**ACADEMIC PROJECT SUBMISSION DETAILS:**

<table>
<thead>
<tr>
<th>Supervisor/s:</th>
<th>Te Kahautu Maxwell</th>
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</thead>
<tbody>
<tr>
<td><strong>Project Title:</strong></td>
<td>Ko ngā kurahuna o te Kai Piro a te Māori: The narratives associated with traditional fermented foods of the Māori.</td>
</tr>
<tr>
<td><strong>Field:</strong></td>
<td>Māori</td>
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<tr>
<td><strong>Division/School:</strong></td>
<td>Faculty of Māori &amp; Indigenous Studies</td>
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**EXPECTED OUTCOMES:**

1. Completed a literature review.
2. A collation whakatauāki (proverbs) pertaining to traditional Māori kai and fermented kai, kai piro of the Māori.
3. Write a ethnographic journal of the tohunga and their respective gathering, harvesting and preparing kai Māori for the fermentation process.
4. Complete a 10,000 word research report.

**STUDENT TASKS:**

1. Complete a literature review.
2. Collate whakatauāki (proverbs) pertaining to traditional Māori kai and fermented kai, kai piro of the Māori.
3. Complete an ethics proposal to interview 3 tohunga mahi kai piro a te Māori (experts who practice the traditional fermentation of Māori foods).
4. Transcribe the interviews of the tohunga.
5. Write a ethnographic journal of the tohunga and their respective gathering, harvesting and preparing kai Māori for the fermentation process.
6. Complete a 10,000 word research report.

**REQUIRED SKILLS:**

1. Analytical skills
2. Research skills
3. Good writer
4. Good time management
5. Tikanga Māori orientated
6. Korero i te Reo Māori
PROJECT ABSTRACT:

This research project will focus on Kō nga kurahuna o te Kai Piro a te Māori: The narratives associated with traditional fermented foods of the Māori. The student will be required to:

1. Complete a literature review.
2. Collate whakatauāki (proverbs) pertaining to traditional Māori kai and fermented kai, kai piro of the Māori.
3. Complete an ethics proposal to interview 3 tohunga mahi kai piro a te Māori (experts who practice the traditional fermentation of Māori foods).
4. Interview 3 tohunga who maintain the practice of gathering, harvesting and preparing kai Māori for the fermentation process.
5. Transcribe the interviews of the tohunga.
6. Write an ethnographic journal of the tohunga and their respective gathering, harvesting and preparing kai Māori for the fermentation process.
7. Complete a 10,000 word research report.
# ACADEMIC PROJECT SUBMISSION DETAILS:

<table>
<thead>
<tr>
<th>Supervisors:</th>
<th>Jessica Pasisi</th>
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</thead>
<tbody>
<tr>
<td>Project Title:</td>
<td>Niue health and wellbeing writing 1800-1980</td>
</tr>
<tr>
<td>Field:</td>
<td>Pacific and Indigenous Studies</td>
</tr>
<tr>
<td>Division/School:</td>
<td>Faculty of Maori &amp; Indigenous Studies</td>
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</tbody>
</table>

## EXPECTED OUTCOMES:

1. A list (spreadsheet) of relevant Niue texts.
2. An annotated bibliography of relevant Niue texts and authors.
3. A thematic analysis of key texts by Niue authors on health and/or wellbeing.
4. Participation in a workshop organised by the supervisor at the end of the research period.
5. A brief media recording of key research findings and experience.

## STUDENT TASKS:

1. Identify all texts published by Niue people through the period 1800-1980.
2. Read through texts, identifying the pieces that have been written by Niue people.
3. Develop a spreadsheet with notes on each text, including your own thinking and possible themes relevant to health and wellbeing.
4. Choose a small number of writers or texts that you think are important and analyse their work in more detail.
5. Create a media recording or present in person, a brief overview of your key findings in a research workshop.

## REQUIRED SKILLS:

1. Familiarity with Vagahau Niue (Niue language) would be an advantage.
2. Some background in Pacific Studies or a related field.
3. An interest in the legacy of writing in the Pacific region.
4. An interest in Niue health.
5. Confidence with (or a willingness to learn) database searches and spreadsheets.
6. Critical reading skills and confidence (or a willingness to learn) coding and thematic analysis.

## PROJECT ABSTRACT:

This project seeks to identify Niue people who published writing from 1800-1980, specifically on areas of health and wellbeing. This time period includes early Niue contributions and publications to missionary documents, local and regional periodicals, journals, and other newspapers. The idea of this project is to identify and develop a database of the texts published by Niue writers during this period and then to thematically code and analyse articles or texts that are relevant to health and wellbeing. This will connect to a broader project that looks at Niue concepts and perspectives of health and wellbeing.
ACADEMIC PROJECT SUBMISSION DETAILS:  

**Supervisor/s:** Haki Tuaupiki  

**Project Title:** He Puhikamoana, he Puhikaiariki: Māori leadership and Māori student politics.  

**Field:** Māori leadership / Student politics  

**Division/School:** Faculty of Māori & Indigenous Studies  

EXPECTED OUTCOMES:  

