



TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



VICTORIA
UNIVERSITY OF WELLINGTON

Te Kawa a Māui
Faculty of Humanities and Social Sciences

MAOR 317

Special Topic: Indigenous Knowledge(s) and Science in Global Contexts

Course Reference Number (CRN): 14311
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 317.

1 IMPORTANT DATES

Trimester dates	3 March to 2 July
Teaching dates	3 March to 6 June
Easter/mid-trimester break	18 April to 4 May
Last assessment item due	10 June
Withdrawal dates	Refer to www.victoria.ac.nz/students/study/withdrawals-refunds
Aegrotats	If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats

2 CLASS TIMES AND LOCATIONS

Timetabled Lecture (VUW)	Tuesday 1:10-5:00pm AMLT105, Alan MacDiarmid Building
Timetabled Lecture (UAF)	Monday 5:15-8:15PM Eielson 201

Other venues may be used where appropriate. Sufficient notice of any changes will be given.

3 NAMES AND CONTACT DETAILS

Ko nga Pūkenga Course Coordinators	Dr Ocean Mercier Room 207, 50 Kelburn Parade Telephone 463 7457 Email ocean.mercier@vuw.ac.nz Dr Beth Leonard Room 210, 50 Kelburn Parade Telephone 463 5444 Email brleonard@alaska.edu
Office Hours	By appointment
Class Representative	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 Coordinators as necessary.

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

4 COURSE CONTENT AND LEARNING OBJECTIVES

4.1 Course Prescription

This course explores the interactions, historic and present, between Western science and Indigenous Knowledge, with a focus on mātauranga Māori. By exploring recent initiatives to bridge the philosophical gap between Western science and Indigenous Knowledge, we will explore how these knowledge systems might work alongside each other.

4.2 Course Learning Objectives (CLOs)

Students who pass this course should be able to:

- 1 recall and understand ways that Māori, Alaska Native and Native American knowledge is constructed (or deconstructed/reconstructed) to understand and appreciate cross-cultural boundary work
- 2 understand and give examples of the philosophical ideologies (assumptions, values) that shape 'science' as constituted in the 'West' compared to 'science' constructed by Indigenous peoples
- 3 understand and describe how processes of knowing, 'being and doing' shape (especially) Māori, Alaska Native, Native American and Western knowledge systems, and appreciate the challenges and consequences of considering whose knowledge is 'valid' in the practical context of cultural mapping
- 4 learn, communicate and apply appropriate strategies and critical frameworks to a range of issues at the interface between (especially) Māori, Alaska Native and Native American and Western knowledges, and
- 5 analyse and deconstruct given case studies, particularly Māori, Alaska Native and Native American, according to critical frameworks and theories introduced in the course.

4.3 Course Content

The following themes will be covered in MAOR 317:

- what is Science?
- what is Indigenous knowledge?
- what is the "Interface"?
- intersections between Global and Local knowledge
- Indigenous knowledge in an international context, and
- Indigenous peoples' engagement with science.

5 TEACHING FORMAT

MAOR 317 in 2014 will be co-taught by Te Kawa a Māui staff member Ocean Mercier and University of Alaska Fairbanks (UAF) faculty Beth Leonard, who will be based at Victoria (VUW) during Trimester 1. Dr Leonard is concurrently teaching students of CCS693 in Alaska by distance. We will combine our classrooms using videoconferencing, but such an effort requires negotiating two relative time changes between Aotearoa NZ and the USA. This will require some flexibility on behalf of students within the timetabled lecture session.

5.1 Timetabled Lecture

The course is taught via a four-hour weekly session. This time will be divided into any or all of the following teaching modes:

- a seminar
- a videoconference discussion
- a small group Skype discussion or 'hangout'
- a tutorial.

There will be times during the course that we may not need to use our full four-hour allotment.

5.2 Seminars

The seminar will be a lecture given by Ocean, Beth or a guest speaker. This will typically take 50 minutes and will almost always occur at the beginning of the session. In Weeks 10 and 11, this time will be dedicated to student seminars.

