



Te Kawa a Māui
Faculty of Humanities and Social Sciences

MAOR 215

Tā Te Māori
Whakahaere Rauemi
Māori Resource
Management

Course Reference Number (CRN): 445

Course Value: 20 points

Trimester 2 2014

1 IMPORTANT DATES

Trimester dates	14 July to 16 November
Teaching dates	14 July to 17 October
Mid-trimester break	25 August to 7 September
Study week	20-24 October
Examination/assessment period	24 October to 15 November

Students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.

Withdrawal dates	Refer to www.victoria.ac.nz/students/study/withdrawals-refunds .
Aegrotats	If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats .

2 CLASS TIMES AND LOCATIONS

Wednesday	1:10-3:00pm	CO 119 (Cotton Building)
Friday	10:00-11:50am	CO 119 (Cotton Building)

Other venues may be used where appropriate. Sufficient notice of any changes will be announced in class and posted on Blackboard.

3 NAMES AND CONTACT DETAILS

Course Coordinator	Dr Maria Bargh Room 213, 50 Kelburn Parade Telephone 463 5465 Email maria.bargh@vuw.ac.nz
Office Hours	By appointment
Course Administrator	Jeremy Porima Room 102, 50 Kelburn Parade Telephone 463 5314 Email jeremy.porima@vuw.ac.nz
Office Hours	Monday-Friday, 9:00am-4:30pm

4 COMMUNICATION OF ADDITIONAL INFORMATION

MAOR 215 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 focuses on the management of resources which are Māori owned and/or controlled. Legal, cultural, economic and political aspects are considered.

5.2 Course Learning Objectives (CLOs)

Students who pass this course will be able to:

- 1 explain at least two legislative documents relating to the use or control of Māori resources
- 2 explain six Māori concepts relating to the environment
- 3 contrast competing definitions of resource management, and
- 4 analyse the role that Māori have played in the retention and return or development of Māori resources.

5.3 Course Aims

The aim of this course is to provide an overview of issues surrounding Māori resource management. It will examine the contested nature of resources in Aotearoa as both Māori and the Crown continue to struggle over, not only the initial questions of ownership and sovereignty, but also the models which will be used for governing particular resources once Māori possess them. A central question for the course is: how are different people theorising and framing 'Māori resource management' and what kinds of consequences do these differences hold?

The course will also examine the transfer of resources through the government's Treaty of Waitangi settlements process and the kinds of governance models the government encourages iwi to use to govern and exploit their resources.

A second central question of the course will be: how are Māori seeking to fulfil their role as kaitiaki of resources? Particular case studies will be covered.

In addition, the course will also examine Māori resource management in a global context by examining the experiences of other Indigenous peoples and exploring how Indigenous resource management is being expressed or suppressed in countries such as the Americas and the Pacific.

Often in research of resource management scholars focus their attention solely on those in local or national government to the detriment of the accounts and activities of activists, iwi, hapū or non-governmental organisations. This course will try to balance attention on the numerous and varied ways in which people theorise about Māori resource management.

6 COURSE CONTENT

The course will cover the following themes:

- 1 Manawhenua perspectives
- 2 Local governance
- 3 Settling?
- 4 Development
- 5 Negotiating kaitiakitanga and tino rangatiratanga, and
- 6 International Indigenous experiences.

The programme below provides an outline of lecture content. This programme is flexible and where necessary will be tailored to the needs and requests of the students in the course.

