



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

# MAOR 210

## **Special Topic: Cultural Mapping**

Course Reference Number (CRN): 10450  
Course Value: 20 points  
Trimester 1 2014



## ***E tipu, e rea mō nga rā o tōu ao***

*Tēnā koutou. Greetings and welcome to the course. This outline contains important information for your journey through the issues that will be canvassed in MAOR 210.*

### **1 IMPORTANT DATES**

<b>Trimester dates</b>	3 March to 2 July
<b>Teaching dates</b>	3 March to 6 June
<b>Easter/mid-trimester break</b>	18 April to 4 May
<b>Last assessment item due</b>	4 June
<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**

<b>Lecture</b>	Monday 1:10-2:00pm AM 106, Alan MacDiarmid Building
<b>Workshop</b>	Wednesday 1:10-3:00pm AM 104, Alan MacDiarmid Building.

Other venues, such as computer labs, will be used where appropriate. Sufficient notice of any changes will be given.

### **3 NAMES AND CONTACT DETAILS**

<b>Course Coordinator</b>	Dr Ocean Mercier Room 207, 50 Kelburn Parade Telephone 463 7457 Email <a href="mailto:ocean.mercier@vuw.ac.nz">ocean.mercier@vuw.ac.nz</a>
<b>Office Hours</b>	By appointment
<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 as necessary.

Additional course information will be posted on Blackboard or emailed to students as appropriate.

## **4 COURSE CONTENT AND LEARNING OBJECTIVES**

### **4.1 Course Prescription**

This course introduces students to practice, projects and scholarship associated with cultural mapping, particularly related to Māori and Indigenous resource management. Field and lab exercises in surveying and mapping will enable students to produce cultural atlases of their own, and for the Te Kawa a Māui cultural atlas.

### **4.2 Course Learning Objectives (CLOs)**

Students who pass this course should be able to:

- 1 understand and discuss Indigenous peoples' (particularly Māori) and "Western" (particularly Pākehā) conceptions of land and whenua, and how these impact upon representations of land, place and space
- 2 understand the relationship between historic mapping and cultural mapping by being able to recall and discuss, for instance, key movements in the imperial mapping tradition, traditional Pacific and Māori wayfinding and mapping, and/or New Zealand's cartographic history
- 3 understand the advantages and limitations of different types of map projections (physical, oblique, logarithmic, non-linear and cartogram) and coordinate systems (World Geodetic System 1984, New Zealand Transverse Mercator) and know when to apply these for different types of spatial information
- 4 use a Garmin E-Trex GPS device to locate and mark waypoints in the field
- 5 create maps from surveyed data using either Google Maps, Google Earth and Quantum GIS
- 6 describe and analyse specific cases where Google Earth and Geographic Information Systems (GIS) are being used to manage Māori resources, and
- 7 apply the above to produce a 'cultural map' that is critically aware of the history and power of the map in telling a specific story.

### **4.3 Course Content**

The main themes that inform the learning objectives and course content are:

- Māori conceptions and representations of land, and culture
- critiquing historical/imperial maps
- Māori mapping: past and present
- representing culture and community in maps – examples from Māori and Indigenous GIS
- projections of space: from Cartesian to 'artography', and
- basic surveying and mapping skills.

## **5 TEACHING FORMAT**

### **5.1 Lectures**

Monday's session will be run as a lecture seminar, Students should read the week's assigned readings before class. An attendance roll will be taken near the beginning of each class, so please ensure you make it to classes on time.

### **5.2 Workshops**

Wednesday's session will be run as a workshop/tutorial/laboratory. We will learn and practice specific skills related to cultural mapping, such as using GPS units and reading maps. During this session students will present work and discuss issues arising from the week's readings and the Monday lecture.

### **5.3 Field Trip**

An all-day field trip is scheduled for Saturday 5th April. It is very important that you attend, as your first project requires you to analyse data and observations from this excursion.

## **6 MANDATORY COURSE REQUIREMENTS AND EXPECTED WORKLOAD**

### **6.1 Mandatory Course Requirements**

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

- attend a minimum of 9 out of 12 lectures
- attend a minimum of 10 out of 12 workshops, and
- attempt and submit assessment as laid out in the 'Assessment Requirements' section below.

Where illness or unforeseen circumstances prevent you from coming to class please let the Course Coordinator know ahead of the lecture or workshop.

### **6.2 Workload**

MAOR 210 is worth 20 points, which means the total workload for the course is 200 hours. Students should allow about 13 hours per week for this course. 3 hours/week will be spent in lectures and workshops. 4 hours/week should be spent on readings and reviewing lecture notes. 6 hours/week should be spend on assignments. These weekly averages will ensure that each student can maintain satisfactory progress.

