



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 408

Tā Te Māori Rangahau Methodology of Māori Research

Course Reference Number (CRN): 7712
Course Value: 30 points
Trimester 1 2014

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	13 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

Seminar	Thursday 9:00-10:50am Te Ahumairangi, Room 101, 48 Kelburn Parade
Tutorial (optional)	Thursday 11:00-11:50am Te Ahumairangi, Room 101, 48 Kelburn Parade

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

3 NAMES AND CONTACT DETAILS

Ko te Pūkenga Course Coordinator	Dr Ocean Mercier Room 207, 50 Kelburn Parade Telephone 463 7457 Email ocean.mercier@vuw.ac.nz
Office Hours	By appointment
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.

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

4 COURSE PRESCRIPTION, LEARNING OBJECTIVES AND CONTENT

4.1 Course Prescription

This course explores research theories and practices of relevance to researchers in Māori Studies. In 12 weekly seminars, staff at Te Kawa a Māui share their discipline-specific experiences and methodologies, including discussions on kaupapa Māori research. Through guided assessment and compulsory weekly tutorials, students will produce their own research proposal. Scholarship in Māori

Studies has been produced by using a variety of different approaches to research, which in turn depend on the disciplinary background of the researcher. Te Kawa a Māui is a multi-disciplinary School which combines a wealth of disciplinary expertise from areas as diverse as history, politics, anthropology, performing arts, literature and science. This course aims to explore the different ways of conducting research in these disciplines, while also equipping students with generic research skills that are independent of discipline.

4.2 Course Learning Objectives (CLOs)

Students who pass this course should be able to:

- 1 discuss methodological developments, within different disciplines, which influence scholarship in the field of Māori Studies
- 2 access, critique and summarise appropriate literature
- 3 prepare a research question/thesis/hypothesis
- 4 assess and express any ethical implications of their research in a VUW Human Ethics Committee application
- 5 analyse how ideas and methods within kaupapa Māori research influence their research
- 6 design a research project, and
- 7 clearly communicate their research through discussion and oral presentation.

4.3 Course Content

The following themes will be covered in MAOR 408:

- how has Māori research been done, and how is Māori research being done now in fields such as social and cultural studies, anthropology, literature and science
- the politics of knowledge
- the why of research
- the outcomes of research
- kaupapa Māori research, and
- Indigenous research methodologies.

5 TEACHING FORMAT

5.1 Seminars

The course consists of two-hour weekly seminars. In the first hour (or so) seminars will be presented by staff of Te Kawa a Māui and others on the themes above. In the second hour students will actively discuss and interrogate their own analyses of the readings and seminars with the lecturer and each other. Students are expected to have read all readings prior to seminar classes so that issues arising can be discussed in detail.

5.2 Tutorials (optional)

Research is theory and practice combined, and while the seminars are designed to cover aspects of research theory, the tutorials will cover practical research methods. Each week will cover a different topic (such as using Endnote, filling out an ethics application), and students are encouraged to suggest practices they would like to work on.

6 MANDATORY COURSE REQUIREMENTS AND 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 seminar sessions, and
- complete the six assessed pieces of work.

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

6.2 Workload

The workload for MAOR 408 is consistent with other Faculty 30 point courses. Students should **allow on average some 24 hours per week** for this course. You will spend 3 hours per week in the seminar and tutorial. Reading prior to each seminar will take up to 10 hours per week. Work on assignments should take up to 11 hours per week. Adherence to these workload guidelines will ensure that each student can maintain satisfactory progress.

7 ASSESSMENT

Students often come to research with particular ideas, interests or motivations, and shaping those interests to fit the confines of a MAOR 489 Research Essay can be very challenging. This course is designed to give students practical experience in reframing an area of interest into a manageable research project. The skills developed in this process are transferable to the design of any piece of research. Assignments have been designed to staircase students through the learning objectives towards this goal.

