



Course Outline 2017

MĀORIDEV 720: MĀORI SOCIETY: TE TAKINGA MAI ME TE TAI AO

Quarter 3 (1176)

Course Prescription

The course surveys the Māori firm and Economy of Mana, capabilities and resources by examining the interaction of culture, society and commerce. It considers the relevant regulatory environment as it pertains to Māori resource use and commercial development, Te Ture Whenua Act, the Māori Land Court, the New Zealand Companies Act 1993, and Charitable Trusts Act 1957 and the relevant findings and implications of the Waitangi Tribunal negotiations.

Programme and Course Advice

Restriction: MĀORIDEV 701

Goals of the Course

Course participants will examine, analyse and interpret past, present and future cultural, social and economic systems of Māoritanga, the integral Māori way of life. Emphasis is given to exploring the philosophical and cosmological foundations of Māoritanga. Students will also analyse resource use, in traditional and contemporary contexts, and review Waitangi Tribunal Claims that have resulted in Post-Settlement commercial developments utilising traditional resources, such as whenua, moana, awa and roto, and the impact of legislation and of regulatory bodies in supporting these developments.

Learning Outcomes

By the end of this course it is expected that the student will be able to:

1. Demonstrate an understanding of the philosophy and application of Māoritanga, in the traditional and contemporary Māori Nation, its traditional firm, the Kāinga, and distinctive Economy of Mana;
2. Identify events and other phenomena that have contributed to, or impeded Māori culture and society, particularly in terms of economic development;
3. Develop the foundation for strategies and approaches that Māori might adopt to facilitate cultural, social and economic development;

4. Conduct research that draws upon the Kaupapa Māori Research and Tikanga Māori paradigms;
5. Exhibit critical oral, reading, comprehension and academic writing skills, within the framework of Māori ways of knowing and learning.

Course Outline

Wk	Date 2017	Topic	Readings	Assignments
1	21 st June	Māori Nation, Austronesian origins & history, the East Polynesian migration, from tribes to nation	1	
2	28 th June	Kawa-tikanga-ritenga, Kaupapa Māori, Mātauranga Māori, Māoritanga - a philosophy of humanism & reciprocity	2	
3	5 th July	He Whenua rangatira: Economy of Mana, in pre-contact, early contact, colonial, and post-colonial eras He Kāinga: Traditional Māori Firm	3	
4	12 th July	Māori renewal, mana motuhake, tino rangatiratanga: 1975-2016 - 2050	4	
5	19 th July	Ngā Ohu Umanga: Entrepreneurial Team Presentations	5	Assignment I hand-In
6	26 th July	Politics, Government, legislation & Māori representation	6	
7	2 nd Aug	Waitangi Tribunal, Māori Land Court, justice and capabilities	7	
8	9 th Aug	Inside Māori Business: Case studies	8	
9	16 th Aug	The international context, Māori trade - Austronesian nations; ASEAN, Free Trade Agreements (FTA), other indigenous peoples, globalisation	9	Essay Hand-In
10	23 rd Aug	Envisaging new pathways and partnerships; new humanism & tradition	10	

11	29 th Aug	Final Test		Final Test
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Learning and Teaching

The course is taught over ten weeks, normally on Wednesday evenings.

Time 5.30pm – 8.30pm

Venue Graduate School of Management, Level 3, Owen G Glenn Building, 12 Grafton Road, Auckland, Room 260-325

NOTE: We will discuss venue and time which will suit everyone.

Learning and teaching will comprise:

- Lectures
- On-line activities
- Course readings
- Videos
- Student presentations
- A final, open-book test

Teaching Staff

Associate Professor Dr Mānuka Hēnare, Director Mira Szászy Research Centre for Māori and Pacific Economic Development, and senior lecturer Department of Management and International Business, UoA Business School

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Learning Resources

All lectures are presented via PowerPoint and are uploaded onto CANVAS after each lecturer.

Course readings are also available on CANVAS.

