Semester Syllabus

HECUA
Higher Education Consortium for Urban Affairs

EcoQuest Education Foundation
Te Rarangahau Taiao

Aotearoa New Zealand: Culture and Environment - A Shared Future
28 Kohi-Tātea - 14 Haratua 2019
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Charles Dawson
Programme Director
Tel: (mobile) 021 029 29 802; (landline) 04 479 0123
From the U.S.: 011 64 4 479 0123
Email: charles.dawson.nz@gmail.com

Peter Horsley
Programme Founder & Mentor
Tel: 021-570-417
Email: peter.horsley.nz@gmail.com
Please note: some parts of the programme may be subject to change due to weather or other unforeseen circumstances. You will be advised of any changes with appropriate notice. In Wellington, please consult our shared calendar (which we’ll set up with notifications) for updates.
Programme Overview and Aims

New Zealand Culture and the Environment: A Shared Future is an interdisciplinary programme devoted to the interconnections of society and the environment in New Zealand. You will:

- Develop an understanding of New Zealand history and contemporary and evolving attitudes towards that history.
- Develop ways to think critically about the interrelationships of social, cultural, political, economic, and environmental realms in New Zealand today.
- Develop understanding of and ways to think critically about approaches to and movements for social change in New Zealand today.
- Experience an internship linked directly to programme themes that consolidates and extends applied skills and exposes you to new communities of interest.
- Be equipped to engage with parallel concerns and actions in your home environment.

Programme Structure and Credits

New Zealand Culture and the Environment: A Shared Future has one curriculum with four 4-credit courses that represent different modes of teaching and learning:

A. Māori Perspectives, Pluralism, and National Identity
B. Sustainability, Ecology, and New Zealand Environmental Policy
C. Internships, Field Work, and Integration
D. Independent Study Project

Total: 4 course credits / 16 credit hours

The four courses are delivered simultaneously and as a whole. The programme provides a full United States academic semester (four courses, sixteen semester credits, or twenty-seven trimester credits).

The programme is full-time, five days a week (16 credits = around 48 hrs/week). During the first month, our travel phase, there are classes and site visits, lectures and discussions most days. After that trip, in Wellington, classes/meetings/studies, etc. are scheduled two days a week and the internship is expected to be three days, or about 20-24 hours weekly.
Course Descriptions

A. Māori Perspectives, Pluralism, and National Identity

In Māori Perspectives, Pluralism, and National Identity, you develop an understanding of New Zealand history and contemporary and evolving attitudes towards that history. You learn ways to think critically about approaches to and movements for social change in New Zealand today. You become able to situate New Zealand history within a set of other colonialist histories, including that of the United States, and to situate Māori movements for social change within a set of other indigenous movements, including some in the United States.

Key topics include:

- Māori perspectives on place, ritual, identity and history. The insights and evolution of mātauranga Māori (Māori wisdom, tradition and knowledge) and how these inform contemporary policy and society;
- the practices and protocols of the marae as a meeting and discussion space;
- the history of colonization in New Zealand, the Treaty of Waitangi, the Waitangi Tribunal truth and reconciliation process, and Māori protest and social movements;
- how contemporary New Zealand is moving towards a European/Māori dichotomy (a bicultural lens) through to a multicultural lens;
- how New Zealanders are debating the role of pluralism in New Zealand society and how these debates are shaping, or challenging, a cohesive national identity.

B. Sustainability, Ecology, and New Zealand Environmental Policy

In Sustainability, Ecology, and New Zealand Environmental Policy, you analyse the interrelationships of social, cultural, political, economic, and environmental realms in New Zealand today. You also learn about approaches to and movements for social change in New Zealand as they relate to sustainability and environmental policy concerns.

Key themes include:

- perceptions of nature in New Zealand
- key strategies used to address pressing environmental issues in New Zealand
- Māori knowledge systems and how they have informed environmental-management/conservation law and practice
- significant sustainability frameworks that New Zealand has developed, the effectiveness of certain frameworks, and the initiatives that are still required
- how citizens are addressing environmental problems, and initiatives at the local level
- contradictions and ways to resolve contradictions between New Zealand’s “green and clean” image and its dependence on trade and globalization, and on extractive and resource-intensive industries
C. Internship, Field Work, and Integration

The Internship, Field Work, and Integration seminar aims to help you connect theory and practice. This course includes three components: (1) the structured internship of 21 days (over seven weeks), in Wellington beginning the week you arrive there, (2) field visits related to the programme, and (3) class discussions that tie together practical insights from internships/studies with theoretical analyses from readings. Your own sustained intention and attention to integrative learning weaves together these three activities into one course.

The internship component aims to enable you to observe, and be directly involved in, processes of social change or environmental issues you have studied in classroom and other settings. Site visits are designed to illustrate, amplify, or contest material explored in the classroom. Time spent intentionally on integration fosters your abilities to connect learning across the various courses and components of the programme, helping you tie together or put into new tension insights from what they have studied in New Zealand history, sustainability frameworks, Māori thought and practices, environmental management strategies, citizens' and local initiatives, and what you have observed at your internship placements.

With your commitment, the course helps you to:

- develop and adapt to new working relationships, cultures and practices, and formulate and articulate connections between classroom teaching and learning, and experience
- meaningfully synthesize connections among theories explored within the classroom and experiences outside the classroom, and across disciplines and perspectives
- transfer and apply skills, abilities, theories, or methodologies gained in one situation to new situations
- reflect and self-assess, developing further understanding of yourselves as learners
- envision a future self across multiple and diverse contexts.
D. Independent Study Project

The Independent Study Project allows you to explore a research topic tailored around your individual learning and career objectives. You pursue a research question on a particular issue relevant to one or more of the major themes of the programme, and by the end of the semester produce a 5000 word paper (or other project as agreed). The topic must be approved by the Programme Director and staff. We’re here to support you. The paper will be completed in iterative stages over the course of the programme, and needs steady evening/some weekend attention in the Wellington phase.

In this course, you will develop your skills in:

• Identifying a creative, focused, and manageable topic that offers a potentially significant avenue for exploration
• Synthesizing appropriate amounts of information from relevant sources representing various points of view
• Designing an appropriate methodology or theoretical framework, ideally across disciplines
• Working alone and with peers to develop approaches and draft
• Coming to a conclusion that logically emerges from the findings
• Discussing relevant and supported implications and limitations
• Presenting findings and conclusions orally in a semi-formal setting
Learning Style

The Pedagogy: How We Teach and Learn

- For more than 40 years, HECUA has been taking students off-campus and into partnerships with local practitioners in immersive and structured experiential learning programmes. HECUA’s philosophy of teaching and learning is centred on the idea of a learning community where all are teachers and all are learners. A high quality experience for all demands that each of us commits to invest fully in this experience and contribute to the social process of learning. Therefore a large part of your grade is based on participation, reflection, and collaboration. The topics we will cover in the programme are complex and interrelated.

- The programme is interdisciplinary. You hear from faculty, community practitioners, leaders, scholars and activists, who share insights and methodologies from ecology, philosophy, sociology, political science, anthropology, gender studies, history, cultural studies, Permaculture, resource management, farming, popular culture, and indigenous studies. These many approaches illustrate how society and the environment in New Zealand are interconnected.

- It is integrated. The theory and practice are directly linked, and you are encouraged to foster those links but making time to journal, draw, reflect and discuss the issues.

