Aotearoa New Zealand: Culture & Environment - A Shared Future

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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 link to 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 often between 8am to 8pm. 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 program are complex and interrelated.

• The program 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 rangiruatiate hāpai o te hoe; e kore tō tātou waka e ū kiuta.
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:

- A 94-100
- A- 90-93
- B+ 87-89
- B 83-86
- B- 80-82
- C+ 77-79
- C 73-76
- C- 70-72
- D+ 67-69
- D 65-66
- Fbelow 65

Assessment Expectations

A vital purpose of the assignments is to support and energize 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.

Regular home work will be required as is expected in third year study.

Submitting Assignments

Submit assignments once you are in Wellington online: likely 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, your Reader, and your digital resource library (a flash drive with a plethora of open content for non-wifi spaces).

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.

Be engaged, thorough & creative: we encourage you to find topics that promote that energy in you.

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 rare primary insights from internships + field speakers - please 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.

Late Assignments: Turning in assignments on time is a way of respecting your teachers, your program, your fellow students and yourself. 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 an assignment is turned in within a week of the due date one letter grade will be lost. An assignment turned in up to two weeks late will result in a drop in two letter grades.

Attendance: If you are sick, or have an emergency that you know will keep you from class, call or text Charles on his cell phone before class begins. If he doesn’t pick up, please
text. If you can’t call prior to the class you’ll miss, contact Charles as soon as possible after class. You must be on time for all classes and site visits. We will make exceptions for being late or missing class due to severe weather, serious illness, family emergencies, or internship-related activities.

**Ground rules:** During the first week of class we will agree upon a set of ground rules that will guide your responsibilities and interactions during the term. We look upon this as a community contract, and expect that you will make every effort to abide by these ground rules.

**Flexibility:** This experiential program requires courteous flexibility from you when exciting opportunities arise for which the program schedule may shift. Similarly, we expect gracious resilience from you when the schedule needs to be adjusted to accommodate challenging circumstances, such as field speaker cancellations or technical difficulties. Sometimes you may feel physically or emotionally uncomfortable. This is part of the learning experience—it is only by stretching our places of comfort that we can truly grow and transform into the people that we most want to be. Thank for your willingness to show up, participate, and adapt while on this program!

**Diversity and Inclusiveness:** An array of topics is covered in the program and you are expected to be respectful of the opinions and views of others. Engaged conversation is encouraged, but be aware that not everyone views the world through the same lens. The key to successful conversation is to consider and embrace a diversity of views: we are alive to the profound plurality of many tangata whenua (Indigenous) worldviews, for instance.

**Mental Health:** As a student you may experience a range of issues that can cause barriers to learning. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. Please let us know immediately if you feel you need extra support or mental health services. The free-call mental health-line is 1737.

**Students with Disabilities:** If you have a disability that may affect your participation or performance in the program, please contact your instructors right away. We will make every effort to accommodate your needs.

When grading, staff do not begin at 100 and dock points. Rather, you build those points up through 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

Active and engaged participation is expected throughout the course. This includes asking questions, taking notes, engaging with guest speakers and people we meet, being on time and present for scheduled activities, contributing to group tasks, and demonstrating leadership. These qualities also represent professional practices, which will serve you in your university career and well beyond. Each student is expected to actively develop and reflect upon their leadership skills. The table below is informed by material from Vanderbilt University.

A
 o Demonstrates excellent preparation: has analyzed information exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).
 o 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.
 o 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.
 o Demonstrates ongoing very active involvement.

B
 o Demonstrates good preparation: knows reading facts well, has thought through implications of them.
 o 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.
 o Offers interpretations and analysis of material/sites/speakers/internships (more than just facts) to class.

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

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

F
 o 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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<tr>
<th>Assignments</th>
<th>Due</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. 1 – Journal – hikoi – journey #1</td>
<td>Weeks 2-4</td>
<td>35%</td>
</tr>
<tr>
<td>A. 2 - Perspectives Kōrero</td>
<td>Week 11</td>
<td>10%</td>
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<tr>
<td>A. 3 – Journal – journey #2</td>
<td>Week 7, 11; final review wk 15</td>
<td>25%</td>
</tr>
<tr>
<td>A. 4 - Participation</td>
<td>Ongoing; weeks 1-5 especially</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
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A.1 & A.3: Deepening the journey: whakahōhonu ngā hikoi.

