

# MAOR/MDIA 308 Māori Media

## Trimester 1 2014

3 March to 2 July 2014

**20 Points**

### IMPORTANT DATES

Teaching dates:	3 March to 6 June 2014
Easter/Mid-Trimester break:	18 April to 4 May 2014
Withdrawal Dates:	Refer to <a href="http://www.victoria.ac.nz/students/study/withdrawals-refunds">www.victoria.ac.nz/students/study/withdrawals-refunds</a> . 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> .

### CLASS TIMES AND LOCATIONS

#### Lecture/workshop

Monday	1.10-4.00pm	Alan MacDiarmid Building 104
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**There are NO tutorials for this course.**

### NAMES AND CONTACT DETAILS

Staff	Email	Phone	Room	Office Hours
Jo Smith	<a href="mailto:jo.smith@vuw.ac.nz">jo.smith@vuw.ac.nz</a>	(04) 463 6801	Room 204, 81 Fairlie Terrace	Tuesday 2.00-3.00pm

We have a range of guest speakers in this course. These include Dr Jessica Hutchings (Te Wahanga, NZCER); Dr Ocean Mercier (Te Kawa a Māui, VUW); and Dr Sue Abel (University of Auckland).

### COMMUNICATION OF ADDITIONAL INFORMATION

If you are not going to use the Victoria email address set up for you, we strongly encourage you to set a forward from the Victoria email system to the email address you do use.

Information relevant to this course including assessment, lecture notes, supplementary reading material for assignments and any general notices will be posted to Blackboard. Please check it regularly.

**NOTE:** Lecture notes that are posted contain the key points of a lecture, but do not replace your own notes. This course is not designed as a distance learning course and notes posted on Blackboard are not intended as a substitute for attendance at lectures/workshops.

## PRESCRIPTION

This course examines the idea of Māori media from a range of perspectives. Broadly defined, Māori media includes the creative works of Māori media practitioners; however, the course also examines representations of te ao Māori more generally. Drawing from resources and methodologies from the fields of Māori Studies and Media Studies, this course considers how Māori media poses a challenge to current thinking about media practices and processes. This course will be delivered in a 3-hour lecture/workshop format. There are no tutorials for this course.

## COURSE LEARNING OBJECTIVES (CLOS)

Students who pass this course should be able to:

1. Demonstrate an understanding of some of the key features of Māori media practices (Assessments 1, 2, and 3)
2. Demonstrate an understanding of the historical context surrounding contemporary Māori media (Assessments 2 and 3) and
3. Demonstrate research skills by writing an essay and presenting findings about a specific topic that relates to Māori media practices. (Assessments 2 and 3)

## TEACHING FORMAT

Weekly three-hour-lecture/workshop (with a 10-minute-break in the middle). Lecture/workshop attendance is mandatory. All readings are to be done **before** class.

## MANDATORY COURSE REQUIREMENTS

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

- Submit the written work specified for this course, on or by the specified dates (subject to such provisions are stated for late submission of work) and
- Attend at least 9 lecture/workshops.

## WORKLOAD

The expected workload for a 20 point course is 200 hours over the trimester or 13 hours per teaching week. Per week this translates to:

Lecture/workshop attendance: 3 hours

Readings: 4 hours

Revision/Research: 6 hours

An additional 46 hours (in total) should be set aside for the completion of assessment.

Lecture/workshop attendance will be monitored. If there is a legitimate reason for an absence, you need to send an email to Jo Smith ([jo.smith@vuw.ac.nz](mailto:jo.smith@vuw.ac.nz)) explaining this.

## ASSESSMENT

Assessment items and workload per item	%	CLO(s)	Due date
1 Assessment 1. Blog Entry: <i>Te Ao Māori in the Capital City</i> (600 words)	20%	1	Posted to Blackboard Friday 14 March by 2pm.
2 Assessment 2. Short Essay (1,200 words)	20%	1,2,3	Submit to MDIA drop slot at 83 Fairlie Terrace. Due Friday 4 April before 2pm.
3 Assessment 3. Presentation: (10 mins. plus summary sheet)	20%	1,2,3	In-class Week 8, Monday 5 May.
4 Assessment 4. Long Essay (3,000 words)	40%	1,2,3	Submit to MDIA Drop Slot at 83 Fairlie Terrace. Due Friday 6 June before 2pm.

