.

6.5 Case Study Report 15%

In this assessment students will be required to find and discuss a particular case study. This should be a current/recent research project or educational initiative that explores the **interface** between Western and Indigenous science and knowledge. Some ideas have been posted on Blackboard, but you may choose any research project/initiative that fits the definition of an “Interface” project. Students will be required to write a 1500 word report that describes the project and critiques its aims and achievements with respect to the readings and themes discussed in MAOR 317. The report should include an abstract (a 150 word summary of your report), main body (describing the project, why it can be considered an interface initiative and a critical analysis in light of MAOR 317 readings) and conclusion. The report must be submitted by **5:00pm Friday 20 August**. The report will be marked on how well it conforms to the specified requirements. The report marking sheet is available on Blackboard.

6.6 Reading Presentation 15%

During the first two weeks of the course, each student will choose one of the weekly readings to read and give a presentation on. Sign up for this using the wiki tool on Blackboard, in the Assessment folder. You will be expected to give a 10 minute overview of the reading, and then lead the class in a 10 minute discussion on this article. The student will give their assigned reading presentation in the tutorial associated with the reading in question. These presentations will **begin in Week 4** and conclude in **Week 7**. The Programme Outline in section 9 gives details of when each reading will be discussed. The presentation will give you the opportunity to delve more deeply into a particular reading. Good presentations will display a thorough knowledge of the reading. The presenter will be marked on their ability to identify and convey the key messages of the text within 10 minutes. They will also be marked on their ability to engage and lead the class in subsequent discussion.

6.7 Essay 20%

On or before **5:00pm Friday 24 September** you will submit a 2000 word essay, worth 20%. The essay topics will be distributed in lectures and posted on Blackboard. Essays are expected to adhere to the JPS (Harvard) style of formatting and referencing. Essay topics are designed to allow you the opportunity to investigate more closely an area of interest to you, yet within the confines of the course objectives. Assessment criteria will be specified on the essay marking sheet, which will be made available by Friday 3 September.

6.8 Student Forum Exchange

10%

Towards the end of the course, you will have the opportunity to take part in a virtual exchange of ideas with students doing a similar course in another context and country. In 2007 and 2009 students from MAOR 317 collaborated with University of Alaska, Fairbanks students taking CCS601: Documenting Indigenous Knowledge. The timing of this assessment coincides with the beginning of the USA Fall semester. You will be marked on the quality of your arguments and responses to a set of 2 readings, within a specially prepared internet forum on Blackboard or Moodle, and/or using videoconferencing. More information will be given when our exchange partners are identified and confirmed. Although students are free to continue the forum conversations for as long as they wish, the last date for which discussions will be considered for assessment is **5:00pm Friday 8 October**. Marking criteria will be made available closer to the time.

6.9 Local Knowledge Project

20%

In this mini project, students will engage their choice of media as a means of documenting local knowledge specific to their own community. Community can be defined in a number of ways, eg whānau, hapū, students, common interest group. Below are some suggestions for the form of the project:

- a journal;
- a media scrapbook;
- a short film;
- an educational resource;
- a cultural atlas using Google maps; or
- something else (to be approved by the course coordinator).

More information will be given in class about this assessment, including the assessment criteria, at the appropriate time. The due date for submitting this project is **5:00pm Friday 15 October**.

7 PENALTIES

Extensions will only be granted for extenuating circumstances. You should contact the pukenga as soon as you are aware of any issues that may impinge on timely submission of your work. Work submitted late will be penalised by 5% for each day. Where students have not informed the course coordinator, more severe penalties may be imposed.

IMPORTANT: For the sake of thematic continuity it is very important that readings are presented on the dates assigned. Students who, due to illness or bereavement, are unable to attend sessions in which they have been scheduled to give presentations **MUST** provide evidence for their absence. Only those with a legitimate excuse to be absent will be given another opportunity to present work.

8 MANDATORY COURSE REQUIREMENTS

In order to complete this course, students must:

- attend at least 16 of 20 two-hour lectures/seminars in total, and
- attempt and submit all items of assessment.

9 COURSE PROGRAMME

This programme provides an outline of lecture content. The programme is a guide only and may be adjusted to suit guest lecturer needs. It may also be tailored to the needs and requests of the students in the course. The readings to be discussed each week are given by author and Course Reader page in the Lecture Theme column. Please ensure that you read the week's readings before Monday's lecture, and be ready to discuss them in Friday's session.

