



TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



**VICTORIA**  
UNIVERSITY OF WELLINGTON

**Te Kawa a Māui**

# **MAOR 411**

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

### **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



## 1 COURSE ORGANISATION

<b>Course Coordinator</b>	Miriama Evans Room 212, 50 Kelburn Parade Telephone 463 5468, 027 477 5297 Email <a href="mailto:miriama.evans@vuw.ac.nz">miriama.evans@vuw.ac.nz</a>
<b>Office Hour</b>	By appointment. Feel free to contact me anytime by telephone or email.
<b>Lectures</b>	Lectures will be held Thursdays, 2:10-4:00pm in the Māori Studies Postgraduate Library, Room 105, 50 Kelburn Parade (unless otherwise advised).  On occasion, students may be requested to attend lectures/special sessions off-site in the CBD. Early notice will be given of off-site venues.
<b>Class Representative</b>	A class representative will be elected at the start of the course. Contact details will be made available through Blackboard. The class representative will liaise between the students and the Course Coordinator if necessary.

Notices and course information will be posted on the notice boards at 48 Kelburn Parade OR announced in class OR posted on the course Blackboard site at <http://blackboard.vuw.ac.nz>.

## **2 COURSE AIMS AND LEARNING OBJECTIVES**

### **2.1 Course Aims**

This course covers the development of government policy to address issues of significance to Māori. Students will gain an insight into policy development processes as well as past and present mechanisms for dealing with Māori/iwi/hapū interests in policy outcomes. Students will 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. The course will include a review of some traditional and contemporary tikanga and Māori concepts impacting on issues that governments wish to address through policy processes. The course will also briefly cover Māori interest in international/Indigenous issues.

### **2.2 Learning Objectives**

By the end of this course students who successfully complete will be able to:

- understand the policy process and the roles of those contributing to the process
- analyse and critique ideas and identify Māori issues for policy development
- analyse government policy/policy proposals and identify whether or not these are likely to satisfy generic Māori tikanga applicable in contemporary Māori society
- have an appreciation of the issues government seeks to balance in addressing Māori issues in policy and suggest ways these difficulties can be alleviated
- give examples and discuss case studies of policies that are (or have been) contentious to a significant proportion of the Māori population
- engage in debates, both written and oral, around the benefits, challenges and relevance of including tikanga and Māori concepts in policy as well as state how tikanga can contribute to the purpose and outcomes sought by government
- identify issues and content in the policy process for cross-cultural engagement
- appreciate the particular perspectives that pan-Māori, iwi and hapū bring to policy development, and
- apply necessary skills to produce policy documents that cover wide ranging Māori/iwi/hapū interests.

### **2.3 Course Content**

The main themes of MAOR 411 are:

- what is the process, and who the contributors are for government policy development and decision making
- policy content and Māori/iwi/hapū interest in and contribution to the process
- understanding and applying tikanga and Māori concepts in policy of significance to Māori/iwi/hapū
- mechanisms for addressing contentious issues, and
- policy topics of current interest to Māori.

The course consists of two-hourly weekly seminars each Thursday except for Thursday 19 August (an alternative time and day is to be determined for Week 6). Seminars will be based on policy topics and will include reference to other themes outlined above. Students are expected to have read all readings prior to the class so that issues can be discussed in detail. Guest lecturers may occasionally lead seminar sessions.

### **3 ESSENTIAL TEXTS AND OTHER RESOURCES**

#### **3.1 Required Text**

There is one set text for this course. Students are required to purchase the Course Reader, *MAOR 411 Te Ao Hurihuri/Issues in Contemporary Māori Society* (cost to be confirmed). Required readings that do not appear in the Course Reader will be distributed in class.

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](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto: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.

#### **3.2 Other Resources**

A list of additional non-compulsory reading material will be posted on Blackboard. Depending on your assignments, some texts may be more useful to you than others. Other resources are listed in the final section of the Course Reader.

#### **3.3 Blackboard**

Students will be able to access course information, including links and electronic resources, from the course Blackboard site. The URL address is <http://blackboard.vuw.ac.nz>. Students are reminded of their responsibility to observe the conditions of access and use of the website at all times.

## 4 ASSESSMENT REQUIREMENTS

This course is designed to give students practical experience in presenting policy options to decision makers. The seminars will give students practice in developing analytical approaches to policy questions that can be transferred into discussion documents and policy papers.

