



Te Kawa a Māui
Faculty of Humanities and Social Sciences

MAOR/POLS 316

Tōrangapū Māori Māori Politics

Course Reference Number (CRN): 8676 (MAOR 316)

Course Reference Number (CRN): 15286 (POLS 316)

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 .
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Aegrotats	If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats .
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2 CLASS TIMES AND LOCATIONS

Monday	11:00am-12:50pm	MYLT101 (Murphy Building)
Wednesday	11:00am-12:50pm	KKLT301 (Kirk Building)

On 11 August there will be a field trip to Parliament. 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/POLS 316 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

Before 1835 Māori had control over their own political institutions and resources. This course begins by exploring the struggle between Māori and the Crown for their political power and sovereignty. It looks at what kind of political power Māori have now to govern and control themselves and their resources and how this is negotiated with the Crown. It examines Māori political parties, involvement in parliament, voting and elections. The course also looks internationally to consider how the political aspirations of other Indigenous peoples have been engaged with by Māori.

5.2 Course Learning Objectives (CLOs)

Students who pass this course will be able to:

- 1 differentiate Māori politics from non-Māori politics
- 2 identify political theories that impact on Māori in contemporary political debates
- 3 compare Māori politics with that of other Indigenous peoples
- 4 evaluate which forms of political arrangements and forms of development might better support Māori political rights, and
- 5 demonstrate an ability to articulate their own ideas relating to Māori politics in a scholarly manner in written and oral forms.

5.3 Course Aims

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 range of activities of 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.

6 COURSE CONTENT

The course will cover the following themes:

- 1 The politics of knowledge: Scholarship and research methods
- 2 Creating political foundations: Tino rangatiratanga and sovereignty
- 3 Working for Māori: Public service, political activism, local government
- 4 Perennial issues and political footballs: Contested resources
- 5 Indigenous-Indigenous links, and
- 6 Creating change: Constitutional change.

The programme below provides an outline of lecture content, and is subject to change.

Week	Date	Lecture Topic
1	M 14 July	Introductions and course outline Review of Māori politics – who gets what, where, how and why?
	W 16 July	The politics of knowledge: De-colonisation Do we live in a colonised society? Does this affect our research? What are dominant political and economic practices and assumptions in our communities? What is kaupapa Māori research? Reading/reference: Jackson, M. (1992) “The Treaty and the Word: The Colonisation of Māori Philosophy” in Oddie, G. and Perett, R (eds) <i>Justice, Ethics and New Zealand Society</i> , Auckland: Oxford University Press. www.rangahau.co.nz
2	M 21 July	The politics of knowledge: Scholars and research methods What is the role of the intellectual? Are Māori intellectuals different? What are a range of Māori frameworks and ethics of research? How do our communities represent the intellectual or academic? Reading: Horrocks, R. (2007) “A Short History of ‘the New Zealand Intellectual’” in Laurence Simmons (ed) <i>Speaking Truth to Power</i> , Auckland: Auckland University Press. Smith, L. (1999) “Imperialism, History, Writing and Theory”, in <i>Decolonizing Methodologies</i> , Dunedin: University of Otago Press.
	W 23 July	Creating political foundations: Tino rangatiratanga and sovereignty What understandings and political realities did Te Tiriti o Waitangi create? How and why were Māori Parliaments established in the 1800s? Reading: Fox, C “Change, Past and Present” in <i>Weeping Waters</i> . Mutu M. “Constitutional Intentions: The Treaty of Waitangi Texts” in <i>Weeping Waters</i> . Durie, E. T. (1995) “Will the Settlers Settle?” <i>Otago Law Review</i> , Vol. 8, No. 3.
3	M 28 July	Creating political foundations: Tino rangatiratanga and sovereignty What is the history of the Māori seats? Is there a Māori voice in parliament? Reading: Wilson in <i>Māori and Parliament</i> .
	W 30 July	Working for Māori: Political activism Why do people take matters into their own hands? How have Māori deployed non-violent direct action tactics? What is the Tino Rangatiratanga Movement? How have Māori activists incorporated tactics from movements overseas? How have Māori worked with Pākehā for social justice? Reading: Tuiono, T. “interview” in <i>Resistance</i> . Sykes, A. “interview” in <i>Resistance</i> . <i>198 Methods of Non-Violent Direct Action</i> [on Blackboard].

