



BUSINESS SCHOOL

Course Outline 2019
MĀORIDEV 720: MĀORI SOCIETY: TE TAKINGA
MAI ME TE TAI AO (15 POINTS)
Quarter 3 (1196)

Course prescription

A survey of Māori economic activity and resources by examining the interaction of culture, society and commerce. Considers the relevant regulatory environment as it pertains to Māori resource use and commercial development, the relevant findings and implications of the Waitangi Tribunal negotiations, Te Ture Whenua and the Māori Land Court.

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 ancient integral Māori way of life, 1 AD to 2019. The Mana Māori Area Studies emphasis is on exploring the philosophical and cosmological foundations of Māoritanga. Students will also analyse resource use, in traditional and contemporary contexts, and review Waitangi Tribunal Findings 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 (LO)

By the end of the course, it is expected that students will be able to:

#	Learning outcome	Graduate profile capability*
LO1	Demonstrate an understanding of the philosophy and application of Māoritanga, in the traditional and contemporary Māori Nation, and Mana Māori Area Study.	1. Disciplinary knowledge and practice 3. Solution seeking 6. Social and environmental responsibilities
LO2	Identify events and other phenomena that have contributed to, or impeded Māori culture and society, particularly in terms of	1. Disciplinary knowledge and practice 3. Solution seeking

#	Learning outcome	Graduate profile capability*
	economic and business development.	4. Communication and engagement 6. Social and environmental responsibilities
LO3	Develop the foundation for strategies and approaches that Māori might adopt to facilitate cultural, social and economic, political development.	1. Disciplinary knowledge and practice 2. Critical thinking 3. Solution seeking 5a. Independence 5b. Integrity 6. Social and environmental responsibilities
LO4	Conduct research that draws upon the Kaupapa Māori Research paradigm, and an Area Studies Approach.	1. Disciplinary knowledge and practice 3. Solution seeking 6. Social and environmental responsibilities
LO5	Exhibit critical oral, reading, comprehension and academic writing skills, within the framework of Māori ways of knowing and learning.	1. Disciplinary knowledge and practice 2. Critical thinking 4. Communication and engagement 6. Social and environmental responsibilities

* See the graduate profile this course belongs to at the end of this course outline.

Content outline

Week / Module	Topic	Relevant learning resources/activities	Assessment due this period
Week 1	Māori Nation, Austronesian origins & history, the East Polynesian migration, from tribes to nation	Please see Canvas Modules for the Reading List	
Week 2	Kawa-tikanga-ritenga, Kaupapa Māori, Mātauranga Māori, Māoritanga - a philosophy of humanism and reciprocity	Please see Canvas Modules for the Reading List	
Week 3	He Whenua rangatira: Economy of Mana, in pre-contact, early contact, colonial, and post-colonial eras	Please see Canvas Modules for the Reading List	
Week 4	Māori renewal, mana motuhake, tino rangatiratanga: 1975-2016 - 2050	Please see Canvas Modules for the Reading List	

Week / Module	Topic	Relevant learning resources/activities	Assessment due this period
Week 5	Ngā Ohu Umanga: Entrepreneurial Team Presentations	Please see Canvas Modules for the Reading List	Group Report & Presentation
Week 6	Politics, Government, legislation and Māori representation	Please see Canvas Modules for the Reading List	
Week 7	Waitangi Tribunal, Māori Land Court, justice and capabilities	Please see Canvas Modules for the Reading List	
Week 8	Inside Māori Business: Case studies	Please see Canvas Modules for the Reading List	
Week 9	The international context, Māori trade - Austronesian nations; ASEAN, Free Trade Agreements (FTA), other indigenous peoples, globalisation	Please see Canvas Modules for the Reading List	Essay
Week 10	Envisaging new pathways and partnerships; new humanism and tradition	Please see Canvas Modules for the Reading List	
Week 11			Final Exam, 7 September 2019

Learning and teaching

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

Time: 5.30pm – 8.30pm

Venue: Level 3, Owen G Glenn Building, 12 Grafton Road, Auckland, Room 260-325

Learning and teaching will comprise:

- Wānanga Tradition – interactive lectures
- On-line activities
- Course readings
- Videos
- Student presentations
- A final, open-book examination

Teaching staff

Associate Professor Dr Mānuka Hēnare, Research Associate, Mira Szászy Research Centre for Māori and Pacific Economic Development, and senior lecturer Department of Management and International Business, UoA Business School. Whai Rawa: Co-Theme Leader, Ngā Pae of Te Māramatanga: The NZ Māori Centre of Excellence, University of Auckland.

