**MĀORI 130 / 130G**

**Te Ao Māori - The Māori World**

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**Summer School**

**2018**

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| **FoA_logo** Māori StudiesTe Wānanga oWaipapa | Māori 130/130G | Reference | Māori 130 / 130G |
| Level | 1 |
| Points | 15 |
| Te Ao Māori -The Māori World | Course Convenor  Course Tutors | Dr Tiopira McDowell  Room: 253-202  Ph: +64 (0)9 923 7305  Email:[t.mcdowell@auckland.ac.nz](mailto:t.mcdowell@auckland.ac.nz)  Office hour: Tuesday 10:00 am or contact me via email  Zoe Fay  [zfay001@aucklanduni.ac.nz](mailto:zfay001@aucklanduni.ac.nz)  Ashlea Williams [awil395@aucklanduni.ac.nz](mailto:awil395@aucklanduni.ac.nz)  Office hours to be confirmed |
| Taught | Summer School |
| Year | 2018 |

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| **Course information** |

**Lecture Times:**Tuesday, Wednesday and Thursday 2:00pm - 4:00pm

**Room:** Human Sciences - North, Room 346

**Tutorial Times:**

* **11:00 am Stream:**

Tuesday 11:00 am Commerce A, Room G13

Wednesday 11:00 am Human Sciences - East, Rm 704

Thursday 11:00 am Human Sciences - North, Rm 208

* **12:00 pm Stream:**

Tuesday 12:00 pm Commerce A, Room G10

Wednesday 12:00 pm Commerce A, Room G10

Thursday 12:00 pm Commerce A, Room G10

* **1:00 pm Stream:**

Tuesday 1:00 pm Commerce A, Room G10

Wednesday 1:00 pm Commerce A, Room G10

Thursday 1:00 pm Commerce A, Room G10

* **4:00 pm Stream:**

Tuesday 4:00 pm Commerce A, Room G10

Wednesday 4:00 pm Commerce A, Room G10

Thursday 4:00 pm Commerce A, Room G10

* **5:00 pm Stream:**

Tuesday 5:00 pm Commerce A, Room G10

Wednesday 5:00 pm Commerce A, Room G10

Thursday 5:00 pm Commerce A, Room G10

Please check Student Services Online as room allocations change according to enrolment numbers: <http://www.studentservices.auckland.ac.nz/en.html>

**A number of guest lectures have been scheduled (These are subject to change)**

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| Dr Jennifer Martin  Paora Sharples  Hone Sadler  Dr Arapera Ngaha | Professor Tracey McIntosh  Professor Margaret Mutu  Professor Papaarangi Reid  Professor Linda Nikora |

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| **Aims of the course** |

This course is an introduction to the Māori world. It will present a specifically Māori view of how we see our world, our culture and our experiences. It will give Māori insights into topics that are often discussed and sometimes controversial, and that continue to shape contemporary life in New Zealand. These include aspects of world view and cosmology, the arrival of our Māori ancestors, the structure and nature of Māori society, leadership, the arrival of Europeans, the 1835 He Whakaputanga o te Rangatiratanga o Nu Tīreni and the 1840 Tiriti o Waitangi, the impact of British settlement and colonisation on Māori society, racism, the Land Wars, the struggle for Māori rights to the present day, the Waitangi Tribunal and the settlement of treaty claims, activism, incarceration, health, the United Nations and indigenous rights, and constitutional transformation.

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| Course objectives |

By the end of the course you will have acquired a good understanding of key aspects of the Māori world as Māori see and understand ourselves. You will be expected to answer questions on these topics in multi-choice and short answer questions in the tests, and in multi-choice, short answer and an essay answer in the examination. You will be expected to participate in tutorial discussion. Attendance and participation in tutorials is an important component in being able to think critically and analytically about Māori issues.

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| Recommended readings |

Mutu, Margaret. (2011). *The State of Māori Rights.* Wellington: Huia.

This text provides reviews of many of the issues affecting Māori between 1995 and 2009. The aim of the text is to summarise contemporary issues. It also provides a large number of references to direct you to further information and reading on each of the issues.

