

School of Information Management

## INFO 530 MĀORI INFORMATION SOURCES

Trimester 3, 2015

### COURSE OUTLINE

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#### **Names and Contact Details**

*Course Coordinator and Lecturer:* Dr Spencer Lilley

Email: [spencer.lilley@vuw.ac.nz](mailto:spencer.lilley@vuw.ac.nz)

**Please note that for the first half of the Trimester, I will be based in Vancouver, Canada. So the only contact with me will be through email or the discussion forum option on Blackboard. My sincerest apologies for any inconvenience this may cause.**

*Senior Tutor (Other distance students and Wellington):* Kathryn Oxborrow

Room RH 512, Rutherford House

Tel +64 4 463 **6557**

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*Senior Tutor (Auckland):* Sally Pewhairangi

*Programme Administrator:* Chris King

Room RH 521, Rutherford House

Tel +64 4 463 **5875**

Email: [chris.king@vuw.ac.nz](mailto:chris.king@vuw.ac.nz)

#### **Trimester Dates**

Monday 16 November – Friday 12 February 2016

#### **Withdrawal from Course**

1. Your fees will be refunded if you withdraw from this course on or before 27 November 2015.
2. The standard last date for withdrawal from this course is 26 January 2016.

After the last date stated in #2, students forced to withdraw by circumstances beyond their control must apply for permission on an '*Application for Associate Dean's Permission to Withdraw Late*' including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks or [online](#).

### **Class Times and Room Numbers**

INFO 530 will be held in the third trimester (November-February) of the 2015 academic year. There will be no sessions for two weeks during the mid-trimester/summer break. (21 December – 4 January)

- The weekly distance class will be held on Tuesdays between 6.45 – 8.15 p.m.

### **Course Delivery**

#### ***Weekly tutorials***

See “Class Times and Room Numbers”, above

#### ***Course materials***

Study guides, readings and other materials will be made available on Blackboard.

#### ***Online discussion***

The Blackboard online discussion board will be used to discuss course topics.

#### ***IST programmes information***

Information relating to the Information Studies Programmes will be found in the Blackboard Community *Information Studies*, and through the IST-students email list.

### **Group Work**

None

### **Expected Workload**

To achieve satisfactory grades, you will need to spend approximately 12.5 hours per week on INFO 530, including time spent in class or the iConferencing sessions. Some aspects of the course may require less time, whereas others may require slightly more, depending on your previous knowledge of the topic.

**Before each session, please read the material for the week's topic on Blackboard, and be ready to discuss the readings and any set work prepared for the class.**

### **Prescription**

An introduction to the range and characteristics of Maori information sources: including oral texts, databases held by organisations such as the Waitangi Tribunal and the Dictionary of New Zealand Biography, iwi and whakapapa information.

### **Course Learning Objectives**

By the end of the INFO 530 course, students should:

1. Be familiar with the range of Māori information sources held in libraries throughout Aotearoa.
2. Have an appreciation of the use and research value of Māori information sources.
3. Have an understanding of the issues associated with Māori information sources, and services to Māori.
4. Have the confidence to undertake the collection and management of a range of Māori information resources.
5. Be able to confidently deliver a value-added service to Māori clients and researchers of Māori issues and subjects.

## Course Content

### Schedule

Week	Dates	Topic
1	16-20 Nov.	Māori information in context
2	23-27 Nov.	Māori information sources
3	30-04 Dec.	Developing a collection of Māori resources
4	07-11 Dec.	Resources in te reo Māori
5	14-18 Dec.	Whakapapa information resources
<b>Trimester break 22 December – 4 January</b>		
6	04-08 Jan.	Māori land information resources
7	11-15 Jan.	The Treaty of Waitangi and Waitangi Tribunal resources
8	18-22 Jan.	Official publications
9	25-29 Jan.	Māori cultural & intellectual property issues
10	01-05 Feb.	The digitisation of Māori information
11	08-12 Feb.	Māori information barriers

### Readings

INFO 530 does not have a required textbook. Students will be required to read some book chapters, journal articles and/or other resources each week. Readings may be substituted or supplemented by other key texts as the course progresses. All changes will be communicated via Blackboard.

### Readings

Binney, J. (2009). History and memory: the wood of the whau tree, 1766-2005 . In Giselle Byrnes (Ed.), *The new Oxford history of New Zealand* (pp. 73-98; 614-619). Auckland: Oxford University Press.

Biswas, S. & te Ua, W. (2007). Te reo Maaori OPAC simplified . Paper presented at Library and Information Association New Zealand Aotearoa 2007 Conference, 9-12 September 2007, Rotorua.

Coleman, M. (2002). Information as a commodity and the intellectual property rights of Māori society. *Archifacts* (April 2002), 53-59.

Herlihy, B. (1985). The Maori Land Court as a source of information. *Archifacts*, 2, 45-48.

Jacobs, T. & Falconer, S. (2004). Ka mua, ka muri; walking backwards into the future: Paths towards managing Māori information in archives. *Archifacts*, October, 1-19.

Johnston, L. (2007). The role of libraries and archival collections in the preservation and revitalisation of indigenous knowledge: The case of revitalisation of te reo Māori . *New Zealand Library and Information Management Journal*, 50(3), 202-215.

Lilley, S. C. & Field, S. (2005). Ki te Ao Marama, Ki te Ao Matauranga: Into the world of light, into the world of information . Paper presented at Inform, Connect, Engage: Library and Information Association of New Zealand Aotearoa 2005 Conference, 11-14 September 2005, Christchurch, New Zealand.

