MHST 515

MUSEUMS AND MĀORI

COURSE OUTLINE

Museum & Heritage Studies programme

School of Art History, Classics & Religious Studies
Victoria University of Wellington

2012
Trimester 1 & 2
5 March to 17 November
Opening of Te Maori exhibition National Museum 1986
**COURSE ORGANISATION**

**Course Coordinator**  
Dr Conal McCarthy  
OK 303  
Office hours: Monday 2-3pm  
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**Administrator**  
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**Class Times**  
Mondays 3-5pm  
Full year course trimester 1 & 2  
5 March to 17 November

**Venue**  
OK 301

**Trimester dates**  
Trimester dates: 5 March to 17 November 2012  
Teaching dates: 5 March to 19 October 2012  
Mid-trimester break 1/3: 6–22 April 2012  
Mid-year break: 11 June – 15 July  
Mid-trimester break 2/3: 27 August to 9 September 2012  
Study week: 22–26 October 2012  
Examination/Assessment Period: 26 October to 17 November 2012

**Withdrawal dates**  
Information on withdrawals and refunds may be found at  

**Communication of additional information**  
Any additional information will be distributed in class, sent by email or posted on Blackboard.
Kaitaia ‘lintel’ displayed at Te Rarawa Trust Board, Kaitaia 2002

Māori guides and photographers at Whakarewarewa 1920s
‘This action of yours has to our mind revived the waning science of our ancestors, who have passed away to nothingness, even as the snow on the mountain-tops is melted away by the warmth of the summer sun. Therefore proceed with your work, preserve it in your preserving-chamber, fashion it with the earth of Kurawaka, so that another Hineahuone may arise … in the new building-up and collecting-together of our ancient lore, our history, our treasures … and everything that can be preserved of us as a people.’

‘The Maori people want to control their own heritage; they want to be the people who handle their taonga; they want to have the knowledge to explain them to other cultures; they want to explain them to their own people; they want to define their past and present existence, they want to control their own knowledge (matauranga Maori) and they want to present themselves their way to the world and to themselves.’

1 ‘Extracts from a letter from Tamahau Mahupuku to the Hon. Mr Carroll, presenting carved house,’ AJHR G8: 3-4.
Museums and Māori

Course prescription
This course examines the changing relationship between museums and Māori people from the colonial period to the present.

Course Content
Through a series of case studies explored in seminar-based discussion - ranging from museums, international exhibitions, tourist sites and visual art - the relationship between objects, collections, display and audience is explored. The course culminates in an independent research project and presentation on current policy and practice in New Zealand museums.

OBJECTIVES:

Students who finish this course will be able to:
1. Gain an historical and theoretical understanding of museums, exhibitions, tourism and heritage in relation to Māori people and culture
2. Develop a sophisticated critical framework with which to think about current developments in museum practice
3. Appreciate Māori perspectives on their art, history, culture, taonga tuku iho, and cultural and natural heritage
4. Demonstrate an indepth understanding of current trends and debates related to Māori issues in New Zealand museums

Iwi carry taonga to Te Papa 1997
COURSE CONTENT

One 2 hour seminar per week focuses on discussion of readings, and examples of policy and practice. Apart from the set text, readings will be handed out in class in advance, or accessed via links.

1. HISTORY AND THEORY

1) Mar 12 Introduction: Māori and museums

Reading:

Further reading:

2) Mar 19 Theory: Culture, discourse, representation


Further reading:

3) Mar 26 Taonga tuku iho: Cultures of collection and display


McCarthy 2007 chap 1

Further reading:
McCarthy 2011 glossary

4) Apr 2 History: Māori exhibitions

Further reading:

5) Apr 23 History: Māori in museums
McCarthy 2007 chap 2
McCarthy 2011 chap 1

Further reading:

6) Apr 30 Te Māori and after
McCarthy 2007 chap 4
McCarthy 2011 chap 2 and 3

Further reading:

2. EVOLVING MUSEUM PRACTICE

7) May 7 New Zealand museums in the 1990s
McCarthy 2011 chap 4


Further reading:

8) May 14 Field trip: Te Papa (2-5pm)
McCarthy 2007 chap 5
McCarthy 2011 chap 5

Further reading:

9) May 21 Auckland Museum

McCarthy 2011 chap 6


Further reading:
Mere Whaanga, 1999. ‘Development of bicultural policy for the Auckland Museum,’ MPhil in Maori Studies at Massey University, Palmerston North.