Week	Day/Date	Lecture Theme	Assessment Due
1	M 12 Jul F 16 Jul	Indigenous Knowledge Readings: Battiste and Henderson and Turnbull (both on Blackboard)	
2	M 19 Jul F 23 Jul	Indigenous Philosophy Readings: Durie (p.3), Cajete (p.101)	
3	M 26 Jul F 30 Jul	Traditional Ecological Knowledge and Ecology Readings: McGregor (p.31), Berkes (p.43)	
4	M 2 Aug F 6 Aug	Recording Traditional Knowledge Readings: Simpson (p.65), Harmsworth (p.71)	Reading Presentations
5	M 9 Aug F 13 Aug	“Western” Science Readings: Morris (p.143), Bohm (p.131)	Reading Presentations
6	M 16 Aug F 20 Aug	The Interface – non-Indigenous perspectives Readings: Capra (p.83), Peat (p.173)	Case Study Report due Friday 20 August Reading Presentations
Mid-Trimester Break: 23 August-5 September 2010			
7	M 6 Sep F 10 Sep	The Interface – Indigenous perspectives Readings: Nakata (available on Blackboard), Deloria (p.157), Kawagley (p.115)	Reading Presentations
8	M 13 Sep F 17 Sep	Indigenous Language and Education Readings: McKinley (p.197), Cajete (p205), Kawagley (p.217)	

Week	Day/Date	Lecture Theme	Assessment Due
9	M 20 Sep F 24 Sep	Indigenous Language and Education Readings: Aikenhead (p.223), Barnhardt (p.233)	Essay due Friday 24 September
10	M 27 Sep F 1 Oct	Indigenous Research Readings: Rigney (p.251), Roberts (p15), Bacigalupo (p.259)	
11	M 4 Oct F 8 Oct	Indigenous Thinking on Biotechnologies Readings: Hutchings (p.265), IPCB (p283), Cooke (p.55)	Last date for Student Forum Exchange Friday 8 October
12	M 11 Oct F 15 Oct	Tino Rangatiratanga Readings: Williams (p.277)	Local Knowledge Project due Friday 15 October

10 REFERENCE TEXTS

A variety of texts have been placed on Closed Reserve and 3-day Loan at Te Pātaka Kōrero / the University Library (Levels 2 and 3 respectively) to assist you with your study and essay writing. Students should return Library books by the due date to avoid Library fines.

The following list gives references that may be useful for the essay topics in the course. Note that the full text of the Elsdon Best monographs is available via MyGateway.info. More details on how to access these are available on Blackboard.

Battiste, Marie and Henderson, Sakej Youngblood, 2000. *Protecting indigenous knowledge and heritage : a global challenge*. Saskatoon: Purich Pub.

Best, Elsdon, 1955. *The Astronomical Knowledge of the Maori. Dominion Museum Monograph no. 3*. Wellington: Government Printer.

Best, Elsdon, 1959. *The Maori Division of Time. Dominion Museum Monograph no. 4*. Wellington: Government Printer.

Best, Elsdon, 1923. *Polynesian Voyagers. The Maori as a Deep-sea Navigator, Explorer, and Colonizer. Dominion Museum Monograph no. 5*. Wellington: Government Printer.

Cajete, Gregory, 2000. *Native Science. Natural Laws of Interdependence*. Santa Fe: Clear Light Publishing.

Deloria, Vine, 1997. *Red Earth White Lies. Native Americans and the Myth of Scientific Fact*. Colorado: Fulcrum Publishing.

Goldie, W. H, 1904. *Maori Medical Lore*. Papakura: Southern Reprints (1998).

Kawagley, Angayuqaq Oscar, 2006 (2nd ed.). *A Yupiaq Worldview: a pathway to ecology and spirit*. Long Grove, Ill.: Waveland Press.

Ladyman, James, 2002. *Understanding Philosophy of Science*. London: Routledge.

McLean, Robert and Tricia Smith, 2001. *The Crown and Flora and Fauna: Legislation, Policies and Practices 1983-98. Waitangi Tribunal Research Series Wai 262 (1997)*. Wellington: Waitangi Tribunal.

Nakata, Martin, 2007. *Disciplining the savages: savaging the disciplines*. Canberra: Aboriginal Studies Press.

Peat, F. David, 2002. *Blackfoot physics : a journey into the Native American universe*. Grand Rapids, MI : Phanes Press.

Riley, Murdoch, 1994. *Māori Healing and Herbal. New Zealand Ethnobotanical Sourcebook*. Paraparaumu: Viking Sevenses N.Z. Ltd.

Williams, David, 2001. *Matauranga Maori and Taonga. Waitangi Tribunal Research Series Wai 262 (1997)*. Wellington: Waitangi Tribunal.

Williams, P. M. E. 1996. *Te Rongoa Maori. Maori Medicine*. Auckland: Reed.

11 ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- material from books, journals or any other printed source
- the work of other students or staff
- information from the internet
- software programs and other electronic material
- designs and ideas
- the organisation or structuring of any such material.

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

12 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 or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

The AVC(Academic) website also provides information for students in a number of areas including academic grievances, student and staff conduct,

meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at:

http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

13 WITHDRAWAL DATES

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!

It is not enough just to stop attending lectures and tutorials, or to tell your lecturer or school administrator. You must complete a course add/drop form, available from your Faculty, Student and Academic Services Office, and submit it by the due date.

Further information on withdrawals and refunds may be found at <http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>