## **7 ASSESSMENT REQUIREMENTS**

### **7.1 Assessment**

MAOR 210 consists entirely of internally assessed work. This is made up of weekly workshop activities, two research mapping projects, and a seminar presentation.

Assessment items		%	CLOs	Due date
1	10 weekly workshop activities	40%	1-6	Wednesday due date (from Week 2)
2	Field trip and research mapping project 1	25%	3-5	16 April (Week 7)
3	Presentation	5%	7	14, 21 May (Weeks 9-10)
4	Research mapping project 2	30%	7	4 June (Week 12)
<b>Total internal assessment</b>		100%		

## 7.2 Workshop Activities

**40% (10 at 4% each)**

You will be given a task or assignment to complete in response to each workshop/ tutorial. You will have until 4:30pm the following Wednesday to hand it in. Each assignment is worth up to 4% towards your final mark. The tasks you are expected to do will vary as will the amount of writing you do for each. For instance, Blackboard tests will require no writing, others will require up to 500 words. There will be 11 tasks set over the duration of the course. You must complete a minimum of 8 of these. If you hand in 11 out of 11, the 10 best marks will be counted towards your final grade. The understanding and skills required for cultural mapping is varied, and so the weekly assignment is designed to build knowledge, understanding and skills related to the course learning objectives. Work will be returned with constructive feedback within a fortnight of submission. **DUE: 4:30pm weekly from Wednesday 12 March.**

## 7.3 Field Trip and Research Mapping Project 1 (2000-3000 words)

**25%**

On Saturday April 5, archaeologist Dr Bruce McFadgen will lead us on a trip for the purpose of mapping and describing Māori archaeological features there. Transport for the field trip will leave from 50 Kelburn Parade at 8:30am sharp on Saturday morning. You will be returned to 50 Kelburn Parade by 5:00pm that day. You will be given a list of things that you need to bring: this will include a packed lunch (although some food will be provided), water, raincoat, sturdy shoes, pencil, notebook, hat and sunscreen. You will gain 5% for active and constructive participation during the field trip. There is a cost of \$20 for the field trip this year.

Students will be split into groups of about 4 people for the purpose of completing tutorial and field work. Students will then individually write two reports from their field work. The first report is for the New Zealand Archaeological Association (worth 10%). The second report is for the landowner, and will give advice about protecting sites from inadvertent damage (worth 10%). The lower and upper word limits for both of these assignments is 1000-1500 words.

Lecture and tutorial exercises before and after this field trip will familiarise students with Quantum GIS, Google Earth and Garmin E-Trex GPS devices, skills that are needed to complete this assignment.

More information will be given in class by Week 2 about the field trip and mapping project. The marking sheet is available on Blackboard. **DUE: 4:30pm, Wednesday 16 April.**

#### 7.4 Seminar Presentation 5%

During the workshop/tutorial in Weeks 9-10 you will give a 5-10 minute presentation on your proposed mapping project 2. The presenter will be marked on how well they communicate their intended research, and how the project connects with scholarship and literature covered in MAOR 210. The presentation is designed to allow students to share their work, and exchange constructive feedback that may be used in the completion of Research Mapping Project 2. To that end, the class will have up to 5 minutes to ask questions and offer comments to the presenter, for a total presentation slot of 10 minutes. The marking sheet is available on Blackboard. Further information will be given by Week 7. **DUE: In workshops, Wednesday 14 May and Wednesday 21 May.**

#### 7.5 Research Mapping Project 2 30%

In the final assessment, students will use all of the understanding and skills they have gained in MAOR 210 to build a substantive 'cultural map'. Below are some suggestions for the form of the map:

- a database in Quantum GIS, Google Maps or Google Earth
- a multimedia PowerPoint file embedded with audiovisual data
- spatial history using hypercities
- an 'artographic' interpretive piece, or
- something else (to be approved by the Course Coordinator).

The content of the map could be drawn from any of the sources covered in class, eg NZAA, WCC. The map must be submitted with a 1000-1500 word commentary that describes the aims, purpose and form of the map. In this commentary you should cite at least 8 references. A maximum of 80% of your references can be from the course reader. This assignment will give you the opportunity to consolidate what you've learnt about mapping history, the construction of knowledge through the map and cultural mapping, to produce a piece of work that speaks critically to the issue of your choosing. More information will be given in class about this assessment, including the assessment criteria by Week 8. **DUE: 4:30pm, Wednesday 4 June.**

#### 7.6 Submission and Return of Work

Work for this course **MUST** be posted in the Assignment Box, Māori Studies Office, 50 Kelburn Parade. All assignments are registered in the Māori Studies Office. **DO NOT** hand work to the Course Coordinator or leave assignments under the 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.