- It is experiential. You are invited to explore key socio-economic and cultural issues in New Zealand using personal and professional as well as academic lenses. Site visits in February consolidate or enliven texts, while the internship placements provide direct applied experience in professional settings.

- It is a holistic approach to learning. You are invited to engage with questions facing contemporary New Zealand not simply as impartial observers, but as actors whose unique values, perspectives and choices can have a profound influence on the world. Internships offer close engagement with issues within community.
He moana pukepuke e ekengia e te waka.

A choppy sea can be navigated by a canoe.

Kaua e rangiruatia te hāpai o te hoe; e kore tō tātou waka e ū ki uta.

Do not lift the paddle out of unison or our canoe will never reach the shore.
Assessment and Assignments

Assignments aim to measure student achievement and progress in each of the four courses.

Grading Scale: A= Excellent; B= Very Good; C= Average, D= Below Average; F= Failing.

We use this grading scale:

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<thead>
<tr>
<th>Grade</th>
<th>Marks</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
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<tr>
<td>A-</td>
<td>90 - 92</td>
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<td>F</td>
<td>below 65</td>
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**Assessment Expectations**

One purpose of the assignments is to foster and energise your interests and learning. The assignments also get you involved in aspects of the course themes and relevant material from New Zealand that you may not know of or that we do not have time to cover in class. Staff are very keen to support your own voice and interests in this work. Evening and weekend time will be required for many as the internships do take up a lot of the Wellington times.

The group and internship assignments will further reveal and vary your skill set. Consider ways to foster and develop community or internship engagement. Indeed HECUA students often have access to primary insights from internships and should not hesitate to use those insights where relevant and offered with full consent.

If you’re working on a paper that seems to be going nowhere, reach out to staff and peers to find a way through the quagmire and towards a topic and mode of writing that unleashes your own interests, passions and energy.

All assignments are expected on time. If you have a legitimate reason for turning an assignment in late, and if you talk to Charles in advance, there is a good chance something can be worked out. If you simply turn in a paper late, you will be penalized, unless an extension is/has been granted. (Each day that passes will drop your grade one increment (following the A, A-, B+, B etc. grading scale). For example, if you turn in an A level paper one day late it receives an A- and so on.)

**Submitting Assignments**

Submit assignments once you are in Wellington (and when in wifi accommodation on the road) online via the HECUA Moodle portal (http://moodle.hecua.org). There are other times when we are on the road that handwritten work is fine or indeed the sole option. When we are without internet you can rely on the books we carry, and your Reader, and your digital resource library (a flash drive with enough info for a Masters).

Assessment tasks are listed in the following section. Please ask if something is not clear. In this programme we list various components of an assignment that will guide you as to content and our expectations. Rubrics for some larger assignments addresses key aspects of our grading criteria. IN sort: be engaged, thorough, creative: find topics that promote that energy in you.
When grading, staff do not begin at 100 and dock points. Rather, you earn those points. We encourage your creative thinking, clear and engaging writing, scholarly rigor, and accurate use of a varied and engaged range of sources. Criteria for assessment are in each course section below.

**Participation Assessment Criteria**

**A**
- Demonstrates excellent preparation: has analyzed information exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).
- Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further.
- Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students’ comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.
- Demonstrates ongoing very active involvement.

**B**
- Demonstrates good preparation: knows reading facts well, has thought through implications of them.
- Contributes well to discussion in an ongoing way: responds to other students’ points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter or lateral to the majority opinion.
- Offers interpretations and analysis of material/sites/speakers/internships (more than just facts) to class.
- Demonstrates consistent ongoing involvement.

**C**
- Demonstrates adequate preparation: knows basic reading facts, but does not show evidence of trying to interpret or analyze them.
- Offers straightforward information (e.g., straight from the reading), without elaboration or very infrequently (perhaps once a class).
- Does not offer to contribute to discussion, but contributes to a moderate degree when called on.

**D**
- Demonstrates sporadic involvement.
- Present, not disruptive.
- Tries to respond when called on but does not offer much.
- Demonstrates very infrequent involvement in discussion.

**F**
- Absent

**Participation Template form**

Use the Participation Template form (In digital drive under ‘Program Info’) and fill it out regularly through the semester to inform your own and faculty’s understanding /assessment of your sense of your participation.
A. Perspectives: Tangata Whenua, Pluralism and Aotearoa

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<thead>
<tr>
<th>Assignments</th>
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<tr>
<td>A. 1 - Inquiry Questions</td>
<td>Weeks 2-5</td>
<td>30%</td>
</tr>
<tr>
<td>A. 2 - Perspectives Kōrero</td>
<td>Week 12</td>
<td>20%</td>
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<tr>
<td>A. 3 - Response Piece</td>
<td>Week 15</td>
<td>20%</td>
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<tr>
<td>A. 4 - Participation</td>
<td>Ongoing (Wks 1-5 especially)</td>
<td>30%</td>
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<td>Total</td>
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A. 1 - Inquiry: Questions and Reflections

Due

Week 2: 5 pm Tue 5 Feb
Week 3: 5pm Fri 15 Feb
Week 4: 5pm Sunday 25 Feb

Introduction

This group of writing exercises is designed to help you ground yourself in Aotearoa, harness some language and scholarship around key - often Māori - concepts or issues, and process some of the discussions and ideas/places/moments you have experienced. You’ll use those moments as partners to relevant readings and ideas or to pose questions you would like to explore further on paper and in groups.

You will submit three pieces of writing in our trip. You can weave/offer an analytical research response, and a more journal-like response.

Think of them as a personal space for processing some of the large amounts of new information, respond to reading/insights individually, and tease out the links between readings, sites, speakers and species: experiences that were significant for you. You’ll contextualise these experiences by writing about key species or site elements, speakers and readings.

Consider the context of the learning moment; use the readings, places and talks to help provide that context.

The Task

For each Inquiry you are required to, in relation to each Inquiry Topic:

1. Describe an experience/encounter from the week that is sticking with you that relates to the Inquiry Topic for the week. Expand on this experience/encounter/understanding with reference to articles in the reader, class discussions, and learnings from staff. (300-400 words).

2. Offer a question (or 3!) that has arisen for you in the previous week of the tour - something that you would love to dig into more, find yourself pondering, or is leading to a new understanding for you. These will be open ended questions that can lead to a discussion. Also provide a short description (100-200 words) of context/explanation of the question - why it is interesting/intriguing; how it relates to the theme of the week; and, how it relates to your interests/study areas.

3. Free flow. Create a more personal response to the Inquiry Topic for the week. This could
be in the form of a journal/diary excerpt, a
drawing, photographs, music, poetry, found
object(s)... etc. No specific requirements for
amount of content, though please check the
assessment criteria for what we are looking for
in the responses.

These assignments are within the A. Māori
Perspectives course, however they may also
lay the groundwork for your ISP Course, and
one area could potentially become your ISP.

Inquiry Topics

Week 2: Mauri + Kaitiakitanga

Tangata Whenua concepts that you
will know about from the teachings of
Ngarangi, can discuss with the staff, and
the ‘Māori Perspectives’ section in the
Reader.

Week 3: Radical Raglan

We will visit numerous sustainable projects
in Whaingaroa / Raglan and learn more
about Māori rights: we suggest you use
one or a mixture of these for this weeks
inquiry.

Week 4: Ngāti Rangi/your focus

Particularly our time at Ngati Rangi,
though throughout the tour water is a
major theme. Make use of Ngarangi,
Keith at Ngati Rangi, and the ‘Māori
Perspectives’ section in the Reader. Etend
your writing/creation to include any
elements.