**Assessment ONE: Blog Entry *Te Ao Māori in the Capital City* Worth 20% (600 words). Due by 2pm, Friday 14 March on BB.**

### Guidelines

This assessment consists of **three** parts.

In **Week 1** of class you need to conduct the following task:

#### 1. The photograph

Visit a specific area of Wellington and take a photo that captures your sense of te ao Māori in the Capital City. The three areas of Wellington in which you can choose to photograph are:

1. The Wellington Waterfront
2. Cuba Street
3. Victoria University of Wellington (any campus)

Before class in **Week 2** you need to upload **one** photograph to the MAOR/MDIA 308 Blackboard Blog and write a caption to accompany the image.

#### 2. In-class discussion

Bring the image and your caption along to **Week 2** of class. This could be in a digital format on your phone, laptop etc. Or a physical printed out copy. We need to be able to see your image and caption in order to discuss it. In class, pair up and explain the relationship between the image and the caption to your partner.

In-class discussion point:

- How did the active search for signs of te ao Māori shift your sense of the city?
- Are there common elements between your photo and your classmate's?
- How might you describe any points of difference between your image and your classmate's?

Take notes of your discussion and use these notes as a basis for the third part (see below) of this assignment.

### 3. Commentary (600 words worth 20%) Due Friday 14 March on BB

After class return to Blackboard and view the images gathered in the BB folder *Māori Media in the Capital City*. Select **one** photograph (either your own, or one of your classmate's) and write two paragraphs (no longer than 600 words) under the image you have selected. Use the notes made in class and the three in-class discussion points as a starting point for your commentary. You are also invited to reflect on how your selected photograph relates to other images gathered in the BB folder. Be succinct and precise in your commentary and treat it like a mini essay (ie. intro, conclusion and with some line of argument). Draft and re-draft your commentary before posting your final version to BB.

#### Marking Criteria

This assignment will be assessed on the following criteria:

- your ability to produce a clearly thought out introduction and conclusion
- the quality of your written expression
- your ability to integrate visual and textual analysis

#### Assessment TWO: Short Essay

**Worth 20% (1200 words). Due Friday 4 April before 2pm in MDIA Drop Slot at 83FT.**

Choose any 2 Required Readings from the Student Notes from Weeks 1-5. Write a short essay that draws on these two readings in relation to a Māori media text of your own choosing.

#### Guidelines

- This assignment is asking you to engage with your chosen readings, and to apply these readings to a particular media text.
- You need to provide a brief summary of the key idea you want to engage with in each reading. You do not need to cover every aspect of each reading. Rather you should be focussed on how the key ideas from each reading work together to provide an analysis of your chosen media example.
- You can use readings from the same week, or from different weeks.
- Your short essay should also contain a clear description of the media text you have selected to be your case study. This must be brief and succinct.
- Your assignment must be accompanied by a bibliography formatted in MLA-style. This style is set out in the SEFTMS Student Handbook (available on the MAOR/MDIA 308 Blackboard site).

#### Marking Criteria

This assignment will be assessed on the following criteria:

- your ability to produce a clearly thought out introduction and conclusion
- your ability to structure and develop an academic argument, and utilise good supporting evidence
- the quality of your written expression
- your ability to integrate theory and textual analysis
- your ability to accurately follow an academic bibliographic style

#### Assessment THREE: Presentation

**Worth 20% (10 minutes plus summary sheet). Due in-class week 8, Monday 5 May.**

Working in pairs, you will conduct an analysis of a news media item (past or present) that deals with an aspect of te ao Māori. This assessment has two components: a 10 minute oral presentation and a 1-2 page summary sheet.

### Guidelines

- For this assessment you need to contextualise the news item (eg. what media outlet does the item come from? Who owns this media outlet? What are the salient elements of the news item?)
- Ask: how has the story been “framed”? (eg. what point of view is being actively constructed here? What implied audience does the news item address?)
- Ask: what kind of agenda does this news item set?
- Relate the news item to a key concept(s) discussed in MAOR/MDIA308 (eg. institutional racism, settler-centrism, visual sovereignty, talking in/talking out, decolonisation etc.).
- As with any academic assessment, your analysis should make an argument and provide evidence to back up the claims you make.
- With a paired presentation you also need to take a collaborative approach to the tasks, you should try to engage your audience, be well prepared and have your material well timed.