### 4.1 Assessment Criteria

Students will be assessed on the following:

- **knowledge of policy topic and associated issues** - grasp of and engagement with the field of interest from both empirical and theoretical perspectives
- **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, fit for purpose, and
- **use of sources** - content and scope of bibliography, appropriate referencing.

Quality output by students will be monitored through:

- active scholarly participation throughout the course
- the production of high quality work, and
- evidence of additional reading and research.

### 4.2 Assessment

MAOR 411 consists entirely of internally assessed work.

<b>Assessment Component</b>	<b>100%</b>	<b>Due Date</b>
Preparation and participation	10%	Weeks 3-12
Seminar leadership	10%	Date to be agreed
Case study	25%	4:00pm, 20 August
Iwi-based policy paper	25%	4:00pm, 17 September
Essay	30%	4:00pm, 15 October

### 4.3 Preparation and participation **10%**

Students are expected to regularly attend class seminars and be active participants. Students will be assigned various seminar tasks in the first session. General participation each week will be marked out of 10 based on the seminar tasks assigned. You will be required to complete at least eight out of ten seminar tasks and each is worth 1.5% of your final mark.

### 4.4 Seminar leadership **10%**

In addition to general participation in each class, students will be required to lead a seminar presentation based on class readings. The date for this

assignment will be agreed in Week 1 of the course. In the week you lead a seminar, your assessment will have two components with a total value of 11.5% comprising: seminar leadership (10%) and preparation (1.5% as per 4.3 above).

#### **4.5 Case study 25%**

In this assessment you will be required to identify a policy topic with significant implications for urban Māori or whānau, hapū or iwi. The same topic may be used for both this assignment and the following one. For this case study, you will be required to develop advice for the government on the topic from the perspective of working through Māori issues and providing policy options within an analytical framework. The advice will also take into account the impacts of the proposals on different interest groups. The assignment requires:

- advice to be written up in the format of a mock Cabinet paper of no more than 10 pages (approximately 3,000 words), and
- supporting explanatory notes outlining key considerations taken into account in reaching the policy options, the potential steps that could be taken to progress the issues, and a bibliography of primary and secondary sources.

#### **4.6 Iwi-based policy paper 25%**

For this assessment, if you wish, you may take the same topic used in 4.5 above. You will prepare a 3000 word policy position paper as if you are an adviser to a Māori organisation/hapū/iwi or a collective of like minded Māori organisations/hapū/iwi. The paper will provide an analysis of the issue, include options to address these, identify and discuss any risks, and propose potential ways to take the matter forward.

#### **4.7 Essay 30%**

On or before 4:00pm on 15 October, students will submit a 4000 word essay on a topic of their choice that relates to the field of Māori policy and that can demonstrate achievement of the course learning objectives. Students are encouraged to discuss their proposed topic with the Course Coordinator at an early stage.

#### **4.8 Handing in assignments**

All assignments for this course **MUST** be posted in the Assignment Box, Māori Studies Office, 50 Kelburn Parade, where they will be registered. Please **DO NOT** hand work to the Course Coordinator or leave assignments under the Coordinator's door. It is your responsibility to ensure the safe passage of your work. Remember to keep a copy for yourself!

## **5 READING PROGRAMME**

The following programme sets out which readings should be completed before attending each seminar. Readings listed here are in your MAOR 411 Course Reader. On occasion readings may be supplemented or replaced by additional new material. In such cases, any new material will be handed out in class and/or posted on Blackboard.