At pages 213 to 215 of *The State of Māori Rights* is a glossaryof Māori words used in the text, words that are commonly used when discussing Māori issues in English. They will be used frequently in lectures and tutorials so you need to be familiar with them and understand them.

Walker, Ranginui (2004). *Ka Whawhai Tonu Matou – Struggle Without End* (Rev Edn). Auckland: Penguin Books.

This text presents a broad overview of Māori culture and history from the creation traditions through to the modern era up to 2004. It may be useful to provide some context for the issues and events discussed in this paper.

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| Course outline |

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| **Lecture No.** | **Date** | **Lecturer** | **Lecture Schedule**  **(Subject to change)** | **Readings** |
| 1 | 9 Jan | McDowell | Course Introduction  Introduction to the Māori World | - Iwi and place name maps  - King (1992) Te Ao Hurihuri (pp.9-14)  - Mutu (2014) (pp. 91-116)  - Walker (2004) (pp.63-77) |
| 2 | 9 Jan | Martin | Te Reo Māori | - Biggs (1968)  - Mutu (2005 a) (pp.119-132)  - Waitangi Tribunal (2011)  - Statistics New Zealand (2013) |
| 3 | 10 Jan | McDowell | Tikanga: Underlying Values | - Matiu & Mutu (2003) Ch.7 |
| 4 | 10 Jan | Sharples | Kapa Haka | - Smith (2014) |
| 5 | 11 Jan | Sadler | Te Ao Mārama: Māori World View | - Sadler (2007)  *- Tāne-nui-ā-Rangi* (2008) (pp.1-7) |
| 6 | 16 Jan | McDowell | He Wakaputanga and Te Tiriti o Waitangi | - Matiu & Mutu (2003)(pp.179-185) - Mutu (2010) (pp.13-40) |
| 7 | 16 Jan | McDowell | Colonisation | - Mikaere (2011) Ch.4 (pp.67-96) |
|  | 17 Jan |  | **IN-CLASS TEST 1** |  |
| 8 | 17 Jan | McDowell | Activism | - Taonui (2012) (pp.229-259) |
| 9 | 18 Jan | Ngaha | Māori Leadership | - Katene (2010) |
| 10 | 23 Jan | Nikora | Mau Moko | - Nikora et al. (2007) |
| 11 | 24 Jan | Mutu | Māori in the United Nations | - Stavenhagen (2006)  - UNDRIP  - Anaya (2011) |
| 12 | 24 Jan | Mutu | Constitutional Transformation | - Mutu (2016) (pp. 1-11) |
| 13 | 25 Jan | McIntosh | Incarceration / Decarceration | - McIntosh & Coster (2017) |
| 14 | 30 Jan | McDowell | Treaty Jurisprudence | - Hamer (2004) (pp.3-14) |
| 15 | 30 Jan | McDowell | Treaty Claims Settlements | - McDowell (2018) |
| 16 | 31 Feb | Reid | Māori Health | - Reid and Robson (2006) |
|  | 1 Feb |  | **IN-CLASS TEST 2** |  |
|  | 1 Feb | McDowell | Concluding Lecture and Exam Preparation |  |

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| **Complete list of set class readings** |

All readings can be accessed on CANVAS.

**Lecture 1 TE AO MĀORI – INTRODUCTION TO THE MAORI WORLD**

* Iwi and place name maps
* Manihera, T. U., Pēwhairangi, N., & Rangihau, J. (1992). In Michael King (Ed.), *Te Ao Hurihuri: Aspects of Māoritanga* (pp.9-14). Wellington: Hicks, Smith and Son.
* Mutu. (2014). ‘The Māori’. In Sharlotte Nelly (Ed.), *Native Nations: The Survival of Fourth World Peoples* (pp.91 – 116). Vernon, BC Canada: J. Charlton Publishing Ltd.
* Walker, R. (2004). *Ka Whawhai Tonu Mātou – Struggle Without End* (Rev. ed.) (pp.63-77). Auckland: Penguin.