Below is more info on oral presentations and group work.

[http://sydney.edu.au/education\\_social\\_work/learning\\_teaching/students/first\\_year\\_experience/presentations.shtml](http://sydney.edu.au/education_social_work/learning_teaching/students/first_year_experience/presentations.shtml)

### Marking Criteria

This assignment will be assessed on the following criteria:

- your ability to verbally present a clearly thought out introduction, thesis and conclusion
- your ability to structure and develop an academic argument, and utilise good supporting evidence
- the quality and usefulness of your visual aids
- the clarity and usefulness of the 1-2 page summary sheet (which will include bibliographical info)

### Assessment FOUR. Long Essay

**Worth 40% (3,000 words). Due Friday 6 June before 2pm in MDIA Drop Slot at 83FT.**

Essay question:

How might Māori Television contribute to Indigenous politico-cultural revitalisation?

### Guidelines

- For this assessment you must draw on examples from Māori Television to provide evidence for the claims you make.
- Define your notion of “Indigenous politico-cultural revitalisation” by drawing explicitly on a range of course readings. If you prefer to use the concept “decolonisation” then make a case for why this is a better term than “Indigenous politico-cultural revitalisation”.

### Marking Criteria

This assignment will be assessed on the following criteria:

- your ability to produce a clearly thought out introduction and conclusion
- your ability to structure and develop an academic argument, and utilise good supporting evidence
- the quality of your written expression
- your ability to integrate theory and textual analysis
- your ability to accurately follow an academic bibliographic style

## SUBMISSION AND RETURN OF WORK

Work provided for assessment in this course may be checked for academic integrity by Turnitin the online plagiarism prevention tool.

Hardcopy assignments are submitted in the MDIA Drop Slot outside the administration office: **83 Fairlie Terrace**. Attach an assignment cover sheet or extension form, found on Blackboard or outside the administration office. Remember to fill in your course convenor's name.

Your marked assignment will be handed back by the Course Coordinator in-class or during office hours. Any uncollected assignments can be picked up from the Programme Administrator after the last day of teaching. Assignments will be held in the Administration office until the end of the following trimester. You need to show your student identification to collect marked assignment from the Administration office.

## EXTENSIONS AND PENALTIES

### Extensions

In exceptional and unforeseen circumstances an extension may be granted. Issues of workload do not constitute exceptional and unforeseen circumstances. If you require an extension, you must complete an extension request form (available on your course Blackboard site) prior to the assignment due date. This must be accompanied by relevant documentation (e.g. a doctor's certificate) where appropriate. Tutors cannot grant extensions. **No assignment without an extension will be accepted after Wednesday 25 June 2014. The Course Coordinator will not give an extension beyond Wednesday 2 July 2014.**

### Penalties

Work submitted after the deadline will be penalised by a 2.5 percent deduction from your total mark per work day. Late work also receives only minimal comments from your marker.

## SET TEXTS

Please access reading materials via the MAOR/MDIA 308 Student Notes. All readings are to be done **before** class. You can order student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz).

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

Class Rep name and contact details:

## STUDENT FEEDBACK

Student feedback from other versions of this paper have helped shape this current course outline. This feedback will be discussed in the first week. Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

In week six or seven of the trimester your class representative will be invited to a meeting with the Programme staff. In week five your class representative will ask the class for any feedback on this course to discuss at this meeting.

## 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)
- 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.nz](http://www.vuwsa.org.nz)
- School website: [www.victoria.ac.nz/seftms](http://www.victoria.ac.nz/seftms)