5.3 Videoconferences

Videoconferences will occur during the weeks that UAF's classes coincide with VUW's. They will include a shorter seminar given by Ocean, Beth or a guest speaker. The floor will then be opened to all students for general discussion. These discussions will be structured, but not formal. For instance, the first videoconference is an opportunity for students to 'meet' each other in virtual space, and so mihimihi or introductions will be an important element of that time.

5.4 Small group Skype discussions or 'hangouts'

'Hangouts' will occur during the weeks that UAF's classes coincide with VUW's. Students will be assigned to a group of 4-6 students that includes representatives from NZ and USA. The group will use Skype or Google+ Hangouts to actively discuss and interrogate their own analyses of the readings and seminars with each other. Students are expected to have read all readings prior to classes so that issues arising can be discussed in detail. In previous courses we have found that students preferred to use their own laptops or devices for skyping, but we can provide these where necessary.

5.5 Tutorials

Any time left at the end of the timetabled session will be dedicated to tutorials. These will be relatively informal times that allow students to solicit help from their

peers or the Lecturers on any piece of assessment they are working on. Unless we plan otherwise, it will not be compulsory for students to stay for this mode.

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 10 out of 12 timetabled lectures
- actively participate in at least 80% of the videoconferences
- actively participate in at least 80% of the 'hangouts', and
- submit the five assessed pieces of work.

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

6.2 Workload

The workload for MAOR 317 is consistent with other Faculty 20 point courses. Students should allow about 13 hours per week for this course. 4 hours/week will be spent in lectures and workshops. 4 hours/week should be spent on readings and reviewing lecture notes. 5 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 Criteria

Students will be assessed on the following:

- **knowledge of literature:** grasp of and engagement with scholarship in Indigenous science, particularly that presented in the course reader
- **degree of engagement:** readiness and ability to engage in conversations, critiques with NZ and US classmates
- **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.

7.2 Assessment

MAOR 317 consists entirely of internally assessed work. Five (5) pieces of assessment are required of each student:

Assessment items	%	CLOs	Due date
1 Fortnightly assignments	20%	1-5	Weeks 3, 5, 7, 9, 11
2 Cultural atlas project	15%	2,3	8 April
3 Google+ 'hangouts'/Skype group discussions	30%	1-5	20 May

4	Reading presentation	10%	4,5	Tuesdays
5	Research project	25%	4,5	6 June
Total internal assessment		100%		

7.3 Fortnightly Assignments, 5 @ 4% each 20%

An assignment (some of which will be online Blackboard tests) will be distributed every second Tuesday in the lecture, with the first due in Week 3. Blackboard tests will typically include 10-20 short answer questions related to lecture material and readings, and will generally be marked out of 10. Each of the five assignments is worth up to 4%, for a possible total of 20%. Assignments are due by 4:30pm the following Tuesday. The Blackboard-test assignments reinforce key ideas discussed in lectures and from readings. Other assignments will develop students' ability to analyse questions, identify pertinent literature and synthesise relevant information for their arguments. **DUE: 4:30pm, Tuesdays: 18 March, 1 April, 15 April, 13 May, 27 May.**

7.4 Cultural Atlas Project 15%

In this assessment students will visit a field site, and work in groups to locate and record locations of pīngao (the native dune grass) using handheld GPS units. The field trip has been tentatively scheduled for **Saturday 22 March**. We will leave together from 50 Kelburn Parade at 9:00am, and will return to Wellington by 5:00pm. More details will be given as a handout in class. The field trip work will feed into a written report. Students will write 1500 words giving background on pīngao, discussing its role in the history of Maori science and technology, describing the geo-location project and presenting a map of pīngao found by the group. The report should include an abstract (a 150 word summary of your report), main body and conclusion. The report marking sheet is available on Blackboard. **DUE: 4:30pm, Tuesday 8 April.**

7.5 Google+ 'Hangouts'/Skype Group Discussions 30%

This assignment tests your ability to read, understand, contextualise and communicate ideas from the course lectures and readings. It consists of two parts: 10% for active discussion component, and 20% for the written and reflective component. You will gain 10% for contributing two points of discussion to the five 'hangouts' (2% per hangout for a maximum possible of 10% across five hangouts). You will also be assessed on your written discussions posted in an online forum. You will be marked on the content and quality of your arguments and responses to readings, and the degree and manner in which you engage with others' arguments. The marking sheet is available on Blackboard. **DUE: 4:30pm, Tuesday 20 May.**