7.1 Assessment Criteria

Students will be assessed on the following:

- **knowledge of literature** - grasp of and engagement with current scholarship in the field of interest, both empirical and theoretical
- **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 Requirements

MAOR 408 consists entirely of internally assessed work. Six (6) pieces of assessment are required of each student:

Assessment items	%	CLOs	Due date
1 Annotated EndNote bibliography	5%	2	24 March
2 Literature review on a selected topic	20%	2,3	14 April
3 Ethics exercise	5%	4	5 May
4 Seminar	10%	3,6,7	15, 22 May
5 Research proposal	25%	3,4,5,6	26 May
6 Research methodologies essay	35%	1,5	13 June
Total internal assessment	100%		

7.3 Annotated Bibliography 5%

Students, after having selected and discussed their research topic in class, will submit an annotated list of between ten and fifteen **key texts** related to their subject. **DUE: 4:30pm, Monday, 24 March.**

7.4 Literature Review 20%

Students will provide a fully considered review of the key texts relating to their research topic. The literature review must involve a critical and comparative analysis and highlight the gaps and omissions in those texts. The word length for this assignment is no more than 2000 words. **DUE: 4:30pm, Monday, 14 April.**

7.5 Ethics Exercise 5%

This assignment requires the student to complete a VUW ethics application for a research project on their selected topic. The main aim of this assessment is to encourage students to reflect on what ethical issues may arise in their research and how these might appropriately be addressed. **DUE: 4:30pm, Monday, 5 May.**

7.6 Seminar 10%

Students will give a 15-minute presentation on their research proposal. A statement of their research question, an explanation of their proposed methods of enquiry and their expected research outcomes is required. An outline of the presentation (for instance, a copy of the PowerPoint slides) is to be submitted on the day of the presentation. The objective of the presentation is to provide an opportunity for the student to discuss and critique their research with other members of the class before handing in the research proposal. Seminars will be given on consecutive **DUE: Thursdays, 15 May and 22 May.**

7.7 Research Proposal 25%

Towards the end of the course, students will submit a fully developed research proposal on their chosen topic. Aspects of previously submitted assignments (ie, the literature review and ethics considerations) will appear as discrete sections within the main body of the proposal. Other key elements within the proposal will include a research question, an abstract, a discussion on the methodology, method, significance and likely outcomes of the research. Students will be given a proposal outline in class to assist them in the completion of their proposal. Minimum 3000 words. **DUE: 4:30pm, Monday, 26 May.**

7.8 Research Methodologies Essay 35%

Throughout the course of MAOR 408, students will be exposed to a variety of different methodologies pertinent to different academic disciplines. The final assessment will require students to critically reflect on this diversity of research methodologies and its impact on Māori Studies, and more locally, on their own research topic. Students will write an essay of no more than 3000 words on this topic. **DUE: 4:30pm, Friday 13 June.**

7.9 Relationship between Assessment and Learning Objectives

The purpose of the annotated bibliography and literature review is to enable students to review the current scholarship in their selected area of study. The ethics assignment will enable students to identify any ethical issues in their proposed research and have practice at articulating them. Satisfactory completion of the research proposal assignment will mean that students will be

aware of the essential elements of a research proposal and will be able to draw on aspects of their course work to clarify their proposal. The research methodologies essay will allow students to critically reflect on how the emergence of scholarship in Māori Studies has been influenced by, or itself influences, the diversity of disciplinary methodologies.

7.10 Submission and Return of Work

All work submitted 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 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.

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.

7.11 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 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 408 Tā te Māori Rangahau / Methodology of Māori Research*, 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 one of the referencing standards (either Harvard or Oxford style) 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

Te Wāhanga 2011 (NZCER). "Kei Tua o Te Pae Hui Proceedings".
Wellington: Ako Aotearoa.

Available for downloading for \$20 from the NZCER website at:

www.nzcer.org.nz/nzcerpress/kei-tua-o-te-pae-hui-proceedings

Students are strongly encouraged to purchase the following text (available from VicBooks for approximately \$39.95).

Smith, Linda, (1999). *Decolonizing Methodologies, Research and Indigenous Peoples*. Dunedin: University of Otago Press.

The following texts are highly recommended for this course:

Booth, Wayne, C. (et. al) (1995). *The Craft of Research* Chicago: The University of Chicago Press.

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

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	http://www.maorinews.com/karere
WINHEC Journal	http://www.win-hec.org/?q=node/30
Kōtare Journal	http://www.nzetc.org/projects/kotare/index.html
Māori newspapers	http://www.nzdl.org/cgi-bin/library
Te Kawa a Māui Atlas	http://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.

Week	Topic and Presenter
1	<p>Introduction to course. What is research? (Ocean Mercier)</p> <ul style="list-style-type: none"> Battiste, Marie and Henderson, James (Sakej) Youngblood, (2000). "Ethical Issues in Research", In <i>Protecting Indigenous Knowledge and Heritage: A Global Challenge</i>. Canada: Purich Publishing Ltd. Brew, Angela, (2001). <i>What is research?</i> In <i>The Nature of Research: Inquiry in Academic Contexts</i>. New York: Routledge. Kumar, Ranjit, (1999). <i>The research process: a quick glance</i>. In <i>Research Methodology. A step-by-step guide for beginners</i>. London: Sage. Booth, Wayne, C. (et. al) (1995). "Revising Style", in <i>The Craft of Research</i>. Chicago: The University of Chicago Press.