MAOR/ MEDIA 308 COURSE PROGRAMME

Week 1	3 Mar	<p><b>Introduction</b></p> <p><b>Archie, Carol.</b> 2007. "The Treaty of Waitangi and some Relevant History." <i>Pou Kōrero: A Journalist's Guide to Māori and Current Affairs</i>. Wellington: New Zealand Journalists Training Organisation. 1-14.</p> <p><b>Smith, Jo.</b> 2011. "Understatement as Erasure: How State-funded Media Continues the Work of Settlement." Unpublished Short Essay.</p> <p><b>Hokowhitu, Brendan and Vijay Devadas.</b> 2013. "Introduction." Brendan Hokowhitu and Vijay Devadas (eds.), <i>The Fourth Eye: Māori Media in Aotearoa New Zealand</i>. Minneapolis: University of Minnesota Press. xv-l. Print.</p> <p>Additional Reading</p> <p><b>Star, Lynne.</b> 1996. "Editorial: Māori/Media." <i>New Zealand Journal of Media Studies</i>. 3.2. 1-6. Print.</p>
Week 2	10 Mar	<p><b>What are Communication Landscapes?</b></p> <p><b>Barclay, Barry.</b> 1996. "Amongst Landscapes." Jonathan Dennis &amp; Jan Beiringa (eds.), <i>Film in Aotearoa New Zealand</i>. Wellington: Victoria University Press. 116-29. Print.</p> <p><b>Mita, Merata.</b> 1994. "The Soul and the Image." Jonathan Dennis &amp; Jan Bieringa (eds.), <i>Film in Aotearoa New Zealand</i>, Wellington: Victoria University Press. 36-55. Print.</p> <p><b>Barclay, Barry.</b> 1990. "Talking In." <i>Our Own Image</i>. Auckland: Longman Paul. 74-84. Print.</p> <p><b>Stuart, Ian.</b> 2005. "The Māori Public Sphere." <i>Pacific Journalism Review</i>. 11.1. 13-25. Print.</p> <p><b>Paterson, Lachy.</b> 2013. "Te Hoikoi and the Legitimization of the Māori Nation." Brendan Hokowhitu and Vijay Devadas (eds.), <i>The Fourth Eye: Māori Media in Aotearoa New Zealand</i>. Minneapolis: University of Minnesota Press. 124-42. Print.</p>
Week 3	17 Mar	<p><b>Questions of Translation (with Dr. Jessica Hutchings)</b></p> <p><b>Smith, Jo.</b> 2012. "Framing Parade." Marco Songovini (ed.), <i>Covering Parade: a festschrift celebrating the 75<sup>th</sup> birthday of Patricia Grace</i>. Wellington: Wai-te-ata Press. 31-49. Print.</p> <p>Make sure you have read <b>Archie, Carol.</b> 2007. "The Treaty of Waitangi and some Relevant History." <i>Pou Kōrero: A Journalist's Guide to Māori and Current Affairs</i>. Wellington: New Zealand Journalists Training Organisation. 1-14. (a week one reading)</p> <p><b>ASSESSMENT # 1 DUE. Commentary &amp; Image: Māori Media in the Capital City. (Approximately 600 words and worth 20%). Post this assessment to Blackboard by 2pm Friday 14 March.</b></p>
Week 4	24 Mar	<p><b>Kaupapa Māori Media (with Dr. Ocean Mercier)</b></p> <p><b>Smith, Linda Tuhiwai.</b> 2011. "Opening Keynote: Story-ing the Development of Kaupapa Māori – A Review of Sorts." <i>Kei Tua o Te Pae Hui Proceedings</i>. Wellington: New Zealand Council for Educational Research. 10-15. Print.</p> <p><b>Penetito, Wally.</b> 2011. "Keynote: Kaupapa Māori Education: Research as the Exposed Edge." <i>Kei Tua o Te Pae Hui Proceedings</i>. Wellington: New Zealand Council for Educational Research. 38-43. Print.</p> <p><b>Mercier, O.R.</b> 2007. "Close encounters of the Māori kind - talking interaction in the films of Taika Waititi." <i>New Zealand Journal of Media Studies</i>. 10.2. 37-51. Print.</p> <p><b>Mercier, Ocean.</b> 2010. "'Welcome to my interesting world' – Pōwhiri styled encounter in</p>



MEDIA STUDIES PROGRAMME COURSE OUTLINE MAOR/MEDIA 308

*Boy." Illusions*. Volume 42. 3-7. Print.

Additional Reading

**Smith, Graham.** 2012. "Interview : Kaupapa Māori: The Dangers of Domestication." *New Zealand Journal of Educational Studies*. 47.2. 10-20. Print.