Link for CANVAS: canvas.auckland.ac.nz

Assessments

Assessment Type	Final Grade Weight %	Exact Date	Conditions	Duration
Assignment One	20%	Wednesday 19 th July 2017	Group Report & Presentation	-
Assignment Two	20%	Wednesday 16 th August 2017	Essay	-

In-Class Participation	10%	-	Individual	-
Final Test	50%	Tuesday 29 th August 2017	Open Book / Individual	3 hours
Total	100 %			

The relationship between these assessments and the course learning outcomes is as follows:

Learning Outcomes	Assignment 1	Assignment 2	In-Class Participation	Final Test
1	X		X	X
2	X		X	X
3		X	X	X
4	X	X	X	X
5	X	X	X	X

ASSESSMENTS

Te Tuhituhi Tuatahi – Ngā Ohu Umanga Māori Report and Oral Presentation Due: 19th July 2017

Topic: Taonga in Māoritanga, pre-contact and contemporary

Ngā Taurira will form Ngā Ohu Umanga Māori, namely Māori Entrepreneurial Teams. Each Ohu Umanga will select a tribal or geographic region, and one resource, activity or artefact, which was considered a “taonga”, i.e. something of spiritual and material value, in traditional, pre-contact Māoritanga. Ngā Ohu Umanga will conduct a comparative study of the cultural and economic value of the “taonga”, in traditional and contemporary Māori Nation Aotearoa and New Zealand. Taonga may comprise geographic locations, such as moana, whenua, roto, motu, waahi tapu; or physical artefacts such as carvings, weaving; weaponry, flora, fauna, or specialist skills, e.g. mau rākau, kapa haka, whaikōrero.

Part I – Te Ohu Umanga Report, 1,500 – 2,000 words

The report will:

- examine the “value” this taonga held in the traditional Māori world;
- analyse the value and importance of the taonga in contemporary society and offer explanations why that value may have stayed the same or changed over time.
- utilise maps, photographs or other visual aids to better understand the subject matter;
- be word-processed, Calibri, 12-front, 1.5 spacing;
- include a reference list using APA 6th format

Part II – The Presentation, 20 minutes

Ngā Ohu Umanga will present their findings in-class. Presentations might include: a panel, a presentation from the entire Ohu Umanga, or selected speakers. Presentations may make use of Whaikōrero, PowerPoint slides, videos, photographs, charts, graphs, and a hand-out for the audience.

Presentations will be up to 15 minutes in duration, allowing 5 minutes for setting up at the beginning, and questions at the end.

Marking for Parts I and II

Each Ohu Umanga will be allocated a mark out of 80, for their written project. The class will mark the presentation out of 10. This mark will also be given equally to each member. A further 10 marks will be derived from a Peer Evaluation, within each Ohu Umanga. In cases where only one member gives the oral presentation, other members of the Ohu will need to be introduced and the contributions they have made to the Ohu, and the final outcomes will need to be clarified.

Personal Development

This exercise affords the opportunity to build an Ohu Umanga Māori that is a Māori Entrepreneurial Team, manage Ohu dynamics, personal and Ohu motivation, and discipline. It will develop critical analysis, report-writing skills and presentation skills, emphasising brevity and clarity, making use of both descriptive and analytical writing. Students will draw on relevant Māori economic, historical and sociological literature to support their findings.

Te Tuhituhi Tuarua – Research Essay

Word Count: 1,500 – 2,000 Words

Due: 16th August 2017

Topic:

Drawing on Kaupapa Māori & Mātauranga Māori business and economic principles and research methods, study one or more te Tiriti/Treaty settlements as a basis for exploring and analysing post-settlement strategies. Discuss why and how such settlements have already impacted positively or not on sustainable economic development, including ecological economic development, cultural and social dimensions for those hapū-iwi or pan-tribal communities (e.g. in the case of fisheries, broadcasting, and spectrum). For tribal settlements, discuss the applicability of those strategies for other whānau-hapū-iwi, and any implications for Matā Waka (urban Māori) in those communities.

Personal Development

This assignment is an exercise in critical thinking and conceptualisation, writing for academic purposes, conducting Māori-focused research, drawing on Kaupapa Māori & Mātauranga Māori business and economic principles and research, and drawing on primary and secondary data sources.

He Kōrerorero Ohu: In-Class Participation

The grade will depend on attendance levels and on the quality and quantity of student contributions in class discussion and Ngā Ohu Umanga exercises in the class itself. This contribution will require you to have engaged with the relevant readings and to be fully engaged in class discussions and group exercises.

Te Uiui Mutunga: Final Test:

The final test on will be three hours, essay style and open book. It can be written in Māori or English or both.