Week	Topic and Presenter
2	<p>The role of the intellectual (Ocean Mercier)</p> <ul style="list-style-type: none"> • Chomsky, Noam, (1997). "What Makes Mainstream Media Mainstream? <i>Z Magazine</i>. • Said, Edward W. (1994). <i>Representations of the Intellectual: The 1993 Reith Lectures</i>. London: Vintage. • Pettman, Ralph (2001). "The Modernist Project" <i>World Politics: Rationalism and Beyond</i>. New York: Palgrave.
3	<p>Research: For whom and for what purpose? (Ocean Mercier)</p> <ul style="list-style-type: none"> • Zalewski, Marysia (1996). "All these Theories Yet the Bodies Keep Piling Up: Theory, Theorists, Theorising", in Smith, Steve (et. al) (eds) <i>International Theory: Positivism and Beyond</i>. Cambridge: Cambridge University Press. • Erai, Michelle, (1995). "Chapter Two – Methodology" <i>Maori Soldiers: Maori Experiences of the New Zealand Army</i>, MA thesis, VUW. [On Blackboard]. • Foucault, M. (2000) "Governmentality", in J. Faubion, <i>Michel Foucault, Power: Essential Works of Foucault 1954-1984, Vol 3</i>. London: Penguin.
4	<p>Interdisciplinarity and quantitative methods (Arama Rata)</p> <ul style="list-style-type: none"> • Fanon, F. (1990) "Concerning Violence", in <i>The Wretched of the Earth</i>, London: Penguin. • Gaudry, A. J. P. (2011) "Insurgent Research", <i>Wicazo Sa Review</i>. Spring.
5	<p>Narratives in Context: Waitangi Tribunal Research (Peter Adds)</p> <ul style="list-style-type: none"> • Sorrenson, MPK. 'Impacts of Maori History' 'Towards a Radical Reinterpretation of New Zealand history: The Role of the Waitangi Tribunal' in Waitangi, Maori and Pakeha Perspectives on the Treaty of Waitangi, (ed) I.H. Kawharu 1989, Oxford Unity Press Auckland, pp.158-178. • O'Regan, T. (2001) "Old Myths and New Politics. Some Contemporary Uses of Traditional History" in Judith Binney (ed) <i>The Shaping of History. Essays from the New Zealand Journal of History</i>, Wellington: Bridget Williams Books, pp.15-37. • Belgrave, M (2002) 'A New Tribunal (Maori) History?', 'The Tribunal and the Past: Taking a Roundabout Path to a New History' in Waitangi Revisited. Perspectives On The Treaty Of Waitangi, (eds) Michael Belgrave et al, Oxford Unity Press, Auckland, pp.35-55.
6	<p>Historical narratives (Arini Loader)</p> <ul style="list-style-type: none"> • Pere, J. (1991) 'Hitori Maori' in Colin Davis and Peter Lineham (eds) <i>The Future of the Past. Themes in New Zealand History</i> Department of History, Massey University 1991, pp.29-48. • Keenan, D. (1999) "Predicting the Past. Some Directions in Recent Maori Historiography" in <i>Te Pouhere Korero</i>, 1:1 pp.24-35. • Jones, C. (2009) "The Scope and Significance of Maori Legal History", <i>Te Pouhere Korero</i> 3.