Week	Date	Lecture Topic
1	W 16 Jul	Introduction to course
	F 18 Jul	Theorising about Māori Readings: Teaiwa, Teresia, 1999. "Scholarship from a Lazy Native," <i>Moana</i> , Vol. 4 Spring 1999. Jackson, Moana, 1991. "Māori Law, Pākehā Law and the Treaty of Waitangi," in <i>Mana Tiriti: The Art of Protest and Partnership</i> . Wellington: Daphne Brasell Associates Press.
2	W 23 Jul	Manawhenua perspectives: Declaration of Independence, Treaty of Waitangi, tino rangatiratanga Readings: Mead, Hirini Moko, 2003. "Rāhui, Aukati: Ritual Prohibitions," in <i>Tikanga Māori: Living by Māori Values</i> . Huia Publishers, pp.193-207.
	F 25 Jul	Manawhenua perspectives: colonisation, property, role of the native land court and raupatu Readings: Erueti, Andrew, 1999. "Maori customary law and land tenure: an analysis," in Richard Boast (et.al), <i>Maori Land Law</i> . Wellington: Butterworths. Williams, David V., 1999. "The 'Engine of Destruction' in Action," in <i>Te Kooti Tango Whenua: The Native Land Court 1864-1909</i> . Huia Publishers, pp.157-199.
3	W 30 Jul	Manawhenua: Whanganui-a-Tara research project
	F 1 Aug	Local government Readings: Durie, Mason, 1998. "Mana Whenua," in <i>Te Mana Te Kawanatanga</i> . Auckland: Oxford University Press.
4	W 6 Aug	Resource Management Act 1991 Readings: Harris, Aroha, 2004. "Ka Whawhai Tonu Mātou," in <i>Hiko</i> . Wellington: Huia. Selby, R and Moore, P., 2010. In Selby, R. (et.al) (eds), <i>Māori and the Environment: Kaitiaki</i> . Wellington: Huia.
	F 8 Aug	'Settling'? The Waitangi Tribunal Readings: Belgrave, M., 2012. "Negotiations and Settlements," in N. Wheen and J. Hayward, <i>Treaty of Waitangi Settlements</i> . Wellington: Bridget Williams Books. Joseph, R., 2012. "Unsettling Treaty Settlements," in N. Wheen and J. Hayward, <i>Treaty of Waitangi Settlements</i> . Wellington: Bridget Williams Books.
5	W 13 Aug	Working with the RMA and consultation Readings: Warren, T.R., 2010. In Selby, R. (et.al) (eds), <i>Māori and the Environment: Kaitiaki</i> . Wellington: Huia. Mulholland, M., 2010. In Selby, R. (et.al) (eds) <i>Māori and the Environment: Kaitiaki</i> . Wellington: Huia.
	F 15 Aug	Economic development Readings: Berl economics, 2010. "The Asset Base, Income, Expenditure and GDP of the 2010 Māori Economy" [on Blackboard]. Te Puni Kōkiri and Māori Economic Taskforce, 2010. "Iwi Infrastructure and Investment" [on Blackboard].