10) May 28 Māori art in art galleries: From customary to contemporary

Panel discussion tba

McCarthy 2007 chap 3.


Further reading:

11) June 1 Wānanga

Te Raukura (whare waka) Wellington waterfront Fri June 1 2012 (details tbc)

A one day wānanga introducing students and professionals to Māori perspectives on museums and heritage, and exploring Māori approaches within current museum practice, along with an overview of current and emerging issues across and beyond the heritage sector.

Schedule and content:

1. Powhiri 8.30-9.00am
2. 9.00-9.45am Debrief and introduction

   The kawa of the marae
   Māori in Wellington in the past and present

   With Ben Ngaia and mana whenua

3. Kapu ti 9.45-10.15am

4. Tikanga taonga 10.15-12.00pm

   An introduction to tikanga Māori
   Applying tikanga Māori to taonga in museum collections

   With Peter Adds/Mike Ross? VUW
   Dougal Austin Te Papa
   Michelle Horwood VUW

5. Kai 12.00-1.00pm

6. Putting the Treaty to work 1.00-3.00pm

   An overview of the Treaty and its articles and principles
   How does the Treaty apply to museums and heritage?

   With Peter Adds, VUW
   Cath Nesus, Waitangi Tribunal

7. Kapu ti 3.00-3.30pm

8. Researching with/by/for Māori (for students) 3.30-5.00pm

   What is Mātauranga Māori?
   What is kaupapa Māori?
   Approaches to research

   With Ocean Mercier VUW and Lee Davidson VUW

9. Looking after taonga 3.30-5.00pm (for professionals)

   A tour of the taonga Māori collection store next door at Te Papa (carving,
   weaving and pounamu)

   With Kaitiaki Māori Mark Sykes and Lisa Ward/Moana Parata?

10. Hakari and poroporokai 5.00.-6.00pm

    With mana whenua
Hui Kōrero

Evening panel discussion (on the marae at Te Papa?) 6.30-8.00pm

A panel of experienced Māori professionals discuss current and emerging issues in the wider heritage sector:

Dean Whiting, Historic Places Trust, on Māori heritage and marae conservation
David Jones, Victoria University, on Māori issues in archives and libraries
Rhonda Paku, Te Papa, on key issues within museums for kaitiaki Māori
Arapata Hakiwai, Te Papa/VUW, on issues outside museums for iwi

Readings:


To prepare for the discussion on the Treaty visit this site and look for an example of a museum or heritage organisation which has applied the principles of the treaty to its work:
http://www.waitangi-tribunal.govt.nz/treaty/

Further reading:
Charles Royal ‘Matauranga Maori and museum practice,’ at National Services Te Paerangi website:
A guide to guardians of iwi treasures: 
http://www.tepapa.govt.nz/sitecollectiondocuments/tepapa/nationalservices/pdfs/resou
ceguides/governance/iwi.pdf


12) July 16  Community Relationships

McCarthy 2011 chap 1:46-50, 6:168-171, 7


Various case studies from New Zealand institutions will be discussed including New Zealand Film Archive and Aratoi. Resources tba

Further reading:
Ara irititja project Australia:
www.irititja.com/


13) July 23  Governance and Policy

McCarthy 2011 chap 6: 147-63

Policy documents will be handed out from Whanganui Regional Museum on kōiwi, loans, repatriation, and access

See also Auckland Museum policy website:

http://www.aucklandmuseum.com/165/governance-policies

Further reading:

14) July 30  Collections


Further reading:

Auckland Museum database; http://www.aucklandmuseum.com/59/collection-databases
Auckland Art Gallery database; http://www.aucklandartgallery.com/the-collection

15) Aug 6  Exhibitions

For this class, we will look at slides of Māori exhibitions from New Zealand museums

McCarthy 2011 chap 6: 177-88

McCarthy 2007 chap 5


Further reading:

Tariana Turia’s opening speech for Te Pihi Mata Whanganui Regional Museum:
http://www.infonews.co.nz/news.cfm?l=1&t=0&id=10883

16) Aug 13  Repatriation

McCarthy 2011 chap 7: 216-221


Further reading:
Bienkowski draft chapter from Māori McCarthy 2013.