Week	Date	Lecture Topic
4	M 4 Aug	<p>Working for Māori: Working the media Where is the Māori media heading? How are Māori political issues dealt with by the media and what are some tactics that Māori activists have used to convey their messages?</p> <p>Reference: Māori TV. McCreanor, T. (et.al) <i>Māori Business News in the Mass Media</i> [on Blackboard]. McCreanor, T. "Challenging and Countering Anti-Māori Discourse" [on Blackboard].</p>
	W 6 Aug	<p>Working for Māori: How does Parliament serve Māori? Is the Select Committee process effective for Māori? What are the roles of the Māori MPs? What are the limitations of the Parliamentary debates and processes?</p> <p>Reading: Jones, S. "Labour and Māori" in <i>Māori and Parliament</i>. Turei M. "Changes from, and the Future of MMP" in <i>Māori and Parliament</i>. Beyer, G. "Māori in General Seats" in <i>Māori and Parliament</i>.</p>
5	M 11 Aug	<p>Working for Māori: [Guest Speaker: Jack McDonald, Green Party candidate for Te Tai Hauāuru]</p>
	W 13 Aug	<p>Working for Māori: Local government Why do so few Māori participate? Why does local government continue to insist they are not the Crown? What are some recent cases where local government have supported Māori aspirations?</p> <p>Reading: Hayward in <i>Weeping Waters</i>. Potaka, Tama (1999) "A Treaty Agendum for Local Government" in <i>Indigenous Peoples and the Law</i> online journal [on Blackboard].</p>
6	M 18 Aug	<p>Working for Māori: Parliament [Guest Speaker: Meka Whaitiri, MP] *NOTE: Class will meet at Parliament*</p>
	W 20 Aug	<p>Perennial issues and political footballs: Treaty settlements Why is there such disagreement over settlements? How have the Office of Treaty Settlements been operating? Is the Waitangi Tribunal radical? Should its powers be extended?</p> <p>Reading/reference: Ruru in <i>Weeping Waters</i>. Waitangi Tribunal <i>Strategic Direction</i> [on Blackboard].</p>
MID-TRIMESTER BREAK: 25 August – 7 September		
7	M 8 Sep	<p>Perennial issues and political footballs: Māori development What kinds of development are Māori engaged in? Why is land often a central issue for Māori development?</p> <p>Reading: Kelsey, J. (2005) "Māori, Te Tiriti and Globalisation" in <i>Waitangi Revisited</i>, Melbourne: Oxford University Press [on Blackboard]. O'Regan, T. "Māori and Parliament: the future" in <i>Māori and Parliament</i>. Winiata, W. (2005) "The Reconciliation of Kawanatanga and Tino Rangatiratanga" The Rua Rautau Lecture, Rangiaētea Church, Otaki [on Blackboard].</p>
	W 10 Sep	<p>Perennial issues and political footballs: Resources What is the government currently proposing for freshwater? Why are these so contentious for Māori?</p> <p>Reading/reference: Ruru, J. (2009) [on Blackboard]. Waitangi Tribunal, (2012) WAI 2358 Letter of Transmittal [on Blackboard].</p>

Week	Date	Lecture Topic
8	M 15 Sep	<p>Perennial issues and political footballs: Resources What are the impacts on Māori of the government's current methods for extending oil and metallic mining? Reading/reference: Questions and Answers: Epithermal Gold 2013 [on Blackboard].</p>
	W 17 Sep	<p>Perennial issues and political footballs: Election campaigning What is distinct about Māori campaigning? Why are Māori issues often the football at election time? How could this be avoided? Reading: Hager, N. (2006) "The 'Big Splash' at Orewa", <i>The Hollow Men</i>, Nelson: Craig Potton Publishing. Levine, S. and Roberts, N. "Exit, Voice and Loyalty" in <i>Māori and Parliament</i>. Brash, D. "Nationhood" Speech at Orewa Rotary Club, 2004 [on Blackboard]</p>
9	M 22 Sep	Student group presentations
	W 24 Sep	Student group presentations
10	M 29 Sep	<p>Indigenous–Indigenous links: International political economy How are Indigenous peoples affected by dominant theories of production, trade and development globally? How have Indigenous peoples responded to these theories and practices? How can Indigenous politics be compared? Reading: Bargh, M. "A Small Issue of Sovereignty" in <i>Resistance</i> [on Blackboard]. LaDuke, W. (2005) "Recovering Power to Slow Climate Change" in <i>Recovering the Sacred</i>, Cambridge, M.A: South End Press.</p>
	W 1 Oct	<p>Indigenous–Indigenous links: Foreign policy What has Māori involvement been in NZ foreign policy? What role should Māori have? What have Māori diplomatic relations been? How have Māori worked with other Indigenous peoples on the Declaration – how and why? Why did the NZ government originally not support the Declaration? Reading: Petrie, H. Chapter from <i>Chiefs of Industry</i>. Charters, C. "Introduction" in <i>Making the Declaration Work</i> [on Blackboard]. Declaration on the Rights of Indigenous Peoples Durie, A, "The Pacific Way" in <i>Weeping Waters</i>.</p>
11	M 6 Oct	<p>Creating change: Iwi rūnanga Where do rūnanga fit politically? What role do they have nationally? What compromises do they make? Reading: Rangiheuea, T. "Urban Māori" in <i>Weeping Waters</i>. NZ Law Commission, "Chapter 1: Summary", <i>Waka Umanga: A Proposed Law for Māori Governance Entities</i>, (2006) [on Blackboard]. Jackson, M. (2000) "Where does sovereignty lie?" in C. James (ed) <i>Building the Constitution</i>, Wellington: Institute of Policy Studies.</p>
	W 8 Oct	<p>Creating change: Constitutional change Does Aotearoa need constitutional change? What are Māori doing to achieve constitutional change? What are the options? Reading: Chen, M. (2006) "A Public Law assessment of the Treaty of Waitangi's constitutional future", a paper presented at the 5th Māori Legal Forum [on Blackboard]. Potaka, T. "Legislation and the Legislature" in <i>Weeping Waters</i>.</p>