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GRADE	% VALUE	DESCRIPTION
A+	90 – 100	<p>Work of high to exceptionally high quality showing excellent knowledge and understanding of subject matter and appreciation of issues; Well formulated arguments based on strong and sustained evidence; Images, maps, diagrams, graphs, tables, etc. are included where appropriate; Relevant literature referenced appropriately; A high level of creative ability, originality and critical thinking, excellent communication and presentation skills.</p>
A	85 – 89	
A-	80 – 84	
B+	75 – 79	<p>Work shows a good to strong grasp of the subject matter and understanding of the major issues, though not necessarily all of the finer points; Arguments are clearly developed and based on convincing evidence; Relevant literature is referenced; There is evidence of creative ability, originality and critical thinking, good communication and presentation skills.</p>
B	70 – 74	
B-	65 – 69	
C+	60 – 64	<p>Work shows a knowledge of subject matter and appreciation of the main issues, though possibly with some lapses and inadequacies; Arguments developed and supported by some evidence and references; Creative ability, originality and critical thinking are present but limited, there is evidence of adequate communication and presentation skills.</p>
C	55 – 59	
C-	50 – 54	
D+	45 – 49	<p>Work lacks breadth and depth. Work generally has gaps. Frequently work of this grade takes a simple factual approach and understanding and coverage of material is inadequate, it does not attempt to interpret the material; The work indicates a need for considerable effort to achieve improvement; Communication and presentation skills are poor.</p>
D	40 – 44	

ADDITIONAL READINGS

Māori Business Readings

Hēnare, Mānuka 2003. *The Changing Images of Nineteenth Century Māori Society – From Tribes to Nation*. PhD Thesis in Māori Studies, Victoria University of Wellington.

Sen, Amartya (2000) *Development as Freedom*. New York: Alfred A. Knopf.

Nga Taurira will find online in Canvas the MAORIDEV 720 Course Readings for 2017.

General Readings

Cox, Lindsay. 1993. *Kotahitanga. The Search for Political Unity*. Auckland, Oxford University Press.

Henry, E. (2012). Te Wairua Auaha: emancipatory Māori entrepreneurship in screen production. Doctoral thesis, AUT, available on Scholarly Commons:
<http://hdl.handle.net/10292/4085>

Kawharu, Merata (ed) 2002. *Whenua. Managing Our Resources*. Auckland, Reed.

Manalo, Emmanuel, Glenis Wong-Toi, Mei-Lin Hansen. 1997. *The Business of Writing. Written Communication Skills for Commerce Students*. Auckland, Longman.

Metge, Joan. 1976. *The Māoris of New Zealand. Rautahi*. Revised edition. London, Routledge & Keegan.

Orange, Claudia. 1987. *The Treaty of Waitangi*. Wellington, Allen and Unwin/Port Nicholson.

Renwick, William (ed.) 1991. *Sovereignty and Indigenous Rights. The Treaty of Waitangi in International Contexts*. Wellington: Victoria University Press.

Shirres, Michael P. 1997. *Te Tangata: the human person*. Auckland, Accent Publications.

Waitangi Tribunal. 2015 *Report on Stage 1 of the Te Paparahi o Te Raki Inquiry*
<http://www.justice.govt.nz/tribunals/waitangi-tribunal/news/report-on-stage-1-of-the-te-paparahi-o-te-raki-inquiry-released>

Waitangi Tribunal. 1997. *Muriwhenua Land Report (Wai 45)*. Wellington, GP Publications.

Recommended Journals

University of Auckland Library	Call Number
<i>Academy of Management Journal</i>	658.05 A16j
<i>Asia Pacific Journal of Human Resource</i>	658.305 A83
<i>Australian Journal of Management</i>	658.05 A93
<i>Business Week</i>	658.05 B975
<i>Management (NZ)</i>	658.05 M267
<i>New Zealand Herald</i>	N/A
<i>New Zealand Journal of Business</i>	658.05 N53

HE TUHITUHI MŌ TE WHARE WĀNANGA O TĀMAKI MAKAU RAU

WRITING FOR ACADEMIC PURPOSES

The Academic Essay

The academic essay is a specialist form of writing, which offers arguments, for or against a proposition, or hypothesis, as means of developing, testing and validating theory. Theories are developed through hypotheses, e.g. Hypothesis = if one lets go of something it will fall to the ground. This hypothesis can be tested and proved, and helps us to understand the mechanics of gravity. Thus, theories help extend our understanding the world.