**Journaling for inquiry, reflections and observations**

**Timeline:**
- Week 2: –not graded - initial glance for scale/content length and depth.
- A.1 Week 4: 1 reading reflection; 3 field entries; 2 extended entries.
- A.3: Week 15 (all remaining entries completed): 2 reading reflections; 3 field entries; 2 extended entries. [Hand in these 2nd phase [by photos of your journal or typed documents]

**Introduction**

Your close and consistent journal work is designed to help you ground yourself in Aotearoa, explore whenua (land) and your response to place and key - often Māori - concepts or issues. Journaling can help process some of the discussions and ideas/places/moments you have experienced. You’ll use those moments as springboards, as partners to relevant readings and ideas or to pose questions you would like to explore further on paper and in groups.

Think of your journal as one 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 contextualize these experiences through writing, mind-maps, drawing, photographs, music, poetry, found object(s)… etc.

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

Keeping a field journal will assist you in keeping a close record of where you have been, what you have learned, and how you are making connections between the experiences you are having. Your field journal is a place to record details from what you have learned in a day, sketches of local plants or wildlife, "how to" descriptions of how to do something (like weave a certain object as described by Ngārangi, or apply permaculture principles on the ground), reflections on journaling or even sometimes personal thoughts you are having (and are willing to share; we only read what you specify) as you
continue on this journey.

The best process for keeping a record of your experiences is with a field notebook. This is a pocket-sized notebook that you take with you everywhere on this program. During guest lectures, walks, or even helping on a farm tour in Raglan, you will keep a record of what you learn in this tiny notebook. It is highly recommended that you take a minimum of 30 minutes at the end of every day to transfer your notes from your field notebook into your field journal. Daily use of the field journal is expected and all entries should reflect the themes of the course.

The Task / He mahi

Anchor yourself in experienced moments and “a-ha!” insights that worked for you. Program Themes. A mind map or sketch can be another way “in” to explication.

Journal entries are not diary entries. Take an “observation and reflection” approach, not a “dear diary” approach. Entries may still be personal, but these should show evidence of deep thought and reflection, not “today I did this… and then this…” and so on. You are encouraged to develop these field journals creatively; sketches, free-writes, and poetry are most welcome. Make this field journal something you are proud of and a deep record of your time in Aotearoa!

For every journal entry you will want to follow this general format:

- Write your name and a table of contents on the first or second page of your field journal. Consider writing page numbers on each page, which correspond with the table of contents.
- Consider keeping one side of your open journal pages for sketches, mind maps, etc. and the other side for detailed notes.
- For every field entry, include the date, time of observations, weather and location and the names of people we met with.

Other considerations:

- Taking down quotes from guest speakers or people we meet along the way can be a really powerful record of your experiences. Just as you must accurately “cite” an author in a research paper, keeping an accurate record of the names and roles of who we are speaking with is a critical detail for field journaling. Taking down some quotes is a useful way to use field speakers insights in your ISP e.g.
- Be creative! Draw, free-write, doodle, and paint. Make this journal your own!

Your field journal will be the most complete record of your learning for this program. There are four main sections. You will designate pages you want graded before submitting throughout the course. All other pages will be kept confidential and not reviewed by staff:

1. Reading reflections (4 entries; 2 in Week 4, 2 more in Wgtn)
From the required readings for this course you are expected to pick two that speak more deeply to you. Provide an overview of the reading and a critical analysis of the reading. What points struck you about the reading? How do these concepts connect to the larger themes of the course and speakers we’ve heard from? Consider including 1-2 quotes from the reading and your personal connections to this topic. Length: 4-6 paragraphs.