Assessment Criteria

Criteria for assessment: The final mark
will attend more closely to the analytical
component of the writing and be informed by
these criteria:

• Your awareness and responsiveness
to field experiences; your inclusion
of speaker points and site specifics
(which is why keeping notes helps);

• Your engagement with research/readings/
visits/stories that demonstrates
close reading and use of quotations
that align with your topics.

• Going beyond summarising the readings
or experience, to pose new open questions,
points of comparison and difference with
past experiences.

Submit on a flash drive (when we’re away from
wifi), drop into Google Drive ‘Hand Ins’ Folder,
and/or submit physical elements to Charles.
• **A.2 Perspectives Kōrero**

**Due**  Week 12

**Introduction**

A presentation on key Te Tiriti principles/ Tangata Whenua understandings.

**The Task/He Mahi:**

A ten minute presentation and further Q&A session, embedding and facilitating discussion, using imagery/art, slides, objects, waiata, movement and/or other devices. Respond to an area of interest, weave in insights from NZ history and current events, think about Te Tiriti and decolonisation and even ways an object, story, artwork, song or exhibition or article brings these issues to the fore. A longer paired kōrero may work; just ask staff. Possible topics:

• Whakapapa and Colonisation. How have Māori women or artists challenged colonisation? How does the arts/protest/resurgence create strength for their culture, and how could contemporary Pākehā (and US; is there a difference?) culture honour partnership?

• Te Tiriti and Worldviews. What are the gaps in understanding of the principles in Te Tiriti when translated to European understandings/conceptions, and how has this affected the Treaty Relationship?

• Kaitiakitanga, Whenua and Tangata. What are Tangata Whenua understandings of their connection to the earth and each other, and how is this informing current approaches to environmental and social justice issues?

• Te Reo and Cultural Renaissance. What have Tangata Whenua done in relation to their language or arts over the past 40 years, how has this affected the strength of their contemporary culture, and how has it added to Aotearoa New Zealand society?

• Tangata Whenua and Property. What are the key differences between local indigenous and Tangata Tiriti conceptions of land ownership? How are these differences playing out in policies like co-governance and the legal identities of land, and what tensions still exist? Name items from news/policy this season.

• Weave in learnings from The Tour, Ngati Rangi, Ngarangi, readings (esp. www.e-tangata.com and Treaty principles notes - digital drive), your own research, and discussions with the crew - we want your opinion and current understandings in here, along with perspectives from external sources. Test out your understandings of the Treaty as you’ll apply them in essays, and pose questions for all to help with.

Work to involve your audience in the presentation, allowing for input and discussion.

**Assessment Criteria**

• Understanding of Tangata Whenua conceptions

• Ability to translate these conceptions into ‘Western’ explanations and reflect on both lenses.

• Forming of links between the indigenous concepts, and the ways they practiced/played out in a colonial society, and in a Te Tiriti relationship (Treaty principles & policies).

• Identification of ways European culture can learn from local indigenous culture.

• Ability to convey information clearly, and engagingly.

• Ability to include the audience within the presentation and discussion.
‘...that is what my journals are about to this day. Moments of being in the world that I want to save. Pictures of the world that I have witnessed... To reread the journal is to see oneself seeing.’


‘We tend to use reflection when we are trying to make sense of how diverse ideas fit together, when we are trying to relate new ideas to what we already know or when new ideas challenge what we already know (i.e. taking a deep approach to learning). Reflection is the process we use when working with material that is presented in an unstructured manner, not organised and purified as in a traditional curriculum.’

Jennifer Moon, ‘Learning Journals.’ UCD 2010
A. 3 - Response Piece

Due

Write during an extended morning in week 15

Introduction

This response piece will highlight and comment on key experiences from our first month’s trip, and other key learning that flowed from it. It can also draw on aspects of your whole semester. The purpose of the paper is to help process, synthesize and integrate your experiences with the course themes and activities.

This piece is about getting writing to work as a processing and observational tool.

You are encouraged to bring notes, prepare aspects early (tie in with Integration logs) and use images, art, poetics, creative forms.

The Task

A written piece - c.1800 words - that tells the story of the new understandings you have gained through the tour, along with the stay in Wellington. Dig into these new understandings, and link with research, others’ stories, articles from the Reader, experiences, your own history, and teachings from people you’ve met.

Include aspects of lectures, readings, and field trip experiences. We do not wish to restrict the paper’s mode or form too tightly, given that you will have specific and personal responses. Draw on insights shared by Ngārangi and Ngāti Rangi, our discussions, and your own inquiry questions. Feel free to draw on articles or readings from other courses that occur to you as points of comparison or entry into a description. You are welcome to use some photos, drawings, poems or site-recollections to initiate/underscore parts of your discussion.

The piece can ponder some of the components of your own cultural and learning “lens” and to reflect on how these components relate to an analysis of the cultural and geographic diversity of the journey as it informs your learning overall. You are strongly encouraged to bring your field experiences with Ngāti Rangi and Ngārangi and Waitangi Tribunal and Māori authors into the piece as a ‘way in’ to these issues, and to draw on your own choice of articles and our Reader or items in the Syllabus, such as the Kahui Maunga Waitangi Tribunal report or the Ward, Mikaere and Hutchings articles. Readings can provide context. For example, the Patterson, Consedine, Ritchie, Marsden, and ‘Identity’ items in the Reader are useful when addressing Māori cultural elements.

Assessment Criteria

• The description of an event or issue is robust. [It] provides an adequate focus for further reflection. It includes: a statement of observations; comment on personal behaviour; comment on reaction / feelings; comment on context.

• Additional ideas. Your paper demonstrates: the introduction of (any) additional ideas to the description; the addition of: further observations; relevant other knowledge, experience, feelings, intuitions; suggestions from others; new information; formal theory; other factors such as ethical, moral, socio-political context (in the New Zealand context, the biocultural aspects of the Māori world view, the differences between the NZ and some US contexts, the matter of scale, the ways ideas appeal to you, and why (what are you drawn to?).

• Reflective thinking: Your piece demonstrates the ability to work with unstructured material; and the linking of theory and practice. Use at least 3-4 articles in the Reader/from your research.
A. 4 - Participation

Due

Throughout the course.

Introduction

Participation is a crucial part of all HECUA courses. Participation includes attendance, your level of engagement in classes, guest lecture sessions, interactive discussions, field visits.

The Task

- Participation assumes particular relevance in this course where indigenous methods of engaging with people and place (the world of tangata whenua, people of the land) are crucial.

- To that end, your effort in:

  - Learning (and especially performing, via singing or signing!) Māori waiata (songs);

  - Attending to tikanga and kawa (protocols and rules on the marae or tribal gathering place) assume real importance.

  - Learning about Māori concepts and words become key parts of participation.

  - The road trip is team-oriented: we regard participation in all ways highly and love to work together.

  - Level of sharing and engagement in Reflection Circles - developing openness both in listening and sharing.

Assessment Criteria

- See Participation Assessment Criteria.