Week 5	31 Mar	<p><b>Cinematic Landscapes</b></p> <p><b>Campbell, Russell.</b> 1986. "In Order That They May Become Civilised: Pākehā Ideology in <i>Rewi's Last Stand, Broken Barrier</i> and <i>Utu</i>." <i>Illusions</i>. Volume 1. 4-15. Print.</p> <p><b>Hokowhitu, Brendan.</b> 2007. "Understanding Whangara: Whale Rider as Simulacrum." <i>New Zealand Journal of Media Studies</i>. 10.2. 53-70. Print.</p> <p><b>Smith, Jo and O. Ripeka Mercier.</b> 2012. "Introduction to the Special Issue on Taika Waititi's <i>Boy</i>." <i>New Zealand Journal of Media Studies</i>. 13.1. 1-13. Print.</p> <p>Additional Reading</p> <p><b>Poata, Tama Te Kapua.</b> 2012. <i>Poata: Seeing Beyond the Horizon</i>. Wellington: Steele Roberts Publishers. 196-221. Print.</p>
Week 6	7 April	<p><b>Māori Television's Emergence</b></p> <p><b>Stephens, Tainui.</b> 2004. "Māori Television Service". Roger Horrocks and Nick Perry (eds.), <i>Television in New Zealand: Programming the Nation</i>. 107–15. Print.</p> <p><b>Smith, Jo and Sue Abel.</b> 2008. "Ka Whawhai Tonu Mātou: Indigenous Television in Aotearoa/New Zealand." <i>New Zealand Journal of Media Studies</i>. 11.1. 2008. 1-13. Print.</p> <p><b>Hill, Richard S. and Brigitte Bönisch-Brendich.</b> 2009. "Fitting Aotearoa into New Zealand: Politico-Cultural Change in a Modern Bicultural Nation." Manfred Berg and Bernd Schaefer (eds.), <i>Historical Justice in International Perspective</i>. Washington D.C.: Cambridge University Press. 239-263. Print.</p>
Week 7	14 April	<p><b>News Media (with Dr. Sue Abel)</b></p> <p><b>Abel, Sue.</b> 2006. "The Public's Right to Know": Television News Coverage of the Ngāpuhi Media Ban. <i>New Zealand Journal of Media Studies</i>. 9.2. 17-26.</p> <p><b>Abel, Sue.</b> 2008. "Tūhoe and 'terrorism' on television." Danny Keenan (ed.), <i>Terror In Our Midst: searching for terror in Aotearoa New Zealand</i>. Wellington: Huia Publishing. 1-12. Print.</p>
<b>Mid Trimester Break:</b>		Friday 18 April to Sunday 4 May 2014
Week 8	5 May	<b>ASSESSMENT # 2 DUE. Presentation &amp; Summary Sheet: News Media and Māori. (10 minute presentation due in-class and worth 40%).</b>
Week 9	12 May	<p><b>Māori Television's Appeal to New Zealanders</b></p> <p><b>Abel, Sue.</b> 2013. Māori Television, its Pākehā audience and issues of decolonization." <i>Studies in Australasian Cinema</i>. 7.2&amp;3. 111-121. Print.</p>
Week 10	19 May	<p><b>Māori Television Formats</b></p> <p>Glynn, Kevin and A.F. Tyson. 2007. "Indigeneity, media and cultural globalisation". <i>International Journal of Cultural Studies</i>. 10. 2. 205-224</p> <p>Smith, Jo and Joost de Bruin. "Survivor-styled Indigeneity in Two Reality Television Programmes from Aotearoa/New Zealand". <i>The Australasian Journal of Popular Culture</i>.</p>

1.3. 2012. 297-312. Print.

Week 11 26 May

**Digital Māori Media**

**O'Carroll, A.D.** 2013. "An analysis of how Rangatahi Māori use social networking sites." *Mai Journal*. 2.1. 46-59. Print.

**O'Carroll, A.D.** 2013. "Virtual whanaungatanga – Māori utilising social networking sites to attain and maintain relationships." *AlterNative*. 9.3. 230-245. Print.

Week 12 2 June

Queen's Birthday. **NO CLASS (Public Holiday)**

**Assessment #3: Long Essay (3,000 words worth 40%) due 6 June before 2pm in MDIA Drop Slot at 83 Fairlie Terrace.**