**Lecture 2 TIKANGA – UNDERLYING VALUES**

* Matiu, M. & Mutu, M. (2003). *Te Whānau Moana: Ngā kaupapa me ngā tikanga: Customs and Protocols* (Chapter 7)*.* Auckland: Reed.

**Lecture 3 TE REO – THE MĀORI LANGUAGE**

* Biggs, B. (1968). Māori Language Past and Present. In Eric Schwimmer (Ed.), *The Māori People in the Nineteen Sixties* (pp.65-84)*.* Auckland: Blackwood and Janet Paul.
* Mutu, M. (2005) (a). In search of the missing Māori links – maintaining both ethnic identity and linguistic integrity in the revitalisation of the Māori language. *International Journal of the Sociology of Language* *172*, 117-132.
* Waitangi Tribunal. (2011). *Ko Aotearoa Tēnei – Factsheet 6 – Te Reo Māori.* Available at:

<http://www.waitangitribunal.govt.nz/doclibrary/public/reports/generic/Wai0262/Wai262Factsheet6TeReoMaori.pdf>

* Statistics New Zealand. (2013). *2013 Census Quick Stats about Māori – Māori Language*. Available at:

<http://www.stats.govt.nz/Census/2013-census/profile-and-summary-reports/quickstats-about-maori-english/maori-language.aspx>

**Lecture 4 KAPA HAKA**

* Smith, V. (2014). ‘Kapa haka – Māori performing arts’, *Te Ara – the Encyclopedia of New Zealand*. Available at

<http://www.TeAra.govt.nz/en/kapa-haka-maori-performing-arts/print>

**Lecture 5 TE AO MĀRAMA – MĀORI WORLD VIEW**

* Sadler, H. (2007). Mātauranga Māori (Māori Epistemology).*The International Journal of the Humanities*, *4*(10), 1-16.

**Lecture 6 HE WHAKAPUTANGA AND TE TIRITI O WAITANGI**

* Matiu, M. & Mutu, M. (2003). *Te Whānau Moana: Ngā kaupapa me ngā tikanga: Customs and Protocols* (pp.179-185)*.* Auckland: Reed.

* Mutu, M. (2010). Constitutional Intentions: The Treaty of Waitangi Texts. In M. Mulholland and V. Tawhai (Eds.), *Weeping Waters: The Treaty of Waitangi and Constitutional Change* (pp.13-40). Wellington: Huia.

**Lecture 7 COLONISATION**

* Mikaere, A. (2011). Racism in Contemporary Aotearoa: A Pākehā Problem. In *Colonising Myths – Māori Realities: He Rukuruku Whakaaro* (Chapter 4, pp.67-96)*.* Wellington: Huia.

**Lecture 8 MĀORI ACTIVISM**

* Taonui, R. (2012). Māori Urban Protest Movements. In Danny Keenan (Ed.), *Huia Histories of Māori – Ngā Tāhuhu Kōrero* (pp.229-259). Wellington: Huia Publishers.

**Lecture 9 MĀORI LEADERSHIP**

* Katene, S. (2010). Modelling Māori leadership: What makes for good leadership? In *Mai Review*, *2*. Auckland: Ngā Pae o te Māramatanga. Available at <http://review.mai.ac.nz/index.php/MR/issue/view/16>

**Lecture 10 MAU MOKO**

* Nikora, L., Rua, M., and Te Awekotuku, N. (2007). Renewal and Resistance: Moko in Contemporary New Zealand. In *Journal of Community & Applied Social Psychology 17*, 477 – 489.