Participation Template form

Use the Participation Template form (In digital drive under ‘Program Info’) and fill it out regularly through the semester to inform everyone’s understanding/assessment of participation.
**B. Policy: Sustainability, Ecology and Aotearoa**

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<th>Due</th>
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<tr>
<td>B. 1 - Policy / Issues Presentation</td>
<td>Week 4</td>
<td>30%</td>
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<tr>
<td>B. 2 - Policy/Issues Essay Proposal</td>
<td>Week 9 (29 Mar)</td>
<td>10%</td>
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<tr>
<td>B. 3 - Policy Paper</td>
<td>April 16, evening</td>
<td>30%</td>
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<tr>
<td>B. 4 - Participation</td>
<td>Throughout</td>
<td>30%</td>
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**B. 1 - Presentation**

**Due: 21 Feb**

**Introduction**

Group presentations and discussion on an issue arising from the field trip or programme themes) that interests each group will be canvassed, debated and analysed. The aim is to hone the ability to research and present information clearly and to canvas policy topics, issues and associated areas. You can also build these initial explorations into a fuller policy essay, or even ISP, later in the term.

**The Task**

As a team (of 2-3 e.g.), give a 15-20 minute oral presentation of your findings. Each team member is expected to speak; the length of the presentation depends on the number of speakers.

Introduce, and explain your chosen topic, and provide a deep analysis of the surrounding issues in a local context.

The objectives are to:

- further develop and hone your ability to research, investigate from a variety of viewpoints, and provide context for a topical issue you’ve encountered*
- be able to answer questions and/or engage in discussion about your findings

*You have the option to build on and further develop your chosen issue/topic in your policy essay, or even your ISP, later in the semester. If you are interested in this, please discuss with staff.

**Methods**

Presentation style and delivery:

- Create a PowerPoint or other form of information delivery with care and with the intention of making a useful, informative presentation
- Engage with the audience – introduce yourselves, enable others in the class to interact with the material in a creative and useful way. Make sure that your eye contact, body language and energy are effective
- Make sure the presentation flows well – transitions between speakers should be smooth. Acknowledge points already made (or refer to points yet to be made) by team mates, avoid needless repetition. Refer to shared experiences where appropriate.
- Teamwork. Collaborate effectively – and share the load. This should be evident in your presentation.
Structure and content:

- Ensure your presentation has a clear structure: title, overview/outline, main findings, discussion, concluding statement(s), acknowledgements (including sources).
- We look for evidence of use of relevant literature, websites, media (if relevant), first-hand experiences, and other sources of information? Make sure you have covered the over-arching concepts and important details of the issue/topic, canvassed the range of views and their rationales, and do a good job of raising questions.
- Check that your information is up to date and accurate. This is important when speaking about facts such as species variation/characteristics, describing (Māori) concepts, or characteristics, or policy details.

Supporting documents:
You need to submit one document per team which:
- Provides a record of how students planned the tasks, organized themselves and their work, supported each other and worked together.
- Identifies where separate sections are the work of an individual.
- Provides a reference list as well as notes on the sources/references. These notes need to be succinct, informative and show evidence of a range of sources - including books, academic articles, reports, inquiry reports; site visits - speakers we have heard from; a range of viewpoints on the topic.

Topics

(Resources are in the Reader, and physical & digital libraries). Some possible case study areas include:

Māori women, feminism, ecofeminsim and paradigm shifts.

Geological and cultural elements of Tongariro National Park. Explain some of the geological uniqueness of “TNP”. Sketch the history of the park. Outline the Māori perspective of ngā maunga, and DOC’s efforts to incorporate this view and give effect to the Treaty relationship? What do iwi and the Waitangi Tribunal think of these efforts? Draw on Tipa, and Wood and Durie in the Reader, Ngāti Rangi documents and the Waitangi Tribunal’s Kahui Maunga report on Tongariro National Park (esp Vol 3 re contemporary conservation policy, at pp 887, 892, 907-962).

Critically assess current conservation biology policy/support for native birds. Use items in the ‘conservation’ and ecology folders, relevant reports from the PCE (Taonga of An Island Nation, Silent Forests) and DOC Recovery Plans. You can refer to a single bird such as kākāpō or kiwi, or conduct an analysis on wider conservation policy. Refer to PCE Reports, eds. org.nz, WWF, Forest & Bird and Notornis journal items and other items in ‘conservation’ digital drive folder and other books.

Māori and the criminal justice system: explore policy innovations and recommendations that attempt to respond to the disproportionate rate of Māori incarceration. Refer to programmes for Indigenous peoples in your state back home. See digital library ‘Maori/criminal justice’.

Maungatautari, fences + predators: present a deeper case study of this site, drawing on articles on the site, predator control methods, ecosanctuaries and the issues of scale in the Predator Free 2050 challenge; do we envisage 20 ecosanctuaries around NZ? What are the costs and community engagement or volunteer challenges in such endeavours? (See readings in ‘Program Info/Maungatautari’) and relevant PCE reports in Conservation/Predators’.

Environmental education, sustainability, and changing perceptions. How can environmental education change children’s views of nature? What tools (art, hands-on contact, documentaries, readings) might be used to affect such change? (See ‘Education’ digital library folder).
Kaitiakitanga (guardianship): explain some features of kaitiakitanga as discussed by Keith Wood, Ngārangi, Māori Marsden, and others. How does the practice feature in conservation policy and practice today? Draw on the “Treaty” folders, Wood and Durie in Reader, Ngāti Rangi readings, Waitangi Tribunal reports (such as Wai 262 (chs 3-4), & the Waitangi Tribunal’s Kahui Maunga report on Tongariro National Park (esp Vol 3, pp 887, 892, 945-962) and Spiritual Governance items.

Freshwater policy. What are some dominant challenges in NZ freshwater policy from different stakeholder perspectives? Areas could include: challenges for agriculture, iwi rights claims over freshwater, rural and urban water quality issues, innovations in policy collaboration and mitigation methods.

Aotearoa New Zealand’s Peace and non-violence movement: Parihaka and Treaty justice, protest and resurgence, past and present.

Other possible topics include
- Rongoā Māori (the use of Māori medicinal plants for healing)
- Themes in contemporary Māori arts;
- Gender and sexual orientation rights in New Zealand – the battle for rainbow recognition and rights in the NZ LGBTQI+ community
- Family violence prevention strategies in NZ
- Propose your own topic.

Assessment Criteria
Ability to make the methods in the Task outline come to life.
Understanding of issue, the range of voices in the debate, and policy context.
Linking of issues with policy implications; what is possible?
Diversity of source material.
Ability to work together.
Ability to share insight and understandings.
Clarity, accessibility and engagement of presentation.
Ability to engage audience in discussion.

B.2 - Policy Proposal
B.3 - Policy Paper/or Book Review

Due
B.2 - Week 9 Mar 29
B.3 - Week 11 end Mar 16

Introduction
A paper/review focused on a specific area and the related policy implications - expanding from the current context to include various viewpoints and movements around the issue; a critical assessment of the current status quo; and proposals for policy shifts/changes. Feel free to include photos, graphs or infographics.

Topics might include policies or issues such as:
- freshwater (Te Awa Tupua e.g.),
- Māori health strategy,
- Māori and the criminal justice system,
- conservation policy and co-management,
- oceans and fisheries policy,
- arts policy and a creative arts case study,
- family violence or LGBT rights policies and practices,
- language policy (Sign or Māori languages),
- The Declaration on the Rights of Indigenous Peoples in NZ,
- or your approved policy area (propose to staff).

You can also choose to craft a book review on one of these areas and contextualize reception of the book and its relevance to the issues by use of 3-5 academic articles on the area. Staff can point you to some books if you wish.

The Task
Proposal - 500 words; & check-in w staff
Paper/Review - 1500-2000 Words (excl. refs) and summary talk about it in class.