7.6 Reading Presentation 10%

During the first week of the course, each student will choose one of the weekly readings to read and give a presentation on. Sign up for this using the wiki tool on Blackboard, in the Assessment folder, or during class (first in, first served). You will be expected to give a maximum 10 minute overview of the reading, and then lead the class in a maximum 10 minute discussion on this article. The student will give their assigned reading presentation in the tutorial associated with the reading in question. These presentations will **begin in Week 4** and conclude in **Week 8**. The presentation will give you the opportunity to delve more deeply into a particular reading. Good presentations will display a thorough knowledge of the reading. The presenter will be marked on their ability to identify

and convey the key messages of the text within 10 minutes. They will also be marked on their ability to engage and lead the class in subsequent discussion. The marking sheet is available on Blackboard. **DUE: Tuesdays during the timetabled lecture.**

7.7 **Research Project** **25%**

In this mini project, students will engage their choice of media as a means of documenting local knowledge specific to their own community. Community can be defined in a number of ways, e.g. whānau, hapū, students, common interest group. Below are some suggestions for the form of the project:

- a cultural atlas layer using Google Earth (see, for instance, some of the projects published on the Te Kawa a Māui Atlas at www.atlas.maori.nz)
- a journal/logbook
- a VoiceThread presentation or
- something else (to be approved by the Course Coordinator).

Students may be given the opportunity to participate in an extended pīngao geo-location project to fulfil the requirements of this assignment. More information will be given in class about this assessment, including the assessment criteria by the end of Week 7. **DUE: 4:30pm, Friday 6 June.**

7.8 **Submission and Return of Work**

All work for this course, with the exception of the Blackboard tests, **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.

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.

7.9 **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.

8 SET TEXTS AND RECOMMENDED READING

8.1 Required Texts

There is one set text for this course. Students are required to purchase the Course Reader, *MAOR 317 Special Topic: Indigenous Knowledge(s) and Science in Global Contexts*, from vicbooks. You should get 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

8.2 Recommended Texts

The following texts are highly recommended for assignments in this course:

Battiste, Marie and Henderson, Sakej Youngblood, 2000. *Protecting indigenous knowledge and heritage: a global challenge*. Saskatoon: Purich Pub.

Cajete, Gregory, 2000. *Native Science. Natural Laws of Interdependence*. Santa Fe: Clear Light Publishing.

Dei, George J. Sefa, 2011. *Indigenous Philosophy and Critical Education: A Reader*. New York: Peter Lang Publishers Inc.

Deloria, Vine, 1997. *Red Earth White Lies. Native Americans and the Myth of Scientific Fact*. Colorado: Fulcrum Publishing.

Denzin, Norman, Yvonna Lincoln and Linda Tuhiwai Smith (2008). *The Handbook of Critical and Indigenous Methodologies*. Los Angeles: Sage.

Kawagley, Angayuqaq Oscar, 2006 (2nd ed.). *A Yupiaq Worldview: a pathway to ecology and spirit*. Long Grove, Ill.: Waveland Press.

Ladyman, James, 2002. *Understanding Philosophy of Science*. London: Routledge.

McLean, Robert and Tricia Smith, 2001. *The Crown and Flora and Fauna: Legislation, Policies and Practices 1983-98. Waitangi Tribunal Research Series Wai 262 (1997)*. Wellington: Waitangi Tribunal.

Nakata, Martin, 2007. *Disciplining the savages: savaging the disciplines*. Canberra: Aboriginal Studies Press.

Peat, F. David, 2002. *Blackfoot physics : a journey into the Native American universe*. Grand Rapids, MI : Phanes Press.

Riley, Murdoch, 1994. *Māori Healing and Herbal. New Zealand Ethnobotanical Sourcebook*. Paraparaumu: Viking Sevenses N.Z. Ltd.

Whitt, Laurelyn, 2009. *Science, colonialism, and indigenous peoples: the cultural politics of law and knowledge*. Cambridge, N.Y: Cambridge University Press.