Week	Reading
1	<ul style="list-style-type: none"> <li>• <i>On the Constitution of New Zealand: An Introduction to the Foundations of the Current Form of Government</i> from Cabinet Manual, Cabinet Office, 2008.</li> <li>• <i>The 1835 Declaration of Independence</i> www.nzhistory.net.nz.</li> <li>• Walker, Ranginui, 2004. 'Tuiwi'. In <i>Ka Whawhai Tonu Mātou: Struggle Without End</i>.</li> <li>• Ballara, Angela, 1998. 'The Limits of Tribal Hegemony'. In <i>Iwi: The Dynamics of Māori Tribal Organisations from c. 1769 to c. 1945</i>.</li> <li>• Prebble, Mark, 2010. 'The Everyday Paradox'. In <i>With Respect: Parliamentarians, Officials and Judges Too</i>.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Durie, Mason, 2005. 'Papaki Rua Ngā Tai - Tides of Confluence: Māori and the State'. In <i>Ngā Tai Matatū: Tides of Māori Endurance</i>.</li> <li>• Fox, Caren, 2010. 'Change: Past and Present'. In Mulholland, Malcolm, and Veronica Tawhai (eds) <i>Weeping Waters: The Treaty of Waitangi and Constitutional Change</i>.</li> <li>• Cheyne, Christine, Mike O'Brien and Michael Belgrave, 2008. 'Individualism, Collectivism and the Recognition of Tino Rangatiratanga'. In <i>Social Policy in Aotearoa New Zealand</i>.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Te Wai Māori Trustee Ltd, 2008. <i>Wai Māori Discussion on Freshwater</i>.</li> <li>• <i>Land and Water Forum</i> www.landandwater.org.nz.</li> <li>• Ministers for the Environment and Agriculture, 2009. <i>New Start for Fresh Water</i>. Cabinet Paper.</li> <li>• Sharples, Pita, 2009. Māori add value to freshwater policy. Press release. 10 December 2009.</li> <li>• Cabinet Office, n.d. <i>Format of standard Cabinet papers</i>. CabGuide.</li> <li>• Cabinet Office, n.d. <i>What issues need to be submitted to a Cabinet Committee?</i> CabGuide.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Rata, Elizabeth and Roger Openshaw (eds), 2006. 'The Paradox of Indigenous Rights: The Controversy around the Foreshore and Seabed in New Zealand'. In <i>Public Policy and Ethnicity: The Politics of Ethnic Boundary Making</i>.</li> <li>• Hingston, Ken, 2006. 'Foreshore and Seabed'. In Mulholland, Malcolm et al <i>State of the Māori Nation: Twenty-First Century Issues in Aotearoa</i>.</li> <li>• McNeil, Kent, 2007. 'Legal Rights and Legislative Wrongs: Māori Claims to the Foreshore and Seabed'. Charters, Claire and Andrew Erueti (eds) <i>Māori Property Rights and the Foreshore and Seabed: The Last Frontier</i>.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Ministry of Justice, 2010. <i>Reviewing the Foreshore and Seabed Act 2004 Consultation Document</i>.</li> <li>• Foreshore and Seabed. Onuku Marae, May 8-9 2010.</li> <li>• Iwi Leaders Group, 2010. <i>Takutai moana mai rā anō, mō ake tonu: Commentary on the Crown Consultation Document</i>.</li> </ul>
6	<ul style="list-style-type: none"> <li>• Walker, Ranginui, 2004. 'Ngā Take Whakamutunga o te Rau Tau'. In <i>Ka Whawhai Tonu Mātou: Struggle Without End</i>.</li> <li>• Office of Treaty Settlements, 2010. <i>Four Monthly Report November 2009 - February 2010</i>. [Additional reading to be advised].</li> </ul>
7	<ul style="list-style-type: none"> <li>• 2008. Waikato-Tainui and Crown sign a Deed of Settlement for the Waikato River. <i>Tainui</i>. 22 August 2008.</li> <li>• Finlayson, Christopher, 2009. Waikato River deed of settlement signed with Waikato-Tainui. <i>Tainui</i>. 17 December 2009.</li> <li>• Finlayson, Christopher, 2010. Waikato-Tainui Raupatu Claims (Waikato River) Settlement Bill - Third Reading Speech. May 6, 2010.</li> </ul>
8	<ul style="list-style-type: none"> <li>• Human Rights Commission, 2008. <i>United Nations Declaration on the Rights of Indigenous Peoples</i>.</li> </ul>