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Learning resources

All lectures are presented via PowerPoint and are uploaded onto Canvas after each lecture, together with the lecture recording.

Here is a list of readings for the course – these readings are also available on CANVAS:

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.

Petrie, Hazel (2006) *Chiefs of Industry. Māori tribal Enterprise in Early Colonial New Zealand*. Auckland: Auckland University Press.

Puckey, Adrienne (2011) *Trading Cultures. A History of the Far North*. Wellington: Huia Publishers.

Sen, Amartya (2000) *Development as Freedom*. New York: Alfred A. Knopf. Nobel Prize Winner Economics and others

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
<i>The Harvard Business Review</i>	658.05 H33
<i>The University of Auckland Business Review</i>	

Assessment information

Assessment task	Weight %	Group and/or individual	Submission
Group Report & Presentation	20%	Group	Week 5
Essay	20%	Individual	Week 9
In-Class Participation	10%	Individual	Weeks 1-10
Final Exam	50%	Individual	7 September, 2019
Total	100%		

Pass requirements

A range (shows excellence in the subject, fit to pass with high distinction)

B range [shows strength in the subject, fit to pass with some distinction]

C range (shows basic competence in the subject, fit to pass)

D range (fails to show basic competence in the subject, not fit to pass]

Description of assessment tasks

Assessment task	Learning outcome to be assessed
<p>Group Report & Presentation: Taonga in Māoritanga, pre-contact and contemporary Mana Māori Area Study 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,</p>	LO1,LO2,LO4,LO5

Assessment task	Learning outcome to be assessed
<p>fauna, or specialist skills, e.g. mau rākau, kapa haka, whaikōrero.</p> <p>Part I – Te Ohu Umanga Report, 1,500 – 2,000 words</p> <p>The report will:</p> <ul style="list-style-type: none"> • 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. <p>Part II – The Presentation, 20 minutes</p> <p>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.</p> <p>Marking for Parts I and II</p> <p>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.</p> <p>Personal Development</p> <p>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.</p>	
<p>Essay: 1500-2000 words.</p> <p>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.</p>	<p>LO3,LO4,LO5</p>

Assessment task	Learning outcome to be assessed
<p>In-Class Participation:</p> <p>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.</p>	LO1,LO2,LO3,LO4, LO5
<p>Final Examination will be three hours, essay style and open book. It can be written in Māori or English or both.</p>	LO1,LO2,LO3,LO4, LO5

Inclusive learning

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

Academic integrity

The University of Auckland will not tolerate cheating, or 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 worldwide web. A student's assessed work may be reviewed against electronic source material using computerised detection to provide an electronic version of their work for computerised review.

Student feedback

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 website.

Graduate profile for Postgraduate Diploma in Business

The following six themes represent the capabilities that the Business School seeks to foster in all of its graduates. The development of these capabilities does not come all at once, but rather is expected to build from year to year. Each course is not expected to

contribute to all capabilities, but each course will have its own goals and learning outcomes that relate to the overall development of this profile.

Graduate Profile	
1. Disciplinary knowledge and practice	Graduates will be able to demonstrate advanced knowledge of general management theory and apply this effectively in a range of contexts.
2. Critical thinking	Graduates will be able to effectively evaluate and synthesise evidence from multiple sources to develop coherent and evidence-based arguments.
3. Solution seeking	Graduates will be able to frame and analyse complex problems, develop practical solutions, and understand the impact and implications of planned implementation.
4. Communication and engagement	Graduates will be able to work effectively in teams and engage varied audiences by communicating professionally using multiple formats.
5. Independence and integrity	Graduates will be able to engage in independent and ethical decision-making and behaviour, demonstrating self-reflection and self-management in complex and ambiguous situations.
6. Social and environmental responsibility	Graduates will recognise, in relation to their field, the potential significance of the principles underpinning the Treaty of Waitangi and sustainability, and demonstrate capability to shape business practice accordingly where appropriate.