



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

# **MAOR 313**

## **Ngā Tikanga Tuku Iho Māori Customary Concepts**

Course Reference Number (CRN): 457  
Course Value: 20 points  
Trimester 2 2014



## 1 IMPORTANT DATES

<b>Trimester dates</b>	14 July to 16 November
<b>Teaching dates</b>	14 July to 17 October
<b>Mid-trimester break</b>	25 August to 7 September
<b>Last assessment item due</b>	15 October
<b>Withdrawal dates</b>	Refer to <a href="http://www.victoria.ac.nz/students/study/withdrawals-refunds">www.victoria.ac.nz/students/study/withdrawals-refunds</a> .
<b>Aegrotats</b>	If you cannot complete an assignment or sit a test or examination, refer to <a href="http://www.victoria.ac.nz/students/study/exams/aegrotats">www.victoria.ac.nz/students/study/exams/aegrotats</a> .

## 2 CLASS TIMES AND LOCATIONS

Monday	3:10pm-5:00pm	HMLT103 (Hugh Mackenzie Building)
Wednesday	3:10pm-5:00pm	MYLT101 (Murphy Building)

## 3 NAMES AND CONTACT DETAILS

<b>Course Coordinator</b>	Assoc. Prof. Peter Adds Room 204, 48 Kelburn Parade Telephone 463 5158 Email <a href="mailto:peter.adds@vuw.ac.nz">peter.adds@vuw.ac.nz</a>
<b>Office Hours</b>	Feel free to knock on my door at any time, but I will try to be available in my office for the hour preceding lectures.
<b>Course Administrator</b>	Jeremy Porima Room 102, 50 Kelburn Parade Telephone 463 5314 Email <a href="mailto:jeremy.porima@vuw.ac.nz">jeremy.porima@vuw.ac.nz</a>
<b>Office Hours</b>	Monday-Friday, 9:00am-4:30pm

## 4 COMMUNICATION AND ADDITIONAL INFORMATION

### 4.1 Blackboard

MAOR 313 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. Contact the Course Coordinator if you have any queries regarding this course.

## 4.2 Illness

Should illness affect any study performance please contact the Course Coordinator as soon as possible. Please obtain a medical certificate from a Doctor.

## 4.3 Sexist and Racist Language, and Discrimination

Victoria University and Te Kawa a Māui are committed to the principle of non-discrimination. The policy states that University communications are to be expressed in non-sexist and non-racist language.

In MAOR 313, the above principles and policies are to be followed in the course and course work. Therefore, discrimination, sexist and racist language and other forms of abuse are totally unacceptable in class, or in written and spoken assignments.

# 5 PRESCRIPTION AND COURSE LEARNING OBJECTIVES

## 5.1 Prescription

The aim of this course is to develop student insight and understanding of the nature of both traditional and contemporary Māori culture, society and politics through the analysis and discussion of a range of Māori customary concepts.

## 5.2 Course Aims

Students will critically analyse a range of concepts such as *utu*, *murū*, *raupatu*, *rāhui*, and *tapu* amongst others, with a view to understanding both their traditional and contemporary significance. Students will be exposed to the concepts by reading and discussing the source material for the course. Students will develop graduate attribute skills in leadership, critical and creative thinking and communication through the facilitation of class discussions, the analysis of class reading materials, participation in class discussions and the production of publishable quality written assignments.

## 5.3 Course Learning Objectives (CLOs)

Students who pass this course will be able to:

- 1 know the place of traditional Māori concepts in contemporary Māori and New Zealand society today
- 2 interrogate a range of Māori concepts and interpret them in terms of Māori meaning systems
- 3 interpret Māori values and customs using a Māori conceptual framework
- 4 evaluate and critically analyse the source material for the course
- 5 demonstrate improved reading, comprehension and oral discussion skills within the framework of Māori discussion, and
- 6 identify a range of the fundamental concepts, values and meaning systems of Māori society.

## 6 COURSE CONTENT

This lecture schedule is subject to change. As much notice as possible will be provided.