1. This research will grow the discipline of Māori leadership, Māori student leadership and student politics  
2. Support a student develop/refine research skills to launch into higher study  
3. I want to grow a cohort of Māori students who aspire to follow on to PhDs  
4. The creation of new knowledge  

STUDENT TASKS:  

1. Literature review of selected related material  
2. In depth critique of selected past and present Māori student leaders  
3. Literature search  
4. Poster presentation  

REQUIRED SKILLS:  

1. Strong knowledge of te reo Māori  
2. A Background in Māori student politics  
3. Research skills - Literature review and referencing  
4. Critical thinking  
5. Independent learner, punctual and committed  

PROJECT ABSTRACT:  

This summer project explores Māori leadership with a lense on Māori student politics. This study will contribute to the literature that helps to define what Māori politics is. The project seeks to understand current Māori leadership in industries such as law, education, health and Māori education. Past and current Māori leaders who came through tertiary study and were active in advocating for students, student politics, kaupapa Māori and Tino Rangatiratanga inspire the direction of this study. This summer project will focus on how this time in their lives contributed to their current leadership and how it shaped the way that they would work for the betterment of tangata whenua.
**ACADEMIC PROJECT SUBMISSION DETAILS:**

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<tr>
<th><strong>Supervisor/s:</strong></th>
<th>Haki Tuapiki</th>
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<tbody>
<tr>
<td><strong>Project Title:</strong></td>
<td>E kau ki te tai - Oceanography and Māori</td>
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<tr>
<td><strong>Field:</strong></td>
<td>Māori studies/maritime studies</td>
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<tr>
<td><strong>Division/School:</strong></td>
<td>Faculty of Māori &amp; Indigenous Studies</td>
</tr>
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**EXPECTED OUTCOMES:**

1. This research will contribute to informing my Marsden Fast-start Māori voyaging navigation project
2. Support a student develop/refine research skills to launch into higher study
3. I want to grow a cohort of Māori students who aspire to follow on to PhDs
4. Uncover Māori oceanography knowledge which exists
5. The creation of new knowledge

**STUDENT TASKS:**

1. Annotated bibliography
2. In depth critique of the karakia 'E kau ki te tai'
3. Interviews x 3
4. Transcribe interviews
5. Poster presentation

**REQUIRED SKILLS:**

1. Strong knowledge of te reo Māori
2. Research skills
3. Keen to learn how to transcribe
4. Critical thinking
5. Independent learner, punctual and committed

**PROJECT ABSTRACT:**

Māori as oceanographers is evidenced through a sophisticated navigation system, advanced waka design and construction which enabled and continues to enable current Māori waka to make long-distance, non-instrument voyages across Polynesia. This project provides the opportunity to investigate both ancient and contemporary mātauranga Māori relating to Māori maritime knowledge and traditions. It aims to critique an ancient voyaging karakia of the Northern iwi 'E kau ki te tai', locating embedded navigation knowledge.
## ACADEMIC PROJECT SUBMISSION DETAILS:

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<thead>
<tr>
<th>Supervisor/s</th>
<th>Hineitimoana Greensill</th>
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<tbody>
<tr>
<td><strong>Project Title:</strong></td>
<td>Te oranga o te tangata, he whenua: Indigenous environmental issues and approaches to sustainability</td>
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<tr>
<td><strong>Field:</strong></td>
<td>Māori and Indigenous Studies</td>
</tr>
<tr>
<td><strong>Division/School:</strong></td>
<td>Faculty of Māori and Indigenous Studies</td>
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## EXPECTED OUTCOMES:

1. A word document or spreadsheet identifying key audio-visual and web-based material relating to 21st century Indigenous environmental issues in Aotearoa, Canada, North America and the Pacific.
2. A poster outlining the findings of your research.
3. Participation in an induction workshop.
4. Participation in a media workshop run by the Faculty of Māori and Indigenous Studies, and presentation of a research summary at the workshop.

## STUDENT TASKS:

1. Identify key audio-visual and web-based material relating to 21st century Indigenous environmental issues in Aotearoa, Canada, North America and the Pacific.
2. Create a document with relevant titles, web links and a summary of the content of each resource, including key themes.
3. Create a poster outlining the findings of your research.
4. Choose a small number of sources you think are important, and analyze them in more detail - for sharing at a workshop organized by the Faculty.

## REQUIRED SKILLS:

1. Good reading, note taking and organizing skills
2. Some background in Māori and Indigenous Studies or a related field
3. An interest in Māori and Indigenous environmental values and approaches to sustainability
4. Confidence with (or a willingness to learn) database and web searches, critical reading and spreadsheets

## PROJECT ABSTRACT:

This project seeks to identify key audio-visual and web-based material relating to 21st century Indigenous environmental issues in Aotearoa, Canada, North America and the Pacific. Of particular interest are materials that also explore Indigenous environmental values and notions of what is sacred, Indigenous environmental activism, and trans-national networks. The idea is to centre the voices of Māori, Pacific and other Indigenous peoples in this project. After identifying relevant sources, you will spend some time creating annotations that provide information about the content of each resource, including key themes.