The exception to this is when Google Earth or other projects with digital outputs are assigned. These should be emailed to the Course Coordinator. All electronic files should be labelled with the course, your surname and the assignment e.g. MAOR210\_Mercier\_Assignment\_1.kmz.

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 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.

## 7.7 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 ie 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.

## 8 SET TEXT AND RESOURCES

### 8.1 Required Text

There is one set text for this course. Students are required to purchase the Course Reader, *MAOR 210 Special Topic: Cultural Mapping*, from vicbooks. You should purchase this early in order to get a head start on your readings.

Required readings that do not appear in the Course Reader will be uploaded to Blackboard and distributed in class.

Students will be required to make their written work conform to the Harvard referencing standard set out in:

*Te Kawa a Māui Academic Writing Guide, 2011 edition*. Wellington: Victoria University. This edition will not be available in print form, though you may of course print your own if you wish from Blackboard or download a copy from the School's website at:

[www.victoria.ac.nz/maori/study/resources](http://www.victoria.ac.nz/maori/study/resources)

### 8.2 Recommended Texts

You should consider purchasing one of the Atlases below:

Kirkpatrick, Russell (ed), 1999. *Bateman Contemporary Atlas New Zealand: The Shapes of Our Nation*. Bateman Publishing.

McKinnon, Malcolm et al, 1997. *Bateman New Zealand Historical Atlas: Visualising New Zealand*. Bateman Publishing.

In addition, the Te Kawa a Māui Atlas Library keeps most of the books listed below. These texts are kept in Ocean's office (Room 207, 50 Kelburn Parade) and may NOT be borrowed. Students may however come to use these at their leisure during prearranged times.

Alexander Turnbull Library (2006). *Map New Zealand: 100 Magnificent Maps from the Collection of the Alexander Turnbull Library*. Auckland, N.Z.: Random House New Zealand.



- Byrnes, Giselle (2001). *Boundary markers: land surveying and the colonisation of New Zealand*. pp 95-122. Wellington, N.Z.: Bridget Williams Books.
- Cosgrove, Denis E. (2008). *Geography & Vision*. pp 104-118. London, N.Y.: I.B. Taurus.
- Davis, Te Aue et al (1990). *He Kōrero Pūrakau mō ngā Taunahanahatanga a ngā Tūpuna: Place Names of the Ancestors, a Māori Oral History Atlas*. Wellington, New Zealand: New Zealand Geographic Board.
- Davis, Te Aue, Tipene O'Regan and John Wilson (1990). *Ngā Tohu Pūmahara: The Survey Pegs of the Past. Understanding Māori Place Names*. New Zealand. The New Zealand Geographic Board.
- Harmon, Katherine (2009). *The Map as Art: Contemporary Artists Explore Cartography*. New York: Princeton Architectural Press.
- Irwin, Geoffrey (1992). *The Prehistoric Exploration and Colonisation of the Pacific*. Cambridge, U.K.: Cambridge University Press.
- Jacobs, Frank (2009). *Strange Maps: An Atlas of Cartographic Curiosities*. New York: Viking Studio.
- Kawharu, Merata (ed.) *Whenua: Managing our Resources*. pp.252-271. Auckland, N.Z.: Reed Publishing (NZ) Ltd.
- Kirkpatrick, Russell (1999). *Bateman Contemporary Atlas New Zealand: The Shapes of Our Nation*. Auckland, N.Z.: David Bateman Ltd.
- McFadgen, Bruce (2007). *Hostile Shores: Catastrophic Events in Prehistoric New Zealand and their Impact on Maori Coastal Communities*. pp.143-185. Auckland: Auckland University Press.
- McKinnon, Malcolm (1997). *Bateman New Zealand Historical Atlas: Ko Papatuanuku e Takoto Nei*. Auckland, N.Z.: David Bateman Ltd.
- Sinton, Diana Stuart and Jennifer J. Lund (2007). *Understanding Place: GIS and Mapping Across the Curriculum*. California: ESRI Press.
- Suarez, Thomas (2004). *Early Mapping of the Pacific. The Epic Story of Seafarers, Adventurers and Cartographers Who Mapped the Earth's Greatest Ocean*. Singapore: Periplus Editions.
- Turnbull, David (1991). *Mapping the World in the Mind: An Investigation of the Unwritten Knowledge of the Micronesian Navigators*. Deakin, Victoria: Deakin University Press.
- Turnbull, David (1998). *Masons, Tricksters and Cartographers*. London, N.Y.: Routledge.
- Woodward, David and G. Malcolm Lewis (1998). *The History of Cartography: Cartography in the Traditional African, American, Arctic, Australian and Pacific Societies (Vol 2, Book 3)*. pp.493-536. Chicago: University of Chicago Press.