Proposal:
Why your topic matters: your identification of issues and policy challenges.
List source material (identify 4-5 relevant reports, books or journal articles)
Paper:

You could choose one of the following essay topics:

- What policy/policies impact your internship site, and how? Draw on relevant government Cabinet papers that set out the policy, the range of other recommendations suggested in those papers, independent responses to the policy, and any assessments of the policy’s function (drawing on work by the PCE, Office of the Auditor-General, NGOs or academics). Speak with your intern host and contextualise how the policy impacts on the ground. Topics might include education policy, funding decisions/cuts or wider decisions around conservation, urban planning, transport, or emission-reduction, e.g.

- Examine a tailored policy in a your selected topic area. Pay special attention to the Treaty of Waitangi’s principles and how they inform the issue. What has the Waitangi Tribunal said about the policy and what has the response to the Tribunal been? Where appropriate, ask how does the policy look through a Kaupapa Māori lens?

- Critically assess current conservation biology policy/support for native birds. Use items in the ‘conservation’ and ecology folders, relevant reports from the PCE (Taonga of An Island Nation, Silent Forests) and DOC Recovery Plans. You can refer to a single bird such as kākāpō or kiwi, or conduct an analysis on wider conservation policy. Refer to PCE Reports, eds.org.nz, WWF, Forest & Bird and Notornis journal items and other items in “conservation” folder digital drive and other books.

- Climate Policy. Critically assess recent (and planned) New Zealand climate change policies. Look at local climate advocacy groups for input into the ideal vs. the actual. How does New Zealand compare internationally? What recent political events are influencing this area?

- What international agreements around climate change are we signed into, and how are we tracking? What are the biggest policy shifts that have happened, and how is the Zero Carbon law different from previous policies?

Assessment Criteria

- Proposal digs into the issues, finds in-depth sources, and shares informed discussion of those with staff in check-in meeting.

- Use of Sources: Does the paper reflect careful reading of key published sources to share central concepts or to provide NZ examples? To what extent are academic reports or independent inquiry reports (for example, depending on topic, from the PCE, Children’s Commissioner, Human Rights Commission, Waitangi Tribunal, Royal Society of NZ, or social justice NGO or academic research) assessments used to support your inquiry into the policy or issue?

- Content: Is the content accurate? Have you covered key points about a policy or issue and (if appropriate) shown how it applies to the internship site, or informs it? Should be a New Zealand focus.

- Format: the paper will explain the policy or issue clearly then go on to analyse the policy using academic and opposition political party and think tank sources. Feel free to use graphics, images and relevant photos or diagrams.

- Referencing, citations: Are others’ ideas and quotes cited properly, including the use of page numbers for quotes?

- Your presentation of a short summary of your proposal and its context and core issues to class is robust and engaging.
B.4 - Participation

Due

Exercise 1: Week 2
Exercise 2: Week 8
Exercise 3: Week 9
Assessed throughout the course; plus each Wgtn week one person will bring prompt questions and points on topic of week.

Introduction

Participation includes a student’s level of engagement in classes, guest lecture sessions, interactive discussions, field visits, case study work & these exercises:

1. A look at freshwater policy views
2. Small group reviewing and reporting on a report for your policy paper.
3. A food systems review with hosts in your first week or two in Wellington

The Tasks/Nga mahi

- Policy Exercise 1: Freshwater policy - ‘information jigsaw’ exercise: the purpose of this group exercise is to identify the range of viewpoints inherent in the contemporary debate about fresh water quality in New Zealand. Student will end the exercise with an understanding of some varied viewpoints, and begin to track some possible sources. Students (in groups of 2-3) read about one angle on freshwater policy and then come together to present, compare and analyze the arguments and rationales used by the various stakeholders. Attention should be paid to the use of scientific evidence in each document. Each group will summarise key points in the reports/documents.

- Freshwater quality: National Policy Statement on Freshwater 2017+ the new govt’s stance;
- PCE briefings on water quality;
- DairyNZ & Federated Farmers: Representing the Farming Industry;
- Māori and water rights

- Policy Exercise 2: Policy essay sources: Review and share key recommendations from and responses to an independent report you are using for your ISP from a Commission of Inquiry such as:

  - www.pce.parliament.nz: environment
  - www.hrc.co.nz: human rights
  - www.superu.govt.nz - evaluation (what works for Māori in policy)?
  - www.waitangitribunal.govt.nz - Treaty/Tiriti

- Policy Exercise 3: Food miles, accessible nutrition and virtual ‘sunk’ costs: this exercise will involve you assessing the ingredients, price, packaging, provenance, and cost or other factors for a meal they cook with your host family during weeks 7-9 (times tba), and your notes on a review of the main local store in terms of accessibility, price, range etc. The aim is to learn from your hosts and the store/process to learn the variables of food access and markets in NZ.

- Policy Exercise 4: ISP, theory and lenses. Bring a mindmap along of your ISP issues + prepare to discuss theoretical options for your work. More detail in calendar

Assessment Criteria

Student group exercises will be evaluated on the following criteria:

- Critical reflection on a specified issue related to the course themes.
- Clarity of information and degree of involvement in group work;
- Your reflection in your participation logs.
C. Internships and Integration

### C.1 - Internship Launch

#### Part C.1.a Internship Launch

**Due**
Draft of learning agreement due end of first week at internship; it’s a living document that can alter.

**Introduction:**
Create a Learning Outcomes + Brief with your internship site. This will be a foundation piece for your relationship with your host organisation, and allow you to work collaboratively with them from the beginning of your internship.

The Task: Create a two page agreement between yourselves, your internship site and the HECUA staff that outlines a brief for your project there; agreements around shared expectations and responsibilities of the people involved; what your intended learning outcomes are; and any other information you deem relevant.

We will provide you with a skeleton agreement that has some suggestions for things to include, though you are welcome to come to whatever agreement with your hosts as you want!

**Assessment Criteria:**
- Thoroughness of the agreement that shows you have had good communication with your site hosts.
- Clarity of brief, project outlines and/or work agreements.
- Clarity, ambition and achievability of learning outcomes.
- Development and articulation of shared expectations.

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<th>Assignments</th>
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<td>Week 7 + then 8-11 (rostered)</td>
<td>15%</td>
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<tr>
<td>C.2 - Integration Log</td>
<td>Weeks 7-13 (weekly)</td>
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<tr>
<td>C.3 - Engagement with Internship</td>
<td>Throughout placement</td>
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<td>C.4 - Internship Presentation</td>
<td>Week 14</td>
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C. 1 - Integration Session

Part C.1.a Internship Launch

Due draft - end Week 7.

Introduction:
Create a Learning Outcomes + Brief with your internship site. This will be a foundation piece for your relationship with your host organisation, and allow you to work collaboratively with them from the beginning of your internship.

The Task: Create a 2-3 page agreement between yourselves, your internship site and the HECUA staff that outlines a brief for your project there; agreements around shared expectations and responsibilities of the people involved; what your intended learning outcomes are; and any other information you deem relevant.

We will provide you with a skeleton agreement that has some suggestions for things to include, though you are welcome to come to whatever agreement with your hosts as agreed!

The HECUA staff are included as we will be providing some oversight for the internship work, and part of the success of your work depends on clear communication with us and site hosts.

Talk with the people at your site in order to create this agreement/brief. They will know that this is part of your requirements and help you with it.

Assessment Criteria:
Thoroughness of the agreement that shows you have had good communication with your site hosts.

Clarity of brief, project outlines and/or work agreements.

Clarity, ambition and achievability of learning outcomes.