Week	Date	Lecture Topic
6	W 20 Aug	Sustainable development Readings: Mutu, M. 2010. In Selby, R. (et.al) (eds), <i>Māori and the Environment: Kaitiaki</i> . Wellington: Huia. Te Waka Kai Ora, 2011. <i>Mahinga Ahuwhenua Hua Parakore: Hua Parakore Pastoral Farming</i> . Kaikohe: Te Waka Kai Ora [on Blackboard].
	F 22 Aug	Negotiating kaitiakitanga and tino rangatiratanga: Climate change Guest Lecturer: Mike Smith Readings: Kanawa, L., 2010. In Selby, R. (et.al) (eds), <i>Māori and the Environment: Kaitiaki</i> . Wellington: Huia. Blue economy www.zeri.org/
MID-TRIMESTER BREAK: 25 August – 7 September		
7	W 10 Sep	Negotiating kaitiakitanga and tino rangatiratanga: Energy resources Readings: Greenpeace, 2012. <i>Out of Our Depth: Deep-sea Oil Exploration in New Zealand</i> [on Blackboard]. Waitangi Tribunal "Introduction" <i>Petroleum Report</i> [on Blackboard].
	F 12 Sep	Field Trip: Taranaki Street – Finding an historical site and how the RMA can work
8	W 17 Sep	Negotiating kaitiakitanga and tino rangatiratanga: Foreshore and Seabed Readings: Durie, Mason, 2005. "Takutai Moana: Between the Tides," in <i>Ngā Tai Matatā</i> . Melbourne: Auckland University Press. Whare, T., 2010. In Selby, R. (et.al) (eds), <i>Māori and the Environment: Kaitiaki</i> . Wellington: Huia.
	F 19 Sep	Negotiating kaitiakitanga and tino rangatiratanga: Co-management Readings: Smith, H., 2010. In Selby, R. (et.al) (eds), <i>Māori and the Environment: Kaitiaki</i> . Wellington: Huia. Tawhai, V., 2010. In Selby, R. (et.al) (eds), <i>Māori and the Environment: Kaitiaki</i> . Wellington: Huia.
9	W 24 Sep	Negotiating kaitiakitanga and tino rangatiratanga: Wai 262 protecting intellectual and cultural resources Readings: Kawharu, M., 2010. In Selby, R. (et.al) (eds), <i>Māori and the Environment: Kaitiaki</i> . Wellington: Huia. Durie, M., 2010. In Selby, R. (et.al) (eds), <i>Māori and the Environment: Kaitiaki</i> . Wellington: Huia.
	F 26 Sep	Negotiating kaitiakitanga and tino rangatiratanga: New technologies Readings: Hutchings, J. and Greensill, A., 2010. In Selby, R. (et.al) (eds), <i>Māori and the Environment: Kaitiaki</i> . Wellington: Huia.
10	W 1 Oct	Negotiating kaitiakitanga and tino rangatiratanga: Freshwater Readings: Tipa, G., 2010. In Selby, R. (et.al) (eds), <i>Māori and the Environment: Kaitiaki</i> . Wellington: Huia. Bennett, A., 2010. In Selby, R. (et.al) (eds), <i>Māori and the Environment: Kaitiaki</i> . Wellington: Huia.
	F 3 Oct	Negotiating kaitiakitanga and tino rangatiratanga: Forests and farming Readings: Forster, M., 2010. In Selby, R. (et.al) (eds), <i>Māori and the Environment: Kaitiaki</i> . Wellington: Huia. Pauling, C., 2010. In Selby, R. (et.al) (eds), <i>Māori and the Environment: Kaitiaki</i> . Wellington: Huia. Manaaki Whenua Landcare Research, 2002. "A Framework For Engagement Of Maori Landowners," in <i>Carbon Farming: Using Indigenous Forest Regeneration</i> [on Blackboard].
11	W 8 Oct	Negotiating kaitiakitanga and tino rangatiratanga: Fisheries Mutu, M., 2012. "The Sea I Never Gave: Fisheries Settlement," in N. Wheen and J. Hayward. (eds), <i>Treaty of Waitangi Settlements</i> . Wellington: Bridget Williams Books.
	F 10 Oct	International Indigenous experiences: Food sovereignty Readings: LaDuke, W., 2005. "Food as Medicine," in <i>Recovering the Sacred</i> . Cambridge: South End Press.
12	W 15 Oct	Negotiating kaitiakitanga and tino rangatiratanga: What has international trade got to do with it? Subcomandante Insurgente Marcos, 2003. "Tomorrow Begins Today: invitation to an insurrection," in <i>Notes from Nowhere, We Are Everywhere</i> . London: Verso. Bargh, Maria, 2007. "A Small Issue of Sovereignty," in <i>Resistance: An Indigenous Response to Neoliberalism</i> . Wellington: Huia.

Week	Date	Lecture Topic
	F 17 Oct	International Indigenous experiences: what is Indigenous resource management? Course review and examination preparation Readings: Mander, Jerry and Tauli-Corpus, Victoria (eds) (et.al), 2005. "Aspects of Traditional Knowledge and Worldview", <i>Paradigm Wars: Indigenous Peoples' Resistance to Economic Globalization</i> , International Forum on Globalization, Committee on Indigenous Peoples.

7 TEACHING FORMAT

Students will attend two 1-hour 50 minute lectures per week, and will involve a presentation from the Course Coordinator or guest lecturers, often with time for questions.

8 MANDATORY COURSE REQUIREMENTS

In addition to achieving an overall pass mark of 50%, students must:

- attend at least 20 out of 24 lectures
- pass ALL assessments, and
- attempt the final examination.

9 WORKLOAD

The standard Faculty workload for a 20 point course applies, i.e. 200 hours in total, spread over the teaching weeks and the mid-trimester break, i.e. about 14 hours per week (inclusive of lectures). This weekly average will ensure that each student can maintain satisfactory progress.

Each week, the remaining 10 hours should be spent on:

- revising material from lectures (1-3 hours)
- background reading including reading for assignments (3-4 hours), and
- preparing for the final examination and written assignments (2-6 hours).

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

10 ASSESSMENT

10.1 Assessment Requirements

Information about all course assessments are contained in this course outline. Assessments will be explained in class. If you are unsure about any assessment requirement, please contact the Course Coordinator.

The assessment programme comprises both internally assessed work and a final examination. The internal assessment is worth 50% of the total course marks and comprises one presentation (10%), essay one (15%), and essay two (25%).

The final examination is worth 50% of the total course marks.

Written work may be in te reo Māori or English. If you wish to use te reo Māori, please let the Course Coordinator know in advance so that a marker can be arranged without delay.