McElroy, J. & Ure, S. (2007, September 9-12). Putumōhio– Making the translation . Paper presented at Library and Information Association New Zealand Aotearoa 2007 Conference, Rotorua, NZ.

McRae, J. (1998). Māori literature: A survey. In Terry Sturm (Ed.), *The Oxford History of New Zealand Literature in English* (2nd ed., pp. 1-30). Auckland: Oxford University Press.

Marsden, M. (2003). Kaitiakitanga: A definitive introduction to the holistic worldview of the Māori In Te Ahukaramū Charles Royal (ed.). *The woven universe: Selected writings of Rev. Māori Marsden* (pp. 54-72). Otaki, Te Wananga o Raukawa.

Mead, H.M. (2012). Understanding mātauranga Māori. In *Conversations on mātauranga Māori*. (pp.9-14). Wellington, New Zealand Qualifications Authority.

Meredith, P. & Somerville, A. (2011). 'Kia rongo mai koutou ki taku whakaaro': Māori voices in the Alexander Turnbull Library. *Turnbull Library Record*, 43, 96-105.

Parkinson, P. & Griffith, P. (2004). Preface & Introduction. In *Books in Māori, 1815-1900: An annotated bibliography / Ngā tānga reo Māori: Ngā kohikohinga me ōna whakamārama* (pp. 6-14). Auckland: Reed Publishers.

Peters, S. (2006). Te Ara Tika ki Manukau: Staying the distance -- 2006 and beyond . Paper presented at Next Generation Libraries: Library and Information Association of New Zealand Aotearoa 2006 Conference, 08-11 October 2006, Wellington, New Zealand.

Ringer, J. B. (1991). Parliamentary publications In *An introduction to New Zealand government* (pp. 157-172). Christchurch, Hazard Press.

Roberts, M. (2004). Whakapapa as a Māori mental construct: Some implications for the debate over genetic modification of organisms . *The Contemporary Pacific*, 16(1), 1-28.

Shoebridge, T. (2005). Introduction. In, *A bibliography of Waitangi Tribunal publications* (pp. xv-xxiv). Wellington: The Tribunal.

Solomon, M. (2005). Protecting Māori heritage in New Zealand . In Barbara T. Hoffman (Ed.), *Art and cultural heritage: Law, policy and practice* (pp. 352-362). Cambridge, NY: Cambridge University Press.

Sullivan, R. (2002). Indigenous cultural and intellectual property rights. A digital library context. *D-Lib Magazine*, 8(5).

Szekely, C. (1997). Māori information needs: Findings; Summary of findings; Discussion of findings . In *Te ara tika: Guiding voices. Māori opinion on libraries and information needs* (pp. 31-45; 49-55; 56-60). Wellington: New Zealand Library & Information Association & Te Rōpū Whakahau.

Tamaira, M. (2007). Searching for tūpuna: Whakapapa researchers and public libraries. Submitted to the School of Information Management, Victoria University of Wellington in partial fulfilment of the requirements for the degree of Master of Library and Information Studies.

[www.searching4tupuna.blogspot.com](http://www.searching4tupuna.blogspot.com)

### **Materials and Equipment: Internet Conferencing**

Distance tutorial sessions are conducted using Voice-over-IP software; in order to participate, you will need an Internet-connected PC running Windows 7, Vista, or XP, microphone, and headphones/speakers.

### **Assessment**

This course will be internally assessed. **Full details, including explanatory notes and criteria, are available under “Assessment” on Blackboard.**

<b>Assignment</b>	<b>Date due</b>	<b>Value</b>	<b>Length</b>
<b>1. Bibliography</b>	07 Dec. 2015	30%	1750-2000 words.
<i>Assignment One relates to Course Learning Objectives 1 &amp; 2</i>			
<b>2. Essay</b>	01 Feb. 2016	55%	2000 words.
<i>Assignment Two relates to Course Learning Objective 3</i>			
<b>3. Participation</b>		15%	<b>see Blackboard</b>

### **Mandatory Course Requirements**

In addition to obtaining an overall course mark of 50 or better, students must attend a minimum of 75% of the scheduled class sessions, and participate in class discussions on Blackboard and the weekly class.

The Assessment Handbook will apply to all VUW courses, see

<http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

If you cannot complete an assignment or sit a test or examination, refer to

[www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat](http://www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat)

Any student who is concerned that they have been, or might be, unable to meet any of the mandatory course requirements because of exceptional personal circumstances, should contact the course coordinator as soon as possible.

### **Penalties**

Assignments submitted or postmarked after they are due will have a 10% penalty imposed. Assignments submitted more than one week late without an extension will be accepted at the discretion of the Course Coordinator and as a result will only receive a grade and minimal feedback. All requests for extensions must be made in writing or via email before the due date, and must state a reason for the extension.

### **Link to general information**

For general information about course-related matters, go to

<http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

### **Note to Students**

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

**Use of Turnitin**

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and submitted to Turnitin. A copy of submitted materials will be retained on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

**Class Representative**

A class representative will be elected in the first class, and that person's name and contact details made available to VUWSA, the course coordinator and the class. The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

**Communication of Additional Information**

Further details about the course, and additional information, will be made available through Blackboard.

**Student feedback**

Student feedback from the 2013 offering of this course was generally very positive. However the 2011 course participants requested that there be more room in the weekly sessions for discussion and student activities. This feedback helped shape the 2013 version and will be further refined for the 2015 offering.

Student feedback on University courses may be found at:

[www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php)

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