Essays can be descriptive (describe what something is like), or prescriptive (explain what something should be like). They are used to answer, or pose, questions. For the academic community the essay is a means of conveying the findings of research in an internationally recognised format. Essays must be rigorous to be acceptable to peers of the researcher, who evaluate that research and its findings. Rigorous means that the findings given in the essay are based on extensive study, using recognised methods and drawing on existing knowledge to formulate an informed proposition, rather than expressing a personal opinion. The latter writing style is more commonly referred to as "journalise", and is often found in newspapers or non-academic texts.

Secondary & Primary data

The academic literature and written sources, which are used as a reference, are termed "secondary data", because the reader makes use of "second-hand" information, collected and analysed by someone else. Oral tradition, if published in a written format, or recorded as audio or video, is still considered secondary data, collected and curated by someone else. "Primary data" is first-hand, collected by the researcher, and may include observation, interviewing, surveying and experiments conducted either in the laboratory or field. When making use of 'primary data', as a university student, one needs to first gain ethics approval from that institution. Then, one needs to outline the methodology (method or means) used to collect the data. This enables the study to be replicated and ensures that research is rigorous. There are numerous examples of dubious research findings, which were later proven to be false or outrageous, either because the methodology was not rigorous or the researcher misrepresented their findings to promote their particular perspective. If students on this course consult with their elders, kaumātua and kuia, and seek their cultural expertise, one does not need ethics approval, because you are drawing on their specialist knowledge and skills. However, as Kaupapa Māori researchers, you must always act respectfully, and ethically, and adhere to institutional and Māori ethical principles.

Survey of Literature

To answer essay questions you should begin with a survey of the relevant literature (secondary data). We provide an extensive list of readings, which will be of value for each assignment, but it is strongly recommended that students extend their knowledge of written resources relating to these topics by making use of the libraries on and off campus. It is predominantly from the literature that the information, data and evidence will be found to support your conclusions and answers.

HE MAHI TINO HĒ

CHEATING & PLAGIARISM

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CHEATING AND PLAGIARISM

The University of Auckland regards cheating as a serious academic offence.

Plagiarism is a form of cheating. In coursework assignments submitted for marking, plagiarism can occur if you use the work and ideas of others without explicit acknowledgment. Work can be plagiarised from many sources, including books, journal articles, the internet, and other students' assignments. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review.

The way of avoiding plagiarism is to reference your work properly. If you are in doubt about how to reference properly, ask someone – your lecturers, tutors and the Student Learning Centre are good places to start. Please refer to the following website for further information about academic referencing: www.cite.auckland.ac.nz/

The document *Guidelines: Conduct of Coursework* provides further advice on how to avoid plagiarism. It can be found at: www.business.auckland.ac.nz/conductcoursework

The penalties for plagiarism can be severe, including losing some or all of the marks for the assignment. Major offences can be sent to the University's Discipline Committee, where further penalties can be imposed.

INCLUSIVE LEARNING

Students are urged to discuss privately any impairment-related requirements face-to-face and/or in written form with the course convenor/lecturer and/or tutor.

STUDENT FEEDBACK

Formative feedback surveys

During the early part of the quarter (usually Week 3 or 4), short feedback surveys are administered to all students to get a snapshot of how they are coping with their new courses. This qualitative data, which is administered, collected and collated by the Programme Office, is designed as an 'early warning' system of any significant issues with the course that might need addressing quickly.

Lecturers are asked to provide a brief report to the Director GSM MBA on key items identified and proposed actions. Lecturers are also asked to provide a verbal report to the class, proposing any solutions as appropriate.

Course and teaching evaluations

The University of Auckland evaluates the quality of teaching and of courses by using the Summative Evaluation Tool, or SET. Summative evaluation is formal, summative evaluation of teaching undertaken according to University policy and is conducted at the end of a semester/quarter through the use of the formal University SET instruments. Summative evaluation is used by teachers to reflect on their teaching practice, and is also used by the University for quality assurance of teaching and courses.

In the Event of an Unexpected Disruption

We undertake to maintain the continuity and standard of teaching and learning in all your courses throughout the year. If there are unexpected disruptions the University has contingency plans to ensure that access to your course continues and your

assessment is fair, and not compromised. Some adjustments may need to be made in emergencies. In the event of a disruption, the University and your course coordinators will make every effort to provide you with up to date information via canvas and the university web site.