2. Field Entries (5 entries; 2 in Week 4, 3 more in Wgtn, for Week 15 review)
These entries should be a detailed record of a day; one entry per day. Include a detailed record of the day, any field sketches or quotes and an overview of the day and your personal reflections/connections. When you submit your journal for grading you will indicate which of your field entries you would like to have graded.
3. Extended Entries (4 entries; 2 in Week 4; 2 more in Wgtn, for Week 15 review)

These 2 entries should involve extensive observation, inquiry, and/or reflection and should be inspired by and relate to the themes of the course. The purpose of these is to allow you to focus on one aspect of your experience that you are most interested in. Perhaps you can choose those moments where your writing flowed and things came together, or a section you felt you spent enough time on to capture the many layers and elements of the experience. These can include entries such as poetry, “how to” do something, additional reading reflections, detailed drawings or paintings, free-writes, goals for your time at and transition into college and detailed farming/conservation/Ngāti Rangi or Māori worldviews/plant descriptions. Creativity and diversity of form, blending science with visual art and written reflection, is valued. Aim for at least 3-4 [larger sized journal] pages.

Student work will be evaluated based on completion of the required number and variety of entries, detail of observation, evidence of attentiveness to permaculture and farming techniques, Māori concepts of kaitiakitanga, improvement in sketches/diagrams, neatness/organization, and evidence of critical thought and reflection.

* Not included as formal journal entries: Class notes, personal entries. When portfolios are handed in for review please clip or cover personal entries. You may wish to have your own private diary for the term: separating out the very personal from this work.

** Create a table of contents at the beginning of your journal with appropriate page numbers to reference the entries.

*** You are expected to cite sources of information in your field journal whenever you use specific information from a source (e.g. book, person we met, reader article, etc.).

Timeline:
Review #1 –not graded - initial feedback on scale/content length and depth: in week 2. Review 2: Re A.1 Week 3-4: 1 reading reflection; 3 field entries; 2 extended entries. Review #3 – re. A.3: Week 15 (all remaining entries completed): 2 reading reflections; 3 field entries; 2 extended entries. We will receive these [by photos of your journal or typed documents] in regular phases in Wellington.

Prompts for entry themes
You are free to write whatever inspires your mind and heart; if unsure, some themes could be:

Weeks 1: 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. Māori protest and state responses: NZ and US reflections. Cave tour geological moments.

Week 2: RadicalRaglan
We will visit numerous sustainable projects in Whaingaroa / Raglan, and learn more about Māori rights: you could use one or a mixture of these for this weeks inquiry. Permaculture design; you seeing this new land.

Week 3-4: Ngāti Rangi/Tongariro
Particularly at our time with Ngāti Rangi, though throughout the tour, water is a major theme. Learn from Ngārangi, Keith at Ngāti Rangi, and the ‘Māori Perspectives’ section in the Reader. Extend your writing/creation to include any elements regarding sacred waters/maunga. Tongariro’s landscape, histories, ecotourism and conservation challenges.

Week 6: Wellington/Orongorongo Valley impressions and innovations

Week: 7 Te Ao Māori & Permaculture: the interweave (1.5 day workshop so lots of material) Wellington excursions to Te Papa Tongarewa, the Museum of NZ; reflections on guest speakers, etc.
**Journal Grading Criteria:**

- **Detailed Observation:** Use your observation skills to reflect how well you know this place.
- **Incorporates the themes of the program:** Entries show synthesis and reflection of learning experiences including plenty of thoughtful questions.
- **Improvement:** We expect to see instructor feedback integrated into future assignments.
- **Creative & Diversity of Expression:** We encourage you to use a diversity of journaling techniques.
- **Orienting Information:** All entries need dates, time, specific location, weather, names of individuals present.
- **Evidence of Personal Reflection:** Entries reveal personal engagement with this place and the experiences here.
- **Readability/Organization/Accuracy:** Someone else should be able to easily use your portfolio as a reference. Include a table of contents so we can find specific assignments.
- **Your awareness and responsiveness to field experiences;**
- **Your inclusion of speaker points and quotes, 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 summarizing the readings or experience, to pose new open questions, points of comparison and difference with past experiences.**
A.2 Perspectives Kōrero

Due 2 blocks: Weeks 11 12

Introduction
How does the Treaty inform my ‘lens’ as a student and thinker? How can it inform my work/life back in the US?