Week	Reading
	<ul style="list-style-type: none"> <li>Collier, Hohaia, 2010. 'A Kaupapa-based Constitution'. In Mulholland, Malcolm, and Veronica Tawhai (eds) <i>Weeping Waters: The Treaty of Waitangi and Constitutional Change</i>.</li> <li>2010. 'Constitutional transformation: An interview with Moana Jackson'. In Mulholland, Malcolm, and Veronica Tawhai (eds) <i>Weeping Waters: The Treaty of Waitangi and Constitutional Change</i>.</li> </ul>
9	[Readings to be advised].
10	<ul style="list-style-type: none"> <li>Ministerial Taskforce, 2010. <i>Whānau Ora: Report of the taskforce on Whānau-centred Initiatives</i>.</li> <li>Ministry of Social Development, 2010. <i>FAQ Factsheet about the Taskforce Report</i>.</li> <li>Government to reject some Whānau Ora recommendations. Press release. 7 April 2010.</li> <li>Budget 2010 - Whānau Ora launches with \$134.3m. Press release. 6 May 2010.</li> </ul>
11	<ul style="list-style-type: none"> <li>Dixon, Matiu, 2006. 'Crime and Justice'. In Mulholland, Malcolm et al <i>State of the Māori Nation: Twenty-First Century Issues in Aotearoa</i>.</li> <li>Statistics New Zealand, 2009. 'Justice Sector Outcomes and Agencies'. In <i>Review of Crime and Criminal Justice Statistics Report 2009</i>.</li> <li>Department of Corrections, 2007. <i>Over-representation of Māori in the criminal justice system: An exploratory report</i>.</li> </ul>
12	<ul style="list-style-type: none"> <li>Patterson, John, 1992. 'Collective Responsibility'. In <i>Exploring Māori Values</i>.</li> <li>Durie, Mason, 2003. 'Imprisonment, Trapped Lifestyles and Strategies for Freedom'. In <i>Ngā Kāhui Pou: Launching Māori Futures</i>.</li> </ul>

## 6 PROGRAMME OUTLINE

The programme outline below is a guide only, and is subject to change. It 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, especially where adjustments are made to the reading programme. Students will generally be informed via Blackboard.

Week	Date	Seminar	Seminar Topic
1	15 Jul	Seminar 1	Course Overview: Constitution of NZ, policy processes, Māori and other players
2	22 Jul	Seminar 2	Some Constitutional issues, State policies and ideologies, indigeneity, and Te Tiriti o Waitangi
3	29 Jul	Seminar 3	Freshwater and elements of a good Cabinet paper
4	5 Aug	Seminar 4	The Foreshore and Seabed pre-2010 and Māori responses
5	12 Aug	Seminar 5	Review of the Foreshore and Seabed Act 2004, current issues and input by the Iwi Leaders Group
6	tbc	Seminar 6	Treaty of Waitangi Historical Claims, generic policy, Cabinet Committees, Waitangi Tribunal, Office of Treaty Settlements
<b>20 Aug - CASE STUDY DUE</b>			
<b>Mid-Trimester Break: 23 August-5 September 2010</b>			
7	9 Sep	Seminar 7	Treaty of Waitangi Claim Negotiations and Settlements, Waikato River Claim, the environment, co-governance and co-management

8	16 Sep	Seminar 8	Constitutional change
<b>17 Sep – IWI-BASED POLICY PAPER DUE</b>			
9	23 Sep	Seminar 9	Economic development
10	30 Sep	Seminar 10	Whānau ora
11	7 Oct	Seminar 11	Justice and social policy
12	14 Oct	Seminar 12	Social policy, Māori institutions and policy processes into the future
<b>15 Oct - ESSAY DUE</b>			

## 7 PENALTIES

By prior arrangement and only 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. Note, 5% is equivalent to one grade - ie, from an A+ to an A
- after seven days the assignment will be accepted for the purposes of meeting the 'course requirements' or 'terms' but no mark will be given.

## 8 STUDENTS WITH DISABILITIES

The University has a policy of reasonable accommodation of the needs of students with disabilities in examinations and other assessment procedures. Please contact the Course Coordinator if you have any queries or issues.

## 9 EXPECTED WORKLOAD AND MANDATORY COURSE REQUIREMENTS

### 9.1 Workload

The workload for MAOR 411 is consistent with other Humanities Faculty Honours courses. As such, students should allow on average some 20 hours per week. This weekly average, which includes class contact hours, will ensure that each student can maintain satisfactory progress.

### 9.2 Mandatory Course Requirements

In order to complete this course, students must:

- attend and participate in at least 10 of the 12 seminar sessions
- successfully complete the four assessed pieces of written work, and
- lead a seminar topic.

## 10 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>

## **11 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](http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx)

## **12 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.

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