Development and articulation of shared expectations.

Part C.1.b Integration and wayfinding support

Due: Rostered weeks 6-12

Introduction
A presentation and/or story telling that opens up to a class discussion about your internship site, and your homestay + Wellington experience.

The Task
Host a 20 minute session in class which:

a] briefly introduces your internship site, your project.

b] reflects on how you personally are finding the internship - any great things, difficult times, things you’ve learnt, want more of, critiques of the organisations, inspiration for future work.

c] opens the discussion up to the rest of the class for input and support, comparisons with other situations, and a chance for sharing and support.
d] introduces your homestay hosts, neighbourhood, and new way of life.

e] brings up hilarious moments, tough times, observations of local culture/habit, reflections on differences and similarities with your own homes.

f] allows for sharing with other, discussion of your experience, and any formal or informal support if needed.

Use this time to gain as much input as you can from others that will help you in your work, your home life, and genuinely share the experience you are having.

The help you get from classmates can be both practical in a sense that it relates directly to your project/how you are dealing with home life, and it can be personal, in relation to how you are feeling with the internship and homestay.

**Assessment Criteria**

Ability to concisely tell the story of host organisation.

Depth of observations made of cultural similarities and differences.

Solutions for and ways into the issues/questions you are experiencing. - where you're comfortable sharing these

Openness to learning and gaining input from others in the class.

Ability in leading a discussion and relevant tools used.
C. 2 - Integration Logs

Due

Weeks 7-13: Each week by end Wednesday

Introduction

A log/journal account of your time at your internship and a processing place for reflecting or commenting on new experiences in your homestay, internship, the city or the hills.

Your final log will be more about how things have gone and a note for the next possible student (see google calendar for more).

The Task/He Mahi

You will complete eight integration logs. These are due by Wednesday night. Each should be a reflective journal (about 500 words; write more if you need) addressing the following along the way; you can always start at end of the list!

1 - Describe a concrete incident from your internship this past week that you feel had some significance (bearing in mind the lenses we use to attribute 'significance'). Why was it significant? Feel free to include photos or comments from someone on site, or a memory of a special interaction.

2 - What challenges did you face this week and what are some ways that you, your team, staff or friends might address them?

3 - What worked well this week in your internship and homestay? How might you (and those involved) build on these moments?

4 - Share your insights into a link you saw this week between your internship and class discussion, field experiences, previous studies or readings.

5 - Spend time talking over a few meals each week to build rapport and connection with your host. Write about a homestay experience that gave you new insights into New Zealand culture, history, identity or the Kiwi sense of place. Do they have a NZ favorite place, author, singer, TV program or film for example?

6 - Write, sing, record a tune, draw or freewrite - in any format or style you wish - about an encounter, moment, artwork, cultural event, place or object that made an impact on you this week. Free form/no limits as to topic/style.

Your response could involve a comment about how you’ve been exposed to new ideas, had to confront a difficult situation and resolve it via clear open communication, how hard it can be to raise uncomfortable issues, or when to consider doing so (and consulting faculty is really key here), have had to deal with dissatisfaction, or have been presented with a work topic that is complex or demanding. And please know you are encouraged to accentuate the positive too--that is good for your wellbeing!

Work in this assignment helps your preparation for the response piece written in week 15 and for Assignment C.1.b. Please note varied requirement for log 8 - see shared Google calendar.

Assessment Criteria

• Clarity and thoroughness of response to log questions above.

• Reference to brief/agreement with internship site and ability to self-assess issues, successes and struggles.

• Problem-solving approaches are discussed.

• Logs on time and meeting criteria: 3 points; those one day late or missing questions: 2 points; two days late or not meeting criteria: 1 point.
C.3 Participation

Due

Weeks 7-13

Introduction

Engagement with your internship site.
Fulfilling the Learning Objectives + Brief.
Maintaining a healthy and effective relationship
between yourself and your host.
Evaluation - by yourself and by host.

The Task/He Mahi

Internship participation includes:

- collaboration: are you aware of team needs,
on time for things, and able to adapt?
- preparation: have you read up on the site
and its strategic goals?
- responsiveness / proactive problem solving
  - can you be given instructions, clarify
  those, then get on with the task, using your
  own initiative, and raise queries or provide
  updates?
- regular check-ins: did you come to any
weekly site check-ins with relevant questions
and insights into your problem-solving or
preparation challenges or opportunities?
- goal setting and refinement: did you meet
  (and/or revise) the goals in your learning
  agreement?
- follow-through: have you completed tasks
to a high standard?

Assessment Criteria / Evaluation

Self Assessment

At the completion of your internship project,
you will complete a self assessment of your
time the, and your host will complete one also.
We will give you the evaluation form, which will
include the following:

Part I - Learning Objectives + Brief

For this section, please refer to the learning
objectives outlined in your Learning Agreement
as well as any new learning objectives you may
have outlined in your mid-term evaluation.

- A. List each of your learning objectives
- B. Rate how close you feel you came to
  achieving each objective (from 1 = made
  little or no progress to 5 = objective fully
  achieved)
- C. Elaborate on why and how you
  were or were not able to achieve each
  learning objective (willingness to learn,
  previous experience, nature of supervision,
  understanding of issues, communication
  style, personal skills/attributes,
appropriateness of goals/purpose, opportunities or obstacles in your agency, etc.)

Part II - Reflection + Evaluation

1. Identify your primary contributions to the internship site and why/how they are important to the organisation’s work.

2. What skills did you develop most through your internship?

3. What was your biggest challenge at your internship this semester?

4. In what ways did your internship meet your expectations and in what ways was it different from what you were expecting?

5. On your mid-term evaluation you were asked what concrete outcome would demonstrate to you that you have met the most important of your learning objectives at the end of the semester. Do you feel that you have accomplished that objective? Why or why not?

6. After spending the semester at your internship, what do you now understand to be the underlying issues that shape the mission and work of your organization?

7. Do you plan to continue working with or studying the issues dealt with by your organisation, or has your internship experience inspired you to head in a different direction? How?

8. How many hours did you work in total?

9. Please indicate the grade you feel best suits your performance at your internship this semester

   A = Best possible performance
   A- = excellent; some areas to grow
   B+ = Very good performance
   B = Good performance
   C = Average performance
   D = Performance needs improvement
   F = Unsatisfactory performance

Host Evaluation

Your host supervisor will fill out an Evaluation form, reviewing your time with them. This will form a large basis of your grade for this component, along with discussion between the host and HECUA staff. Ensure you discuss the placement before it concludes.

The Host Evaluation form will include:

PART I - Learning Objectives + Brief

For this section, please refer to the learning objectives outlined in your Learning Agreement + Brief.

- A. List each of their Learning Objectives + Brief components (create new rows if necessary)
- B. Rate how close you feel the student came to achieving each objective (from 1 = made little or no progress to 5 = objective fully achieved)
- C. Elaborate on why and how they were or were not able to achieve each learning objective (willingness to learn, previous experience, nature of supervision, understanding of issues, communication style, personal skills/attributes, appropriateness of goals/purpose, opportunities or obstacles in their agency, etc.)
3. What were your intern’s primary contributions to your organisation? Why was their work important to your work or to the organisation? What is or will be the impact of their work?

4. Please circle the grade you feel best suits the students performance at their internship this semester:

A = Best possible performance  
A- = excellent; some areas to grow  
B+ = Very good performance  
B = Good performance  
C = Average performance  
D = Performance needs improvement  
F = Unsatisfactory performance

C. 4 - Internship Presentation

Due

Week 14

Introduction

A final presentation all about your internship work and experience.