**Lecture 11 MĀORI IN THE UNITED NATIONS**

* Stavenhagen, R. (2006). *Report of the Special Rapporteur on the Situation of Human Rights and Fundamental Freedoms of Indigenous People.* Mission to New Zealand. e/cn.4/2006/78/Add.3. 13 March 2006, Geneva, United Nations Human Rights Commission. Available at <http://www.converge.org.nz/pma/srnzmarch06.pdf>
* Human Rights Commission. (2008). *United Nations Declaration on the Rights of Indigenous Peoples.* Auckland: Human Rights Commission. Available at <http://www.un.org/esa/socdev/unpfii/en/drip.html>
* Anaya, J. (2011). *The Situation of Māori People in New Zealand.* Geneva, United Nations General Assembly, Human Rights Council. Available at <http://unsr.jamesanaya.org/country-reports/the-situation-of-maori-people-in-new-zealand-2011>

**Lecture 12 CONSTITUTIONAL TRANSFORMATION**

* Matike Mai Aotearoa. (2016). *The Report of Matike Mai Aotearoa – The Independent Working Group on Constitutional Transformation. Executive Summary* (pp. 1- 11). Auckland: Matike Mai Aotearoa.

**Lecture 13 INCARCERATION / DECARCERATION**

* McIntosh, T. & Coster, S. (2017) ‘Indigenous Insider Knowledge and Prison Identity’, *Counterfutures 3*(1), 69-100.

**Lecture 14 TREATY JURISPRUDENCE**

* Hamer, P. (2004). A Quarter Century of the Waitangi Tribunal. In J. Haywood and N.R. Wheen (Eds.), *The Waitangi Tribunal: Te Roopu Whakamana i te Tiriti o Waitangi* (pp. 3-14). Wellington: Bridget Williams Books.

**Lecture 15 TREATY CLAIMS SETTLEMENTS**

* McDowell, T.P.K. (2018). Diverting the Sword of Damocles: Why Did The Crown Choose To Settle Māori Historical Treaty Claims? *Australian Journal of Politics and History* (Accepted for publication in 2018 by Blackwell Publishing).

**Lecture 16 MĀORI HEALTH – A BEGINNER’S GUIDE**

* Reid, P. & Robson, B. (2006). The State of Māori Health. In M. Mulholland (Ed.), *State of the Māori Nation* (pp. 17-31). Auckland: Reed.

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| **Assessment schedule** %  **Due date** | | |
| 1. Tutorial participation | **5%** | Ongoing |
| 1. Test 1 (in class, 50 minutes) | **15%** | 2:05pm – 2:55 pm on 17 January |
| 1. Test 2 (in class, 50 minutes) | **20%** | 2:05pm – 2:55pm on 1 February |
| 1. Final Exam (3 Hours) | **60%** | To be advised |

1. **Tutorial participation (5%):**

Tutorial participation is important in this course: your tutors will provide further explanations of the material covered in lectures and assist you in preparing for the assessments. Your tutorial participation will count for 5% of your final grade.Rolls will be kept at tutorials. You will receive a half mark for each tutorial you attend, so you must attend at least ten tutorials to gain the full 5 marks.

**2. Test 1 (15%):**

A 50 minute in-class test will take place during the lecture time in the lecture theatre between 2:05pm and 2:55pm on Wednesday 17 January. The test is worth 15% of your total mark. It will include multiple choice and short answer questions, based on the material covered in the lecture presentations from lecture one to lecture seven.

**2. Test 2 (20%):**

A 50 minute in-class test will take place during the lecture time in the lecture theatre between 2:05pm and 2:55pm on Thursday 1 February. The test is worth 20% of your total mark. It will include multiple choice and short answer questions, based on the material covered in the lecture presentations from lecture eight to lecture 16.

**4. Final Exam (3 hours) 60%**

The exam structure will be announced in the final lecture. The exam will include multi-choice and short answer questions and an essay. The exam covers the whole course, including all the lecture presentations. Multi-choice and short answer questions that appear in the tests will not be repeated in the exam. The essay questions that will appear in the exam are included in this course outline below.

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| **Coursework requirements** |

A 15-point Level 1 course conducted over 4 weeks is intended to take a student about 30 hours work a week, including attendance at lectures and tutorials (9 hours a week), reading, research and writing.

Lecturesare fundamental to the course, and unless you attend the lectures, you may struggle to succeed in the paper. The PowerPoint file for each lecture will be loaded to CANVAS for study purposes, but these are insufficiently detailed to replace the lectures. Audio recordings of the lectures will also be made available to students. However, Māori prioritise kanohi ki te kanohi or face to face learning. It is vital that you attend all lectures.