Week	Date	Lecture Topic	Reading
1	M 14 Jul	L1: Introduction to Course	Course outline
	W 16 Jul	L2: Who is a Māori?	Handout
2	M 21 Jul	L3: What is an Iwi / Hapū?	Handout
	W 23 Jul	L4: Attitudes to Taha Māori	Course Reader
3	M 28 Jul	L5: Tapu	Course Reader
	W 30 Jul	L6: Utu	Course Reader
4	M 4 Aug	L7: Muru	Course Reader
	W 6 Aug	L8: Mana	Course Reader
5	M 11 Aug	L9: Mana Whenua (Guest Lecturer: Paul Meredith)	Handout
	W 13 Aug	L10: Rāhui	Course Reader
6	M 18 Aug	L11: Kōrero Whakamārama (Revision)	
	W 20 Aug	L12: <b>In-Class Test 1</b>	
	F 22 Aug	<b>Essay Bibliography Notes Due 4:30pm</b>	
<b>MID-TRIMESTER BREAK: 25 August – 7 September</b>			
7	M 8 Sep	L13: Rangatiratanga, Kāwanatanga <b>Final Essay Due 4:30pm</b>	
	W 10 Sep	L14: Koha (Guest Lecturer: Te Ripowai Higgins)	Course Reader
8	M 15 Sep	L15: Ihi, Wehi, Wana	Course Reader
	W 17 Sep	L16: Hapa, Whati, Aitua	Course Reader
9	M 22 Sep	L17: Ahikāroa, Tūrangawaewae, Wāhi Tapu	Course Reader
	W 24 Sep	L18: Mauri and Wairua	Course Reader
10	M 29 Sep	L19: <b>Essay Presentations</b>	
	W 1 Oct	L20: <b>Essay Presentations</b>	
11	M 6 Oct	L21: <b>Essay Presentations</b>	
	W 8 Oct	L22: <b>Essay Presentations</b>	
12	M 13 Oct	L23: Kōrero Whakamārama (Revision)	
	W 15 Oct	L24: <b>In-Class Test 2</b>	

## 7 TEACHING FORMAT

Students will attend two 1-hour 50 minute lectures per week. Lectures 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 (unless a specific exemption has been approved):

- hand in all course work on time
- sit both in-class tests, and
- attend at least 20 of the 24 lectures in total.

## 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 in-class tests 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 lectures. If you are unsure about any assessment requirement, please contact the Course Coordinator.

MAOR 313 is 100% internally assessed.

Attendance at and **participation in class discussions** with evidence of extensive reading, preparation for discussions and scholarly interest is required for this course. As this course relies on student participation in class, the minimum class attendance requirement is 90% of all classes. Because of the participation requirement students are not permitted to use computers in class. Cell phones are not permitted either. An attendance roll will be circulated at each class. This is worth 20% of the final grade.

Assessment items	%	CLOs	Due date
1 In-class test 1 (1-hour 50 mins)	20%	1, 3, 6	20 August
2 Essay bibliography notes	10%	2, 4, 5	22 August
3 Final essay (3000-3500 words)	20%	2, 3, 6	8 September
4 Essay presentation	10%	1, 3, 5	29 September – 8 October
5 In-class test 2 (1-hour 50 mins)	20%	1, 3, 6	15 October
6 Reading summaries and course participation	20%	4, 5	Ongoing
<b>Total internal assessment</b>	<b>100%</b>		

**10.2 In-Class Tests** **40%**

Two in-class tests on 20 August and 15 October each worth 20% of the final grade. These will cover the concepts covered in class discussions and readings.

**10.3 Essay Bibliography Notes** **Due: 4:30pm, 22 August, 10%**

There are two parts to the essay assignment. The first part requires you to produce an annotated bibliography of the references that you use for your essay. This is worth 10% of your final grade. It should consist of at least ten references against which you note in paragraph form what the article is about, why it is a significant piece of scholarship that deserves to be in your bibliography, how it relates to your essay topic and the point of view it takes in relation to your own ideas about the topic. You should produce no more than two or three paragraphs per reference.

**10.4 Final Essay** **Due: 4:30pm, 12 September, 20%**

The second part of the essay assignment requires you to complete a full and proper essay. Completing it and handing it in on time is one of the prerequisites for a pass. A list of concepts to base your essay on is included below. Students are encouraged to start planning their essay as early as possible. Students are not permitted to double up on topics.