The Task

8 minute presentation.  
2 minutes questions/discussion.

We will have a final internship evening (Friday of week 14) where each student will prepare a presentation for an audience that may include some internship supervisors).

Topics covered can include: an overview of your internship project(s) and your internship activities.

This will be an expansion of your earlier discussion presentation - keep in mind that everyone will already have that knowledge, so with this presentation you will be able to update your work, and expand what you share.

Things you can include:

- Full project update on your work.
- What are your key learnings?
- Did you have any powerful insights or understandings through your internship?
- Where will you take your learning?
- What will you do in your home context(s)?
- How could the organisation grow; hopes/dreams for the site?
- What could other organisations learn from your internship host?

Assessment Criteria

- Ability to relate learnings to home and other contexts.
- Critical assessment of host organisation, strengths/weaknesses identified.
- Level of knowledge and wisdom gained through internship experience.
- Ability to share insight and understandings.
- Clarity, accessibility and engagement of presentation.
D. Independent Study Project

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<td>Draft: Week 5; Final Week 7</td>
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</tr>
<tr>
<td>D.2 - Progress Report</td>
<td>Apr 5 11pm</td>
<td>15</td>
</tr>
<tr>
<td>D.3 - Final Paper</td>
<td>Week 15, start</td>
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</tr>
<tr>
<td>D.4 - ISP Presentation</td>
<td>Week 15, rostered</td>
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D.1 - Proposal

Due
Week 5 - draft due, ideally before Mar 1. You’ll discuss /work on it in weeks 2-4.

Final: week 7, after initial feedback.

Introduction

A three part proposal for your ISP

The Task/He mahi

800 word written piece.

Include these three parts:

1. Question/Focus.
Describe what you intend to explore. Put your topic in the form of a possible critical/analytic question or thematic area. You are welcome to structure some bullet point queries of that question, to test it or begin to think of ways to narrow it down.

2. Significance.
Explain why you think this is an important and relevant question or focus. What is the significance of your project for yourself and others? How does it spark engagement in the links between social and environmental issues? How does it link with your previous projects? What implications might your research have? Can you use it to reach outside the loop of faculty and student, perhaps to inform your internship or home communities?

3. Project Organisation and Methodology.
Explain how you will organize your ISP and how you will approach the question you have chosen. You’ll also do a brief initial literature survey. The digital library will be useful here. Check what research has been done on your topic and mention at least 4 sources that you will use.

Finally, what theoretical or methodological lens(es) will you use to answer your question? Mātauranga Māori, Permaculture, Ecofeminist, cultural geography, post-modern history, scientific assessment or sustainable life cycle analysis models have been used by others before. What are the implications of your lens on how you answer the question? Are there theories that can help you see the topic in new ways, or scaffold your interest?
Assessment Criteria

• Thoroughness of addressing the three parts.

• Extent of the exploration of an idea and the question(s) that surround it.

• Clear understandings of the significance and context of your chosen research area.

• Demonstration of attention to planning/ and organisation of project.

• Clarity of communication, use of grammar, clearly structured.

D. 2 - Progress Report + meeting

Due

Week 10 Apr 5

Introduction

A written piece presenting your research question, a plan/thematic outline of your ISP, and an update on your progress.

The Task/He mahi

c. 1,000 words incl source titles

A written piece presenting a clearly formulated research question, refined in light of comments on your proposal, your research, and your discussions with staff; and an annotated bibliography that includes least eight sources with a brief summary of how you will use each.

Present context for the question including your personal interest, relevance to course themes, local, national and international significance.

Your eight sources should include books and academic journal articles, or NGO, or various official independent reports.

Set out an initial structure for the content of your project, and include an outline of the different research goals/tasks you have set up for yourself - and provide an update on research already conducted, people contacted, next steps etc.

Use this assignment to assess the scope of your topic; propose any refinements to make it manageable.

Consider other sources, such as (further) people you might like to speak with. You may include experiential methods such as interviews at your internship placement, site visits, participant observation (i.e. your internship or community events), interviews with people working in the area, etc. Be specific and include names of people and organisations you hope to work with, and ask early if you need introductions.

Assessment Criteria

• Preparedness for meeting. Energy levels; does this excite you still? Refinements help.

• Achievable scope and level of focus of research question.

• Clear context and reasoning behind question choice. Range of questions and ideas at earlier progress meeting with staff.

• Diversity of source material.

• Level of development of research plan and structure.

• Clarity of communication, use of grammar, clearly structured.

• Clarity and consistency of referencing
D. 3 - Final Project

Due  Monday of Week 15

Introduction

Your final project is the culmination of your ISP that outlines all of your research and findings in response to your research question.

The Task/He mahi

A final paper should conform to traditional academic practices, with citations, bibliography, a well-defined thesis, description of method, arguments supporting the thesis and evidence for those arguments.

The paper should be 5-6,000 words, double-spaced. Use the referencing system you are most familiar with (MLA, APA, etc.), as long as it’s consistent and fulfils the vital aim of clear citation of references and upholds the integrity of the plagiarism-free policy expected on this and your other courses.

Some students have produced other formats such as ‘zines or even additional visuals, or even documentaries, with substantial written, artistic and theoretical content. Others have written grant proposal research backgrounders. Seek guidance early!

The stronger your own interest in the topic, the better. An ISP offers room to analyze the issue of your choice and explore New Zealand perspectives, including academic literature, protest histories, theories from an NZ angle, or applied research that links to your internship (e.g.). You will also be able to show you have responded to feedback, and edited any draft sections of the paper. Your own interviews with intern hosts or other topic experts, and creative use of images, graphs and infographics, are also acceptable components of the research.

Rewriting = better writing:

You are encouraged to submit a draft section of the essay for feedback from staff in Week 12. It will be reviewed, and some very brief feedback given, and this will point towards areas to build on for the final draft. The draft is not graded; it’s a feedback session only.

Assessment Criteria

- Title: Is the title descriptive? Is it an effective representation of the contents of the paper?

- Organisation: Is the paper well organised? Are the Introduction, Conclusion, and Body well thought out and consistent with each other? After the central thesis is proposed, do subsequent paragraphs support that thesis with clear arguments, and anticipate and argue convincingly against counter-arguments? Do you lead the reader through your argument, offering signposts and (where appropriate) sub-headings?

- Clarity and style: Does the paper ask and propose an answer to a question? Does that question address an issue or problem that is timely, pressing, and as-yet unresolved? Does it effectively synthesize insights from the selected literature? Does your own energy, interest and style come through? Does the writing flow, and compel attention? Has the paper been written with proper grammar and spelling?

- Use of sources: Are reputable sources used to convey key concepts? Does the paper reflect careful reading of those sources? Do you critically assess the sources, outlining strengths or omissions? Do you provide examples, with an emphasis on relevant New Zealand examples? Are reputable independent assessments used to support the thesis? Is there ample evidence of
understanding of the topic / and the topic’s place within a wider theoretical context?

- Content: Is the content current? Is there sustained analysis and argument from you, rather than summarising other sources?

- Referencing, citations: Are others’ ideas and quotes cited properly, including the use of page numbers for quotes? Is the referencing format you adopt correct? (Referencing style is the one you are most familiar with; just be consistent). Take care when writing notes to ensure you reference the source so you’re clear about provenance when you go back to include a quote or idea.