17) Aug 20  Case study: Whanganui Regional Museum

McCarthy 2011 chap 6: 196-201


Further reading:


18) Sept 10  New directions

McCarthy 2011 chap 7-8

Australian Museum virtual museums project:


http://journal.lib.uoguelph.ca/index.php/perj/article/viewFile/330/848

Further reading:

Sept 17  Māori heritage

A panel of professionals speak about current and emerging trends and issues in the broader Māori heritage sector:

Elizabeth Pishief, Auckland Regional Council
Michelle Horwood, Victoria University
Huhana Smith, heritage consultant
19) Sept 24  Research/preparation of seminar

20) Oct 1  Research/preparation of seminar

21) Oct 8  Research/preparation of seminar

22) Oct 15  Seminar
ASSESSMENT

The course is internally assessed on the basis of two written assignments, a seminar and a project:

1. Review 1,500 words of article or book 20% due Mon April 23
2. Essay 3,000 words 30% Thurs May 31
3. Seminar 20mins 20% Mon Oct 15
4. Research project 5,000 words 30% due Tue Oct 23

Topics for essays, research seminars and projects are agreed in advance after consultation with the course coordinator.

Relationship of Assignments to Course Objectives

These assignments should assist students to

• develop a historical and theoretical understanding of the display of Māori culture in museums, exhibitions and tourism

• develop an understanding of knowledge sources for museum history and theory in New Zealand

• investigate aspects of museum and heritage audiences in their social context

• complete an original piece of research in museum studies which balances academic history and theory with an understanding of professional practice

Kaumatua at opening of exhibition Christchurch Art Gallery
WORKLOAD AND MANDATORY COURSE REQUIREMENTS

Workload Guidelines

As a general rule, each course requires a time commitment equivalent to a full working day (inclusive of teaching or seminar time) for every week of the academic year.

Mandatory course requirements

The minimum course requirements which must be satisfied in order for students to be eligible for assessment for a final grade are:

- completion of all three assignments and seminar
- attendance at 90% of seminars (i.e. 21 out of 24 seminars).

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the Calendar webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic.

Academic Integrity and Plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University’s learning, teaching and research activities are based. Victoria University’s reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else’s work as if it were your own, whether you mean to or not. ‘Someone else’s work’ means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
• Information from the internet
• Software programs and other electronic material
• Designs and ideas
• The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University’s website: http://www.victoria.ac.nz/home/study/plagiarism.aspx
BIBLIOGRAPHY

Set text:


All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 13 February to 16 March 2012, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 4 of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Selected reading:


Fowler, Leo ‘East Coast Tribes Have a Modern Whare Wananga.’ Te Ao Hou 1959, 24-27.


——. ‘Nga Whare Taonga me Te Tangata Whenua o Aotearoa: Museums and the Maori People of New Zealand.’ MA thesis Museum studies, Leicester University, 1988a.


———. ‘Maori participation in Museums.’ *Pu Kaea,* December 1997c, 10-11.

Meredith, Paul. ‘‘Going Beyond the Bi-Cultural vs Multi-Cultural Debate.’’ *Tu mai: offering an indigenous New Zealand perspective,* no. 5 (1999): 24-25.


Milbank, Bill. ‘‘Responding to current energies in Maori art.’’ *AGMANZ Journal* 16 no. 4 December (1985c): 15.


Motu, Greg. ‘‘How can the natural history components of museums become more relevant to iwi interests?’’ *New Zealand Museums Journal* 26 no. 2 Summer (1997): 31-3.


O’Regan, Gerard and David Russell. ‘To bury or not to bury: The future of our kōiwi tangata.’ *Te Karaka*, Raumati/Summer 2003, n.pag.


Tumahai, Danny. ‘New Māori policy initiatives at the Auckland War Memorial Museum.’ *Te Ara*, 27 no.2: 41-3.


*Mana Whenua* exhibition at Te Papa 1998, including *Te Hau ki Tūranga* (Rongowhakaata), *Te Takinga* (Ngāti Pikiao), and pounamu (Kai Tahu).