Tutorialsare as important as lectures, allowing students to benefit from the expertise of your tutors. Experience has shown that students who attend the tutorials as well as lectures get much more out of the paper, and can attain higher grades.

The readingsare a vital part of the course, providing you with a range of insights into Te Ao Māori and much invaluable information. Reading is essential to successful university study, and it is important to read ahead of each lecture, and certainly ahead of your tutorial. The set readings are referred to in the Course Outline beside each lecture with full references for each lecture provided on pages 6 to 8.

University education is based on research, research based teaching and publications - which makes it unlike other schools such as secondary, teachers colleges or technical institutes. For universities, knowledge is sacred in that certain places are set apart, given special resources, treated with respect and hedged about by prescriptions and ethics on how we gather, process and impart knowledge.

Being Māori, we follow another ancient tradition, one which is still followed closely by many Māori. That tradition treats tribal traditions, genealogy, te reo or language, as tapu or restricted. Such knowledge is never associated with food, and is taught in special places and with selected people present. It is for these reasons we also teach under that system, and why we belong to a sector called Te Wānanga o Waipapa, the Waipapa House of Learning. Waipapa is the marae complex at the north east corner of the University of Auckland city campus.

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| **Coursework expectations** |

**STUDY HINTS FOR MĀORI 130:**

* Do the readings before each lecture.
* In each lecture, listen closely and make brief notes to capture the main line of argument; along with notes on more detailed information.
* Organise your notes and create an ‘outline’ of the lecture as soon as possible afterwards. You can supplement this with the PowerPoint for the lecture when it is uploaded to CANVAS.
* Raise any questions you may have in the tutorial – this time gives opportunity to discuss and explore issues that may be unclear, misunderstood, or simply new to your area of knowledge.

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| **Coursework expectations for the tests** |

The two tests will include multiple choice and short answer questions based on the material included in the lecture presentations. The readings are an essential aspect of your learning and will increase your knowledge and understanding of the lectures and the course material, however, the readings will not be covered in the tests or the exam.

To prepare for the tests you should review the material coved in the lecture presentations and highlight the key points raised and the key terms and concepts discussed. These will form the basis for the test questions.

The tutorials will be structured to identify these key points, terms and concepts and to discuss them in further detail to ensure students have a sound understanding of them. Tutorials then are essential: they will cover what you need to study for the tests. This information will not be provided online or in the lectures: it will only be made available to those students who attend tutorials.

You will not need to remember everything written on the lecture slides or stated in the lecture: some of the lectures have over 40 slides and are two hours long, it would be extremely difficult if not impossible to remember all the information covered. Instead, you should focus on being able to identify the key points, terms and concepts from the lectures and being able to explain each of them in a short paragraph.

Test papers from previous semesters will be made available on CANVAS to assist you in preparing for the tests.

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| **Coursework expectations for the exam** |

The exam structure will be announced in the final lecture. The exam will include multi-choice questions, short answer questions and an essay. The exam will be three hours long. The exam makes up 60% of your final course mark.

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| **Coursework expectations for the exam essay** |

In the exam you will be required to write **one** essay. The essay questions are listed below. You should choose **one** of the essay topics below and prepare an essay on the topic for inclusion in the exam. All of the essay questions listed below will appear in the exam.

The essay will be worth 20 marks out of a total of 60 marks for the exam. For a three hour exam you should set aside around one hour to write your essay.

***ESSAY TOPICS: Choose ONE of the following EIGHT topics:***

1. Briefly outline the reasons for the Māori language becoming threatened and critically consider how kōhanga reo have contributed to its revitalisation.
2. Discuss, using specific examples, how kaitiakitanga is practised by Māori today in relation to environmental issues.
3. Describe and discuss the different roles of men and women on the University’s Waipapa marae or any other marae you are familiar with.
4. Describe the nature and intent of Te Tiriti o Waitangi as a treaty between two sovereign nations and discuss briefly why some scholars have argued that the English language document the Treaty of Waitangi has no legitimate status.
5. Discuss how racism is manifest in one New Zealand institution that you are familiar with, give specific examples and note the implications of that behaviour for Māori.
6. Discuss, giving examples, the role that activism plays in securing recognition of Māori rights.
7. Consider a Māori leader you know or have read about and critically assess how her/his leadership has assisted Māori.
8. Discuss the notion that He Whakaputanga o te Rangatiratanga o Nu Tīreni and Te Tiriti o Waitangi provide the basis for a written constitution for New Zealand.