Williams, David, 2001. *Matauranga Maori and Taonga. Waitangi Tribunal Research Series Wai 262 (1997)*. Wellington: Waitangi Tribunal.

Williams, P. M. E. 1996. *Te Rongoa Maori. Maori Medicine*. Auckland: Reed.

8.3 Other Resources

VUW Research Office website

<https://intranet.victoria.ac.nz/research-office/index.aspx>

Kaupapa Māori Research

rangahau.co.nz

Kaupapa Māori

kaupapamaori.com

Ngā Pae o te Māramatanga

maramatanga.co.nz

Māori news and links

www.maorinews.com/karere

WINHEC Journal

www.win-hec.org/?q=node/30

Kōtare Journal

www.nzetc.org/projects/kotare/index.html

Māori newspapers

www.nzdl.org/cgi-bin/library

Te Kawa a Māui Atlas

www.atlas.maori.nz

9 SEMINAR TOPICS AND READINGS CALENDAR

The following table advises which readings should be completed before attending each seminar. With two or three exceptions, all readings listed here are in your Course Reader. Those that are not will be handed out in class and/or posted on Blackboard.

The programme outline below is a **guide** only, and will be tailored to ensure congruence between MAOR 317 and CCS 693. In the event of changes, the Course Coordinator will endeavour to give students at least one week's notice via Blackboard.

Week	Date	Lecture Topic	Assessment Due
1	4 Mar	Indigenous knowledge Readings: Battiste and Henderson, Turnbull, Mercier (all on Blackboard)	
VUW-UAF Joint Session 3:15-5pm			
2	11 Mar	Indigenous philosophy Readings: Durie (p.3), Cajete (p.101)	
VUW-UAF Joint Session 2:15-5pm			
3	18 Mar	Traditional ecological knowledge and ecology Pingao Field Trip Readings: McGregor (p.31), Berkes (p.43)	Assignment 1 (4%), Due: 4:30pm, 18 March
4	25 Mar	Recording traditional knowledge Readings: Simpson (p.65), Harmsworth (p.71)	
VUW-UAF Joint Session 2:15-5pm			
5	1 Apr	"Western" science Readings: Morris (p.143), Bohm (p.131)	Assignment 2 (4%), Due: 4:30pm, 1 April
VUW-UAF Joint Session 2:15-5pm			
6	8 Apr	The Interface – non-Indigenous perspectives Readings: Capra (p.83), Peat (p.173)	Cultural atlas assignment (10%) Due: 4:30pm, 8 April
VUW-UAF Joint Session 1:15-4:15pm			
7	15 Apr	The Interface – Indigenous perspectives Readings: Nakata (available on Blackboard), Deloria (p.157), Kawagley (p.115)	Assignment 3 (4%), Due: 4:30pm, 15 April
VUW-UAF Joint Session 1:15-4:15pm			
8	6 May	Indigenous language Readings: McKinley (p.197), Cajete (p.205), Kawagley (p.217)	
VUW-UAF Joint Session 1:15-4:15pm			
9	13 May	Indigenous education Readings: Aikenhead (p.223), Barnhardt (p.233)	Assignment 4 (4%), Due: 4:30pm, 13 May
VUW-UAF Joint Session 1:15-4:15pm			
10	20 May	Indigenous research Readings: Rigney (p.251), Roberts (p.15), Bacigalupo (p.259)	Last date for 'Hangouts' and Forum posts (30%), Due: 4:30pm, 20 May
11	27 May	Indigenous people and biotech Readings: Hutchings (p.265), IPCB (p.283), Cooke (p.55)	Assignment 5 (4%), Due: 4:30pm, 27 May
12	3 Jun	Indigenous tino rangatiratanga Readings: Williams (p.277)	Local knowledge project (25%), Due: 4:30pm, 6 June
13	10 Jun	Study period – No Lecture	

10 STUDENT FEEDBACK

Feedback is important to ensure this course contains information of relevance to our students. The delivery of this course has changed from previous years. We would welcome feedback as to the learning benefits of the student exchange with UAF and having two Indigenous Course Coordinators. 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.

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

Aegrotats

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

Academic Progress

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

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/resources/subjectcontacts.html>

Turnitin

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

University structure

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

VUWSA

www.vuwsa.org.nz