The Task/He Mahi:
A) In week 7 at our forest cabin, make a 2-3 minute presentation on key Te Tiriti principles/Tangata Whenua understandings and how these might link with a Te Tiriti analysis in your ISP. Answer this question: How will I integrate Te Tiriti/the Treaty analysis into my ISP? What sources or thinkers are relevant? Part of course participation. Work to involve your audience in the presentation, allowing for input and discussion. Bring a one page outline of notes that you will speak to and hand in for staff review. This will help you begin to see how you might use Treaty scholarship to your advantage in your ISP.

B) Phase 2 weeks 11/12: Respond to/extend an area of interest, weave in insights from NZ history and current events, think about Te Tiriti and decolonization and even ways an object, story, artwork, song or exhibition or article brings these issues to the fore. Speak solo or in pairs. 5 mins solo; 10 mins pairs; off notes that you can hand in.

Possible topics Phase 2:
How does the Treaty/ inform my internship site? Please ask your hosts and review website info.

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. How have Tangata Whenua used/nurtured te reo or arts over the past 40 years? How has this affected the strength of their contemporary culture, and how has is 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 (scan www.e-tangata.co.nz website/watch Māori TV news for topics).

Assessment Criteria
Part A, week 7 is part of course participation. Phase 2:
- 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 they ways they practiced/played out in a colonial society, and in a Te Tiriti relationship (Treaty principles & policies).
- Identification of ways European/Pākehā culture can learn from local indigenous culture.
- Ability to convey information clearly, and engagingly.
- Ability to include the audience within the presentation and discussion of your notes.
‘... 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 – Journal – phase 2

Due
Complete your journal entries in Wellington; finalize them during an extended morning in week 15.

Introduction
The second phase of your journaling review can also draw on aspects of your whole semester. The purpose of the journaling is to help process, synthesize and integrate your experiences with the course themes and activities - 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
You can try to tell 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.

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
Journal Grading Criteria:

• See A:1 previous pages
A. 4 - Participation

Due
Throughout the course.

Assessment Criteria

- See Participation Assessment Criteria.

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.
- Week 7 presentation (cf A.2)
- Reading prep in Wellington.
- Questions for speakers.

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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B. 1 - Presentation

Due: Fri 20 or Sat 21 Sept (room factors)

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 analyzed. 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 4 e.g.), give a 30-40 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.

Objectives:
• 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 book review or even your ISP, later in the semester. If you are interested in this, please discuss with staff: they’re happy to encourage you.

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, events 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: prompts; you’re shaping it though

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

- Māori women, feminisms, ecofeminism 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 Ngāti Rangi perspective of ngā maunga, and DOC’s efforts to incorporate this view and give effect to the Treaty relationship. What do Ngāti Rangi 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 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 programs for Indigenous peoples in your state back home. Outline innovative Aug govt 2019 ideas. See digital library ‘Maori/criminaljustice’.

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, Ngāi 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.

*The Future of Farming in New Zealand.* Prospects, challenges & innovations.

Freshwater policy. What are some dominant challenges in NZ freshwater policy from different stake holder 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.

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**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 Science communication - creating a climate change pamphlet

We are fortunate to have the guidance and insights of the Kennett Brothers and Rameka carbon forest and climate action team to provide a design brief for a pamphlet that helps explain the concept of the carbon footprint and actions to mitigate our most ruinous practices.

This project forms part of your participation grade for our policy course. It is an assignment with, we hope, an output that breaks out of the class and finds its way into the world.

The product

A pamphlet that can be produced (on an A4 sheet of paper), ideally with clear graphical elements (use Word or Pages templates) and accurate yet accessible text relating to:

- the concept of the carbon footprint; and
- comparisons between and how to shrink that footprint.

You can choose an area of interest to focus on. Use peer-reviewed authoritative evidence (e.g. IPCC, Royal Society of New Zealand; Prof J Renwick and others work) to support your message.

The task / He mahi

Four groups (of four) will each work on a pamphlet that explains, analyses and address the climate footprint.

Work to conclude what really matters in the fight to save the planet, and what is a distraction.

We will consult with Jonathan Kennett (a trustee of Rameka Carbon Forest) who will assess drafts and may provide brief feedback on them. The final product will then be worked up in week 15.

Suggestions and starting points

Creating a ten-point list of the Problem, which you’ll keep front of mind (i.e., climate change in my life time is currently on track to cause these ten things).