**Sources:**

Your essay must be based on research and evidence drawn from appropriate academic sources. You should cite a minimum of at least four published sources in your essay. Avoid citing lecture presentations in your exam essay: these are not an appropriate source. An essay based on the lecture materials with no research and no references may receive a fail grade in the exam.

Look for authoritative sources published by reputable authors. The best sources are included in the course reader and the selected readings section below, and are listed at the start of each lecture.

Use internet sources sparingly: the best sources for this course are published in books, journals and reports, not on websites. **Te Ara Encyclopaedia of New Zealand, Wikipedia, and nzhistory.net are NOT acceptable sources for your essay.**

**References:**

It would be very difficult for you to include precise referencing of author names, page numbers and publication dates for your essay in an exam setting. You will not need to provide precise in text references and a precise reference list in the exam. Instead you should cite the surname (last name) of any authors you cite. If you are citing a report produced by an organisation you should cite the name of the organisation and a short title of the report or publication you are citing if possible.

Below are examples of how to cite author names and publications in your exam essay:

‘According to Mutu…’

‘Walker argues that…’

‘Evidence provided by Abel indicates that…’

‘Research undertaken by Reid shows…’

‘The Waitangi Tribunal report on Te Reo Māori shows that…’

‘Census results provided by Statistics New Zealand demonstrate…’

**Word Length:**

There is no set word length for the exam essay. The word length depends entirely on the essay topic addressed and the student’s writing abilities. Some students are able to write a concise, well-structured essay in three pages in the exam: other students gain good marks writing essays that are 12 to 16 pages long.

You should focus on providing a coherent structure, drawing on published research and evidence, and answering the question in a clear and comprehensive manner. It is better to write a short, well-structured essay citing published research and answering the question than it is to write a long, rambling, unstructured essay that simply lists everything you know about the topic.

The essay will be worth 20 marks out of a total of 60 marks for the exam. For a three hour exam you should set aside around one hour to write your essay.

You must prepare an essay for the exam, you should not walk into the exam without having prepared an essay. Students that attempt to make up an essay during the exam typically fail the exam and resultantly fail the course.

**Essay Structure:**

Your exam essay must be structured in a clear and coherent manner, and include the following:

* **Introduction:** Introduce your argument for or against the proposition and outline the structure and themes of your essay.
* **Argument:** Present a sound argument with a minimum of at least three main points properly outlined complete with supporting evidence that clarifies your position.
* **Counter-argument:** You may also acknowledge the counter to your argument and possibly refute these views – give evidence.
* **Conclusion:** Your conclusion should restate your position and emphasise the reasons for your particular stance

Marks will also be awarded for:

* Grammar, spelling, punctuation, formatting, presentation, writing style
* Paragraphing, organisation, structure, coherence

**Additional Support:**

* Māori Studies have compiled *Kōrero Tīrairaka*, a collection of student essays, to demonstrate what a good Māori Studies essay looks like. This will be available on CANVAS.
* Essay topics will be discussed in tutorials towards the end of the course.
* Students may consult with their tutor and the course convenor on their essay topic and suitable sources and discuss their essay outline. However neither the course convenor nor the tutors will look over essay drafts.

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| **Plagiarism** |

The University of Auckland will not tolerate cheating, assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student’s own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the world-wide web.