Week	Date	Lecture Topic
12	M 13 Oct	Creating Change: International comparisons Reading: Jackson, M. "Constitutional Transformation" in <i>Weeping Waters</i> . Love, N. "The Need for Fundamental Change" in <i>Māori and Parliament</i> . Winiata, W. "The Future: Determined to Survive" in <i>Māori and Parliament</i> .
	W 15 Oct	Wrap up and course summary and Examination preparation

7 TEACHING FORMAT

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

Attending class is an essential component of the course. Lectures 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.

8 MANDATORY COURSE REQUIREMENTS

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

- successfully complete all internal course work and the final examination by the due date (subject to the provision for late submission of course work), and
- attend a minimum of 80% of classes.

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 is comprised of both internally assessed work and a final examination. The internal assessment is worth 50% of the total course marks and comprises briefing papers/class participation (20%), essay (20%), and essay presentation (10%). The final examination is worth 50% of the total marks.

Attendance and **participation in class discussions** with evidence of extensive reading, preparation for discussions and scholarly interest is required for this course. Because the lectures rely on student participation, the minimum class attendance requirement is 80% of all classes. **Students are not permitted to use their cell phones in class.** An attendance register will be circulated at each class.

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 Briefing papers	20%	1, 2, 5	Ongoing
2 Essay	20%	1-4	12 September
3 Essay presentation	10%	1-4	22, 24 September
Total internal assessment	50%		

10.2 Briefing Papers

20%, Due: Ongoing

Students will need to write one-page summaries of the readings for a particular week for 8 classes over the duration of the trimester. These summaries will contribute to your mark for course participation.

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 issues 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 one-page summaries of the readings for 8 different classes. These will contribute to your mark for course participation.

10.3 Essay

20%, Due: 12 September

Students will write an essay (2,500- 3,000 words) to be handed in at the Māori Studies Office. Essay topics will be distributed in Week 2. The essay will analyse a Māori political issue, policy or event.

10.4 Presentation

10%, Due: 22 September or 24 September

In pairs, students will select a Māori political issue and will analyse:

- 1 How did this issue/policy/situation come about?
- 2 Who benefits from or suffers in this situation?
- 3 What could be done to change the situation by two 3rd year university students?

Students will be permitted five minutes only and a maximum of five PowerPoint slides to explain their argument. They will also be asked five questions from the class. Students must hand in a summary of their presentation, fully referenced and with a bibliography.

Although students will work in pairs for this assessment, each student will receive an individual grade for the presentation.

10.5 Final Examination

50%

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 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.

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 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/POLS 316 course assessment is Friday 17 October at 4:30pm.

13 SET TEXTS

13.1 Required Texts

There are three required texts for this course:

Bargh, M. (ed), 2010. *Māori and Parliament: Diverse Strategies and Compromises*. Wellington: Huia.

Mulholland, M. and Tawhai, V. (eds), 2010. *Weeping Waters: The Treaty of Waitangi and Constitutional Change*. Wellington: Huia.

MAOR/POLS 316 Student Notes/Course Reader, available from vicbooks.

13.2 Recommended Reading

The following text is also recommended:

Durie, M., 2005. *Ngā Tai Matatū*. Melbourne: Oxford University Press.

For those students who feel they need further background information on the topic the following text is also recommended:

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

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

13.3 Supplementary Resources

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

Māori news and links

<http://maorinews.com/karere>

Declaration on the Rights of Indigenous Peoples info

www.pcpd.org.nz/ddrip/

Aotearoa Independent Media

www.indymedia.org.nz/

Radio

Morning Report Radio NZ National (567AM)

TV

Native Affairs on Māori TV

Videos

The following films are available from the VUW Library:

- Ngatahi: Know the Links.
- The Fourth World War.
- Life and Debt.

13.4 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.

13.5 Further Reading

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

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

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

United Nations, 2006. United Nations Declaration on the Rights of Indigenous Peoples.

Williams, D., 1999. *Te Kooti Tango Whenua.* Wellington: Huia Publishers.

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. 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.

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