### 8.3 Internet Resources

Alaska Native Knowledge Network Oral History and Cultural Atlases, available <http://ankn.uaf.edu/NPE/oral.html>

Hutt City Council District Plan 2004, available <http://www.huttcity.govt.nz/Your-Council/Plans-and-publications/District-Plan/The-District-Plan/>

New Zealand Archaeological Association Website, available <http://nzarchaeology.org/cms/> - NZAA Site Recording Scheme, available <http://www.archsite.org.nz/> and NZAA Google Earth Archaeology.

Te Kawa a Māui, 2010-2013. *Te Kawa a Māui Atlas*. Available <http://www.atlas.maori.nz> or <http://www.victoria.ac.nz/maori/atlas> Wellington: Victoria University of Wellington.

Te Puni Kōkiri Māori Land Information Database, available <http://www.tpk.govt.nz/en/services/land/mlib/>

University of California, Berkeley, Electronic Cultural Atlas Initiative, available <http://www.ecai.org/>

Wellington City Council District Plan 2010, available <http://www.wellington.govt.nz/plans/district/districtplan.html>

## 9 LECTURE, WORKSHOP AND KEY DATES CALENDAR

This programme provides an outline of lecture content. The programme is a **guide only** and may be adjusted to suit guest lecturer and student needs. Field exercises are weather dependent. Notice of adjustments to the calendar will be given on Blackboard. The readings to be discussed each week are given by author in the 'Reading' column. Please ensure that you read the week's readings before Monday's lecture, and be ready to discuss them in the following Wednesday session.

Week	Day/Date	Lecture Theme	Reading	Assessment
1	M 3 Mar	What is a map?	Davis et al, Irwin	
	W 5 Mar	Maps and representation		
2	M 10 Mar	Maori mapping	Turnbull, Lionel Barton, Kahukiwa and Grace	
	W 12 Mar	"Points of Interest" student presentations		
3	M 17 Mar	Managing land / tiaki whenua	Sims and Thompson-Fawcett, Kelly	
	W 19 Mar	Navigating by maps (orienteering)		
4	M 24 Mar	Cultural Mapping	Byrnes, Kirkpatrick	
	W 26 Mar	Navigating by GPS (geocaching)		
5	M 31 Mar	Surveying and mapping, Guest Lecturer: Dr Bruce McFadgen	McFadgen, Cosgrove	
	W 2 Apr	Google Earth field maps and the NZAA database Guest Lecturer: Dr Bruce McFadgen		

	Sat	5 Apr	Field trip Coordinator: Dr Bruce McFadgen		<b>Field trip: 5 April</b>
6	M	7 Apr	Digital mapping	McKinnon, Royal	
	W	9 Apr	Quantum GIS maps and report writing		
7	M	14 Apr	Geographic Information Systems	Harmsworth	
	W	16 Apr	Reports, Mapping Project 2 Showcase and Brainstorm		<b>Research mapping project 1 due: 16 April</b>
<b>EASTER/MID-TRIMESTER BREAK: 18 April – 4 May</b>					
8	M	12 May	Spatial history Guest Lecturer: Dr Sydney Shep	Tallbear and Pacey, Harmsworth (Blackboard)	
	W	14 May	Heritage sites in Pōneke		
9	M	12 May	Community and Participatory GIS Guest Lecturer: Mairead de Roiste	Sparke (Blackboard) and tbc	<b>Research mapping project presentations</b>
	W	14 May	Archaeological sites in Pōneke		
10	M	19 May	Cultural Mapping at Te Papa Guest Lecturer: Amber Aranui	Carter (Blackboard), Joseph (Blackboard)	<b>Research mapping project presentations</b>
	W	21 May	Mana whenua – Maori land issues		
11	M	26 Jun	Te Kawa a Maui Atlas	Mercier et al (Blackboard)	
	W	28 May	Place-based databases		
12	M	2 Jun	Artography	Jacobs, Harmon	<b>Research mapping project 2 due: 4 June</b>
	W	4 Jun	Artography and final project presentations		

## 10 STUDENT FEEDBACK

Feedback is important to ensure this course contains information of relevance to our students. Enhancements made to this course, based on the feedback of previous students, will be covered during the trimester. In addition, a Centre for Academic Development course evaluation will be conducted that 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).

## 11 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**

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

### **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/resources/subjectcontacts.html>

### **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)

### **VUWSA**

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