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

Assessment items	%	CLOs	Due date
1 Presentation (15 mins)	10%	3	Weeks 4-12
2 Essay one (1,500 words)	15%	1, 2	4:30pm, 15 August
3 Essay two (2,500 words)	25%	4	4:30pm, 3 October
Total internal assessment	50%		

10.2 Presentation

10%

Students will work in pairs, prepare and present on one of the readings for that particular class. Readings will be assigned during Week 2 and will **begin from Week 4**. Presentations will be approximately 15 minutes in length, which will include the students' brief analysis of the content and a critique of the article. Students may only use five PowerPoint slides. Students will be individually assessed and will clearly identify which parts of the presentation they are responsible for (10 minutes). Each student is expected to present the part of the article they have taken responsibility for. Students will be expected to engage their peers in a discussion regarding the topic/reading (5 minutes). Students will hand in to the Course Coordinator copies of their five PowerPoint slides at the time of their presentation. Although students will work in pairs for this assessment, each student will receive an individual grade.

10.3 Essay One

15%

Students will be assessed on their ability to accurately and concisely essay on a specific resource case. Students will be given essay topics in week two. There is a maximum word limit of 1,500 words (due: Friday 15 August, 4:30pm). For further information see the information sheet in this Course Outline. See also *Te Ara Poutama*.

10.4 Essay Two

25%

Students will be assessed on their ability to research and make a convincing argument for an essay. Students will be given essay topics in week two. There is a maximum word limit of 2,500 words (due: Friday 3 October, 4:30pm). Further information will be available in lectures. See also *Te Ara Poutama*.

10.5 Final Examination

50%, Date, time, venue: tbc

The final examination is a three-hour closed book examination held during the trimester 2 examination period. The date, time, and venue will be announced on Blackboard as soon as this information becomes available.

11 RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OBJECTIVES

11.1 Presentation

Students will be assessed on their ability to contrast competing definitions of resource management in the material they are analysing and to convey that verbally and use appropriate visual aids.

11.2 Essay One

Students will be assessed on the standard of presentation of their essays, the quality, depth and scope of the content of their material and overall presentation. Students will be expected to demonstrate their learning from the course materials, lectures and thorough research.

11.3 Essay Two

Students will be assessed on the standard of presentation of their essay, the quality of their argument, depth and scope of the content of their material and overall presentation. Students will be expected to show research separate from that discussed in class.

11.4 Final Examination

The final examination is comprised of questions requiring short essay answers. Examination questions are designed so that students can demonstrate their abilities with respect to all of the course learning objectives.

ESSAY MARKING SHEET

Name: _____

Topic: _____

1	Understanding and answering the question as asked and providing suitable definitions.	10%
2	Presentation and structure of the essay. The essay structure is consistent with <i>Te Ara Poutama</i> . Grammar and spelling is of a high standard.	10%
3	Bibliography and referencing; content of bibliography and systematic referencing throughout essay.	10%
4	Content of the essay. The essay must show familiarity with the topic, and provide adequate and relevant examples selection, relevance, depth and coverage. You will be assessed here on the depth of research you have conducted.	25%
5	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, iwi or hapū tikanga and kawa), illustrations and supporting quotations.	30%
6	Originality and insight - the ability to integrate your own ideas and perceptions into your essay.	15%

Grade:	A+	=	(90-100%)
	A	=	(85-89%)
	A-	=	(80-84%)
	B+	=	(75-79%)
	B	=	(70-74%)
	B-	=	(65-69%)
	C+	=	(60-64%)
	C	=	(55-59%)
	C-	=	(50-54%)
	D	=	(40-49%)
	E	=	(0-39%)

Total Marks: _____ %

PRESENTATION MARKING SHEET

Analysis of reading (15)

Below Average Average Very good Excellent

Critique (15)

Below Average Average Very good Excellent

Presentation Style (10)

Below Average Average Very good Excellent

Engaging Peers (10)

Below Average Average Very good Excellent

Comments

13 SUBMISSION AND RETURN OF COURSE WORK

13.1 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.

13.2 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.

14 EXTENSIONS AND PENALTIES

By prior arrangement and for very good reasons an extension might be granted. However, without an express extension from the Course Coordinator the following late penalties will apply:

- 5%* will be deducted for every day or part day that the assignment is late. NB* 5% is equivalent to one grade i.e. from an A+ to an A.
- after ten days the assignment will be accepted for the purposes of meeting the 'course requirements', but no mark will be given.

Unless an extension is previously granted, the final date for submission of MAOR 215 course assessment is Friday 17 October at 4:30pm.