**Student Academic Conduct**

<https://cdn.auckland.ac.nz/assets/central/for/current-students/postgraduate-students/documents/policies-guidelines-forms/student-academic-conduct-statute.pdf>

**Academic Complaints and Disputes and Non-Academic Disputes**

<https://www.auckland.ac.nz/en/for/current-students/cs-academic-information/cs-regulations-policies-and-guidelines/academic-disputes-and-complaints.html>

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| **Readings and selected references** |

A wide range of articles directly related to Māori 130 are available on [Voyager](http://voyager.auckland.ac.nz/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=rbSearch). Input Māori 130, or use the drop down arrow for guidance.

Anaya, James.

(2011). *The Situation of Māori People in New Zealand.* Geneva. United Nations General Assembly: Human Rights Council available at <http://unsr.jamesanaya.org/country-reports/the-situation-of-maori-people-in-new-zealand-2011>

Anderson, Athol, Binney, Judith & Harris, Aroha.

(2014). *Tangata Whenua: An Illustrated History*. Wellington: Bridget Williams Books.

Ballara, Angela.

(1986). *Proud to be White? A Survey of Pākehā Prejudice in New Zealand.* Auckland: Heinemann.

Bargh, Maria (Ed.).

(2010). *Māori and Parliament: Diverse Strategies and Compromises,* Wellington: Huia.

Bennion, Tom.

(2004). ‘The Land Reports’ in Janine Haywood & Nicola R. Wheen (Eds.), *The Waitangi Tribunal: Te Roopu Whakamana i te Tiriti o Waitangi*. Wellington: Bridget Williams Books.

Biggs, Bruce.

(1968). The Māori Language Past and Present. In Eric Schwimmer, *The Māori People in the Nineteen Sixties* (pp. 65-84)*.* Auckland: Blackwood and Janet Paul.

Diamond, Paul.

(2003). *A Fire in Your Belly: Māori Leaders Speak.* Wellington: Huia Publishers.

Durie, E.T.

(2000). The Treaty in the Constitution. In James, Colin (Ed.), *Building the Constitution* (pp.201-4). Wellington: Institute of Policy Studies, Victoria University of Wellington.

Durie, Mason.

(1998). *Te Mana, Te Kāwanatanga: The Politics of Māori Self-Determination.* Auckland: Oxford University Press.

Durie, Mason.

(2000). A Framework for Considering Constitutional Change and the Position of Māori in Aotearoa. In James, Colin (Ed.), *Building the Constitution* (pp.414-425). Wellington: Institute of Policy Studies, Victoria University of Wellington.

Hamer, Paul.

(2004). A Quarter-century of the Waitangi Tribunal. In Janine Haywood & Nicola R. Wheen (Eds.), *The Waitangi Tribunal: Te Roopu Whakamana i te Tiriti o Waitangi*. Wellington: Bridget Williams Books.

Hamer, Paul.

(2007). *Māori in Australia Ngā Māori i te Ao Moemoeā*. Te Puni Kōkiri: Wellington & Griffith University: Sidney. Available at

[http://www.tpk.govt.nz/en/in-print/our-publications/publications/maori-in-australia/download/tpk-maorinaustralia2007-en.pdf on 15 August 2008](http://www.tpk.govt.nz/en/in-print/our-publications/publications/maori-in-australia/download/tpk-maorinaustralia2007-en.pdf%20on%2015%20August%202008)

Harris, Aroha.

(2004). *Hīkoi: Forty Years of Māori Protest*. Wellington: Huia.

Hawke, Sharon (Ed.).

(1998). *Takaparawhau – The People’s Story. 1998 Bastion Point 20 Year Commemoration Book*. Auckland: Moko Productions.

Haywood, Janine & Nicola R. Wheen (Eds.).

(2004). *The Waitangi Tribunal: Te Roopu Whakamana i te Tiriti o Waitangi*. Wellington: Bridget Williams Books.

Haywood, Janine and Nicola R. Wheen (Eds.).

(2012). *Treaty of Waitangi Settlements*: Wellington: Bridget Williams Books.

Healy, Susan, Ingrid Huygens & Takawai Murphy.

(2012). *Ngāpuhi Speaks: He Whakaputanga and Te Tiriti o Waitangi: Independent Report on Ngāpuhi Nui Tonu Claim.* Whangārei: Network Waitangi.

Henare, Denese.

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