**10.5 Essay Presentation** **10%**

This will comprise a short presentation outlining the findings of your essay research. Students will present in alphabetical order by surname during the normal class time on 29 September – 8 October. Assessment sheets will be distributed later.

**10.6 Reading Summaries and Course Participation** **20%**

This course is taught primarily through class discussion of the readings and the issues that emerge from them. Students will be expected to contribute to all discussions by offering opinions, views and experiences on particular issues. Through participation, students should aim to demonstrate evidence of extensive reading and reflection on the kaupapa being dealt with. Therefore you must come to class having completed the readings for the session.

You are required to provide evidence that you have completed the reading by handing in at the start of each class a one or two paragraph summary of the reading for that session. These reading summaries will contribute to half (10%) of your final mark for this assessment item.

**10.7 Note on Essays**

- 1 In your essay you should ideally be aiming to bring a new understanding to the kaupapa that you are dealing with. This may mean that you are simply confirming what has already been written about the topic (if there has been anything written), or you may be rejecting or amending the literature and coming up with a new model. For most of you, this should involve producing an essay between these two extremes.

- 2 You are expected to produce between 3000 and 3500 words for the essay which should be of publishable quality. Assume that you are writing to submit the essay to the *Journal of the Polynesian Society* (JPS).
- 3 It is highly recommended that you discuss your essay with the Course Coordinator before you start it.
- 4 If you intend to use interview as a means of data collection then you should notify the Course Coordinator.
- 5 Your essay should be typed, double-spaced and have a two inch margin on the left hand side of the page. You must use the Māori Studies referencing style that essentially copies the JPS system. Essays that do not follow this format may need to be re-submitted! A copy of *Te Ara Poutama: Academic Skills Handbook* is available on Blackboard.

### 10.8 Essay Concepts

Choose ONE of the following sets of concepts for your essay topic. No more than one student per topic. First in first served. Please advise the Course Coordinator by email about which topic you will do. If there is a topic that you would be interested in doing that is not listed here please discuss with the Course Coordinator.

- 1 atahu
- 2 tūroro, haumate
- 3 aria, atua, whakapakoko, ata, āhua
- 4 te Ao Tū-roa (Te Ao-Mārama)
- 5 mauri ora, mauri mate
- 6 wairua, tuku wairua, hau
- 7 kotahitanga
- 8 hinengaro, ngākau, manawa, ate
- 9 tamatāne-tamawahine
- 10 whakahoro-hauhau-aitu
- 11 mana, ira, tupu
- 12 te pō, te whare o Aitua, mate taurekareka, mate kuare
- 13 whaiwhaiā, mākutu, matakite
- 14 papa kāinga
- 15 mana motuhake
- 16 Te Ara-whānui a tāne, te waiora a tāne
- 17 te ohākī, kupu whakaari
- 18 ahikā
- 19 tohi, pure, iriiri
- 20 karanga-rua, karanga-maha, ure-tarewa, ūkaipō
- 21 tuku
- 22 pā-kū-hā, whakaākūhā



- 23 mauri, whatu
- 24 tomo, moe-wahine/tane
- 25 mātauranga Māori
- 26 ratahu
- 27 whakamomori
- 28 tētē kura
- 29 mua/muri (concept of time)
- 30 rangatiratanga, kāwanatanga, kīngitanga, mana
- 31 mate marama
- 32 nga tohu aitua, whakamakuru, takiari, tamaki
- 33 wai kaukau, wai tukukiri
- 34 ōinga kumu, papa tupu
- 35 iwi, iwi hapū, hapū, whānau
- 36 whakapapa, kāwai, tātai
- 37 hahunga, hari mate, kiri mate
- 38 wānanga, whakawā, pūnanga
- 39 whare kōhanga, tewē, iho
- 40 pū, tohunga, rehe
- 41 whaiāo, āo mārama
- 42 atua, tuawhakarere
- 43 Rarohenga, Tatau-o-te-Pō, Reinga
- 44 tua o te ārei, huna i te moa
- 45 umu, hāngi, hapi
- 46 apakura, whare o Apakura, whare porutu, whare tauā
- 47 kukune, hapū, kotia te pito
- 48 tuhi, rarapa, uira
- 49 taiā, tai timu, tai pari, taiāo
- 50 rangi, kikorangi, kahurangi
- 51 whakapohane
- 52 whenua
- 53 tūrangawaewae
- 54 taha wairua
- 55 taha Māori.