15 SET TEXTS

15.1 Required Texts

There are two required texts.

The MAOR 215 Course Reader, available from vicbooks. You will need to bring this to every lecture.

Selby, R. Moore, P and Mulholland, M., 2010. *Māori and the Environment: Kaitiaki*. Wellington: Huia.

15.2 Recommended Reading

The following texts are highly recommended for this course.

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

Kawharu, Mereta, (ed), 2002. *Whenua Managing our Resources*. Auckland.

15.3 Supplementary Resources

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

Māori news and links
www.maorinews.com/karere

Waitangi Tribunal
www.waitangi-tribunal.govt.nz

Footprint calculator
www.mfe.govt.nz/withyou/do/footprint/calculator.html

Convention on Biological Diversity
www.biodiv.org/convention/default.shtml

People Poisoned Daily www.peoplepoisoned.net/

100 Words Every New Zealander Should Know
www.nzhistory.net.nz/culture/tereo-100words

Tuanuku on Facebook
www.facebook.com/group.php?gid=162984541246&v=wall
<http://wakeupfreakout.org/film/tipping.html>

Donaldson, Matthew, 2004. *The Tide is Turning*.
<http://engagemedia.org/Members/oceanianewsreal/videos/tideisturning.mov/view>

15.4 Academic Writing Guide

Students will be required to make their written work conform to one of the standards for referencing set out in:

Te Ara Poutama: Academic Skills Handbook, 2012 edition. Wellington: Victoria University.

A limited number of booklets will be available from the Māori Studies School Office though you may print your own copy from Blackboard.

15.5 Further Reading

Please note that you are not expected to purchase these books for the course.

Hayward, J. (ed), 2003. *Local Government and the Treaty of Waitangi*. Melbourne: Oxford University Press.

Keenan, D. (2009) *Wars Without End: The Land Wars in Nineteenth-century New Zealand*, Auckland: Penguin.

Mead, S. M., 1997. *Landmarks, Bridges and Visions: Aspects of Maori Culture*. Wellington: Victoria University Press.

NZ Law Commission, 1989. *The Treaty of Waitangi and Māori Fisheries Mataitai: Ngā Tikanga Māori Me Te Tiriti o Waitangi*. Preliminary Paper No 9. Wellington: NZ Law Commission.

Oliver, W H., 1991. *Claims to the Waitangi Tribunal*. Wellington: Waitangi Tribunal Division, Department of Justice.

Smith, L., 1999. *Decolonizing Methodologies: Research and Indigenous Peoples*. Dunedin: AUP and University of Otago Press.

16 TUAKANA/TEINA MENTORING PROGRAMME

Te Pūtahi Atawhai coordinates the tuakana/teina mentoring programme, which is available for those students who would like assistance with this course. If this interests you, speak to the Course Coordinator at the beginning of the course.

17 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. Students may like to write the Class Rep's name and details in this box:

18 STUDENT FEEDBACK

Feedback is important to ensure this course contains information of relevance to our students. Based on the feedback of previous students, enhancements have been made to the course. In addition, a Centre for Academic Development (CAD) course evaluation will be conducted at the end of the course, which allows students to give feedback on an anonymous basis.

Student feedback on this and other Victoria courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

19 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

Aegrotats

www.victoria.ac.nz/students/study/exams/aegrotats

Academic Progress

(including restrictions and non-engagement)

www.victoria.ac.nz/students/study/progress/academic-progress

Dates and deadlines

www.victoria.ac.nz/students/study/dates

FHSS Student and Academic Services Office

www.victoria.ac.nz/fhss/student-admin

Grades

www.victoria.ac.nz/students/study/progress/grades

Māori at Victoria

www.victoria.ac.nz/tautoko

Resolving academic issues

www.victoria.ac.nz/about/governance/dvc-academic/publications

Special passes

www.victoria.ac.nz/about/governance/dvc-academic/publications

Statutes and policies

(including the Student Conduct Statute)

www.victoria.ac.nz/about/governance/strategy

Student support

www.victoria.ac.nz/students/support

Students with disabilities

www.victoria.ac.nz/st_services/disability

Student Charter

www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter

Student Contract

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

Subject Librarians

<http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>

Turnitin

www.cad.vuw.ac.nz/wiki/index.php/Turnitin

University structure

www.victoria.ac.nz/about/governance/structure

Victoria graduate profile

www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile

VUWSA

www.vuwsa.org.nz