Some of the elements that make up an ‘A’ project depend upon you giving yourself enough space and energy to enjoy the process of research, and trying to scaffold and support your drafting. Developing a clear thesis and clear topic sentences should help drive the focus.

And then step aside and take on the editor’s role: “Often a writer arrives at an adequate thesis or topic sentence by a process of discovery involving a series of approximations made through a series of revisions” (Harry Shaw, Teaching Prose, 128).

Some observations regarding the ISP grade categories:

An A paper will be very well edited: your writing will be original, clear and lively. The paper will show a detailed understanding of the material: the evidence will be persuasive and the argument original. The project will use a wide range of secondary (and where appropriate primary) sources, and it will make investigative use of official or independent reports and scholarship beyond what is our Reader and the digital library. It will have few or no mechanical or grammatical errors, be clearly and accurately referenced. It will show a lively and engaged mind at work attending to the themes and potential of the programme, and your own experience. The project’s innovation may re-shape norms, form or genre. Your curiosity and clarity brings your experience of immersive learning off the page, and enlivens the topic, place or people you write about. Often the process of creating the project, and probably its final expression, will find some way to contribute to the wider community, and catalyze new directions in your growth. While a staff member will recall an A project for a long time, you may recall it because it helped alter the way you see/represent the world.

A B paper will feature strong, clear writing, with a thesis that is backed up by evidence from the Reader and digital library, and other relevant sources. Your ‘voice’ is emerging: thought has clearly gone into this paper, but maybe more editing or depth in core analysis sections is required. The thesis statement is quite clear but not always adhered to or the argument is not fully developed. The bibliography is good, but may lack some useful recent reports. The essay may have some formatting or citation errors. A B+ essay is very good, and shows a sound basis of thought and engagement with programme themes.

A C essay will lack a convincing thesis. It seems to begin without direction and does not gather focus; it feels flat, forced. It will have numerous grammatical, referencing and spelling errors, and really needs to boost its bibliography. The sources come from the Reader and very few other places, and the sources are not engaged with in depth. Proofreading is lacking, while your own voice seems lost in a wave of general summary.

A D essay will lack a thesis and has serious mechanical problems. The paper is poorly organized and appears to misread what texts are consulted. The language is unclear, repetitive and error-ridden. No clear point is made. The paper is not close to required length. Referencing is inconsistent and badly organised; some quotes or ideas from others are misattributed or not attributed at all.
D. 4 - ISP Presentation

Due

Week 15

Introduction

A presentation on your ISP to the class+staff at a lovely retreat space.

The Task

You will give a presentation on your ISP in our final week retreat. These presentations are your opportunity to teach the class about your question, your findings, and your conclusions. Be as creative and innovative as possible. Presentations should not take more than 20 minutes, including any discussion or interactive work you will do with the class. Role plays, question prompts, short writing challenges, a neat range of slides, documentary clips – these are all welcome.

This is in part a celebration of all of your hard work - have fun!

Assessment Criteria

• Use of appropriate and interesting communication form.

• Clarity of storytelling.

• The creation of discussion and/or interaction with the audience.

• Ability to convey a project and information largely based in academic writing in a live form.

• Ability to consider and constructively answer audience questions
Love Comes Back

in Hera Lindsay Bird by Hera Lindsay Bird (Victoria University Press, 2016)

Like your father,
twenty years later with the packet of cigarettes he went out for
Like Monday but this is the nineteenth century
& you’re a monied aristocrat with no conception of the working week

Like a haunted board game
pried from the rubble of an archaeological dig site
You roll the dice & bats come flooding out your heart
like molten grappling hooks
your resolve weakening...
like the cord of an antique disco ball...

Love like the recurring decimal of some huge, indivisible number
or a well thrown boomerang
coming to rest in the soft curve of your hand

Love comes back...
like a murderer returning to the scene of the crime...
or not returning...
yet still the crime remains...
like love...
observed or unobserved...
written in blood on the walls of some ancient civilisation
in an idiom so old
we have no contemporary vernacular equivalent

Love like Windows 95
The greatest, most user-friendly Windows of them all
Those four little panes of light
Like the stained glass of an ancient church
vibrating in the sunlit rubble
of the twentieth century

Your face comes floating up in my crystal ball...
The lights come on at the bottom of the ocean
& here we are alone again...

Late November
we ride the black escalator of the mountain
& emerge into the altitude of our last year
The rabbit in the grass gives us something wild to aim for
It twists into spring like a living bell

I have to be here always telling you that
no matter how far I travel beyond you
love will stay tethered
like an evil kite I want to always reel back in
As if we could just turn and wade back
through the ghost of some ancient season
or wake each morning in the heat of a vanished life

Love comes back
from where it’s never gone ... It was here the whole time
like a genetic anomaly waiting to reveal itself
Like spring at the museum, after centuries of silence
the bronze wings of gladiator helmets trembling in their sockets...
Grecian urns sprouting new leaves...

Love like a hand from the grave
trembling up into the sunlight of the credit sequence
the names of the dead
pouring down the screen
like cool spring rain
<table>
<thead>
<tr>
<th>Week</th>
<th>A Perspectives</th>
<th>B Policy</th>
<th>C Integration</th>
<th>D ISP</th>
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<tbody>
<tr>
<td>1 (Jan 28)</td>
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<tr>
<td>2 (Feb 4)</td>
<td>A.1 Inquiry Question 1</td>
<td>B.4 Exercise 1</td>
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<td>3 (Feb 11)</td>
<td>A.1 Inquiry Question 2</td>
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<td>4 (Feb 18)</td>
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<td>B.1 Policy Presentation</td>
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<td>5 (Feb 25)</td>
<td>A.1 Inquiry Question 3</td>
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<td>D.1 ISP Proposal draft</td>
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<td>6 (Mar 4)</td>
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<td>7 (Mar 11)</td>
<td>Participation log hand in #1</td>
<td>Roster in ‘karere’ for each week in Wgtn</td>
<td>C.1 Internship Launch + C. 2 Log + C.3 Internship</td>
<td>D.1 ISP Proposal final</td>
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<td>8 (Mar 18)</td>
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<td>C.1 Internship Launch + C. 2 Log + C.3 Internship</td>
<td>Chats on ISP</td>
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<td>9 (Mar 25)</td>
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<td>B.2 Policy Proposal</td>
<td>C.1 Internship Support + C. 2 Log + C.3 Internship</td>
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<td>10 (Apr 1)</td>
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<td>C.1 Internship Support + C. 2 Log + C.3 Internship</td>
<td>D.2 ISP Progress Report Apr 7</td>
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<td>11 (Apr 8)</td>
<td>A.2 Perspectives Korero</td>
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<td>C.1 Internship Support + C. 2 Log + C.3 Internship</td>
<td>Re C.3: book wrap up meeting w host</td>
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<td>B.4 Policy Paper 16th Apr</td>
<td>C.1 Internship Support + C. 2 Log + C.3 Internship</td>
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<td>13 (Apr 22)</td>
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<td>B.4 Exercise 3</td>
<td>C.1 Internship Support + C. 2 Log + C.3 Internship</td>
<td>check in re ISP queries</td>
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<td>14 (Apr 29)</td>
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<td>C.2 Log + C.3 +C.4 Internship items</td>
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<td>15 (May 6)</td>
<td>A.3 Response Piece (prep prev wks via C.2)</td>
<td>Participation log hand in #2</td>
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<td>D.3 ISP Paper + D.4 ISP Presentation</td>
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