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

### **11.1 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. Please do not email assignments!

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.

### **11.2 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.

## **12 EXTENSION AND PENALTIES**

Careful planning and time management will aid you in submitting your work by the required date. For your information, the following is the Te Kawa a Māui policy on late assignments.

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.

Students who do not achieve a minimum of a 'C' grade for the essay will be required to submit a revised version in order to achieve a passing 'C' grade.

Unless an extension is previously granted, the final date for submission of MAOR 313 course assessment is Friday 17 October at 4:30pm.

## **13 SET TEXTS**

### **13.1 Required Text**

MAOR 313 Student Notes/Course Reader, available for purchase from vicbooks for approximately \$21.

## 13.2 Recommended Reading

- Barlow, C., 1991. *Tikanga whakaaro: Key concepts in Māori culture*. Auckland, N.Z: Oxford University Press.
- Best, E., 1954. *Spiritual and Mental Concepts of the Māori*. Wellington: Dominion Museum.
- Best, E., 1976. *Māori Religion and Mythology*. Wellington: Government Printer.
- Downes, T. W., 1929. Māori Etiquette. *Journal of the Polynesian Society*, 38:148-80.
- Frame A. and Meredith P., 2013. *Te Mātāpunenga. A Compendium of References to the Concepts and Institutions of Maori Customary Law*. Wellington: Victoria University Press.
- Freire, P., 1986. *Pedagogy of the Oppressed*. New York: Continuum.
- Kawharu, M., 2002. *Whenua: Managing our Resources*. Auckland: Reed.
- Mead, H., 2003. *Tikanga Māori*. Wellington. Huia Publishers
- Metge, J., 1976. *Basic Concepts in Māori Culture*. London: Routledge and Kegan Paul.
- Mihaka, T. R. M. and D. P. Prince, 1984. *Whakapohane*. Porirua: Ruatara Publications.
- Patterson, J., 1992. *Exploring Māori Values*. Palmerston North: Dunmore Press Ltd.
- Pere, R. R., 1982. *Ako: Concepts and learning in the Māori tradition*. Hamilton, N.Z. Dept. of Sociology, University of Waikato.
- Polack, J., 1976. *Manners and Customs of the New Zealanders*. Christchurch: Capper Press.
- Salmond, A., 1982. Theoretical Landscapes Cross-Cultural Conceptions of Knowledge. In Association of Social Anthropologists Monograph *Semantic Anthropology*.
- Shortland, E., 1980. *Traditions and Superstitions of the New Zealander*. Christchurch: Capper Press.
- Tauroa, H., 1984. *Māoritanga in Practice*. Auckland: Office of the Race Relations Conciliator.

## 14 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, or a mentor to practise with. If this interests you, speak to the Course Coordinator at the beginning of the course.

## **15 CLASS REPRESENTATIVE**

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture. Students may like to write the Class Rep's name and details in this box:

## **16 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](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

## 17 OTHER IMPORTANT INFORMATION

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

### **Academic Integrity and Plagiarism**

[www.victoria.ac.nz/students/study/exams/integrity-plagiarism](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)

### **Aegrotats**

[www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)

### **Academic Progress**

(including restrictions and non-engagement)  
[www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress)

### **Dates and deadlines**

[www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)

### **FHSS Student and Academic Services Office**

[www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)

### **Grades**

[www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)

### **Māori at Victoria**

[www.victoria.ac.nz/tautoko](http://www.victoria.ac.nz/tautoko)

### **Resolving academic issues**

[www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)

### **Special passes**

[www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)

### **Statutes and policies**

(including the Student Conduct Statute)  
[www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)

### **Student support**

[www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)

### **Students with disabilities**

[www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)

### **Student Charter**

[www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)

### **Student Contract**

[www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://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](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)

### **University structure**

[www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)

### **Victoria graduate profile**

[www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile)

### **VUWSA**

[www.vuwsa.org.nz](http://www.vuwsa.org.nz)