Week	Topic and Presenter
7	<p>Health Research (Awanui te Huia)</p> <ul style="list-style-type: none"> • Benton, Richard. (2002). “<i>Te Tau o te Tuoro.</i>” He Puakitanga Whakaaro: James Henare Research Centre. • Irwin K. (1994). “<i>Māori Research Methods and Practices.</i>” In Sites 28 Autumn. • Cram Fiona. (2001). “Rangahau Māori: Tōna tika, tōna pono – The validity and integrity of Māori research” in “Research Ethics in Aotearoa/New Zealand.” Edited by Martin Tolich. Published by Longman. • Durie E.T. (1998). “Ethics and Values” in Te Oru Rangahau Maori Research and Development Conference. Massey University 7-9 July. • Harmsworth, Garth. (2001). “A Collaborative Research Model for Working With Iwi, Landcare Research Report, Wellington: Foundation for Research, Science and Technology • .
8	<p>Archival research and critical theories (Paul Meredith)</p> <ul style="list-style-type: none"> • Bhabha, Homi K., (2006) “Signs Taken For Wonders”, in B. Ashcroft G. Griffiths and H. Tiffin (eds) <i>The Post-Colonial Studies Reader</i>, London: Routledge. • hooks, b. (1990) “Choosing the Margin As a Space of Radical Openness”, <i>Yearning: Race, Gender and Cultural Politics</i>, Boston: South End Press. • Foucault, M. (1998) “On Ways of Writing History”, in J. Faubion, <i>Michel Foucault, Aesthetics: Essential Works of Foucault 1954-1984, Vol 2.</i> London: Penguin.
9	<p>Postcolonial theories and the media (Jo Smith)</p> <ul style="list-style-type: none"> • Teaiwa, T. (2005). “Native Thoughts: A Pacific Studies Take on Cultural Studies and Diaspora”. In G. Harvey and C. Thompson (eds) <i>Indigenous Diasporas and Dislocations</i>, Aldershot: Ashgate. • Clifford, J. (2006) “Indigenous Articulations”, in B. Ashcroft G. Griffiths and H. Tiffin (eds) <i>The Post-Colonial Studies Reader</i>, London: Routledge. • Teaiwa, Katerina (2005) “Our Sea of Phosphate: The Diaspora of Ocean Island”. In G. Harvey and C. Thompson (eds) <i>Indigenous Diasporas and Dislocations</i>, Aldershot: Ashgate.
10	<p>Native studies and Indigenous methodologies (Beth Leonard)</p> <ul style="list-style-type: none"> • Denzin, N. Lincoln, Y (2008). “Introduction”. In (eds) <i>Handbook of Critical and Indigenous Methodologies</i>. Los Angeles: Sage. • Kawagley, Angayuqaq Oscar. (2006). (2nd ed.). Appendix: Research Considerations. In <i>A Yupiaq Worldview: A Pathway to Ecology and Spirit</i>. Illinois: Waveland Press Inc. • Innes, R. A. (2004) American Indian Studies Research is Ethical Research: A Discussion of Linda Smith and James Waldram's Approach to Aboriginal Research, <i>Native Studies Review</i>, 15: 2. P. 131-138.

Week	Topic and Presenter
11	<p>Life in the academy / negotiating the cultural interface (Meegan Hall)</p> <ul style="list-style-type: none"> • Reardon, J and TallBear, K. (2012). “Your DNA Is Our History”: Genomics, Anthropology, and the Construction of Whiteness as Property” <i>Current Anthropology</i>, Vol. 53, No. S5, • Deloria Jr., Vine. (2004). In <i>Indigenizing the Academy</i>. • McKinley, Elizabeth. (2008). From object to subject: hybrid identities of indigenous women in science. <i>Cultural Studies of Science Education</i>. 3: 959-975.
12	<p>Futures in Māori and Indigenous research (Ocean Mercier)</p> <ul style="list-style-type: none"> • Hokowhitu, Brendan (2010). “A Genealogy of Indigenous Resistance”. In B. Hokowhitu et.al (eds) <i>Indigenous Identity and Resistance</i>, Otago: Otago University Press. • Andersen, Chris. (2009) “Indigenous Studies: From Density to Difference”, <i>Cultural Studies Review</i>, 15(2). • Te Punga Somerville, A. (2011) ‘Neither Qualitative nor Quantitative: Kaupapa Maori Methodology and the Humanities’. <i>Kei Tua o Te Pae Conference Proceedings</i>, Wellington: NZCER.

10 TUTORIAL OUTLINE

The programme outline below is a guide only, and may be tailored to the needs and requests of students. 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
1	Th 6 Mar	Writing a research question
2	Th 13 Mar	Using Endnote Cybercommons (tbc)
3	Th 20 Mar	Endnote + Word = annotated bibliography Cybercommons (tbc)
4	Th 27 Mar	Finding literature
5	Th 3 Apr	Writing a literature review
6	Th 10 Apr	Ethics
7	Th 17 Apr	Writing a research proposal
8	Th 8 May	Writing an abstract
9	Th 15 May	Doing interviews
10	Th 22 May	Student presentations
11	Th 29 May	Student presentations
12	Th 5 Jun	Coding interviews

11 STUDENT FEEDBACK

Feedback is important to ensure this course contains information of relevance to our students. This course has changed slightly from previous years in that we are now offering a tutorial. We would welcome feedback as to the usefulness of this feature. 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.

12 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