Keep coming back to that list like a touchstone to help craft and compel the salience and intensity of your argument and the urgency and applicability of your solution(s), be that at an individual, family, community or national level. Consider a systems approach that can address change at scale.

Brainstorm and outline the issues and problems.

create a graph -- or infographic -- that compares the footprint of small things (i.e., light bulbs) to medium things (ie, diet) to big things (i.e., transport).

Consider analyzing:

- Food comparisons (i.e. different diets and distances: plant-based and lab meats as new trends);
- ‘Stuff’ comparisons (i.e., all our stuff, where it comes from and what it's made of; plastics and consumer goods being a core problem, along with mining and energy);
- Travel comparisons (i.e. different modes and distances: aviation, cruise ships and domestic vs. international travellers in NZ; cars, trains, buses, bikes at a local or national level);
- Household Energy (i.e., different sources and different consumption amounts for different appliances);
• Cultural elements such as tangata whenua perspectives, be that Aotearoa, Turtle Island or Pacific peoples. Māori Council work on climate change and plans to sue government over inaction;

• Pacific peoples’ and New Zealand – climate policy and refugee migration implications.

Table a solution for each thing that has a significant carbon footprint, be that reduction or off-setting.

**Marking criteria**

We will give teams an opportunity to talk about their pamphlet, including who it is for and how it’s designed to shift their thinking.

The following criteria are important to success in this assignment:

- Clarity of the message
- Impact of the message

This can be gained through feedback from our partners, your fellow students and the course team - will it change their minds…?

**Some suggested resources:**

Digital drive folders:

- **Climate change** / overviews (esp Dr Susanne Becken’s work comparing domestic and international flight emissions: file ‘tourism - becken_carbon_footprint’); ’2017’ policy folder; Māori impacts folder; [https://www.griffith.edu.au/__data/assets/pdf_file/0035/89288/GlobalTourismDashboard2016-Infographic.pdf](https://www.griffith.edu.au/__data/assets/pdf_file/0035/89288/GlobalTourismDashboard2016-Infographic.pdf)

- ‘Transition towns’: ‘Waste’ folder: RSNZ reports on transitioning to a low carbon economy, and on plastics; reports in the ‘cycling’ folder; NZTA website;

- Farming + Food folder: reports on food miles from Lincoln and Landcare, etc. ‘Love Food Hate waste’ and WasteMINZ;

[http://rameka.carbonforest.nz/](http://rameka.carbonforest.nz/)
[www.ekos.org.nz](http://rameka.carbonforest.nz/)

UN Sustainable Development Goals: [https://sustainabledevelopment.un.org/sdgs](https://sustainabledevelopment.un.org/sdgs)

2018 Productivity Commission Report on decarbonising the economy
B.3 – Seminar session: your topics

He mahi:
In a 4 groups of c.4, each in one of weeks 9-12 compile and present on a topic or issue of mutual interest and help with discussion and exercises. Note that week 10 we will be at our Ōtaki workshop location. Māori and/or permaculture issues there could be a good match.

Try to present a compelling and creative relay of information.

Enjoy using interactive elements or games or problem-solving group exercises.

Use the tips and elements of B.1 as guidelines but take it more deeply and craft about an hour of presentation, exercises, discussion and reflection on your chosen topic.

Assessment Criteria: please see B.1

Prompts:
Feel free to bring your own passions to the fore. Here are some topics from other years r that spring to mind:
- Freshwater rights (Whanganui River Treaty settlement);
- Climate change and the Zero Carbon Act: what is NZ policy proposal?
- Agriculture and the future of food
- Māori health strategy (digi drive Health/Whanau Ora),
- Māori and the criminal justice system (digi drive Māori/CJ),
- Conservation policy and co-management (digi drive),
- Oceans and fisheries policy (Oceans digi drive folder),
- A creative arts casestudy, e.g Māori women artists
- Family violence: solutions (digi drive Policy/Family violence folder);
- LGBTQI+ rights and champions: Carmen, Georgina Beyer
- Pacific peoples in NZ;
- Māori land rights protests
- language policy (NZ Sign or Maorilanguage revival),
- The UN SDGs and NZ;
- Te Ao Māori and agriculture – friends, frenemies or foes?
- Food systems and public health challenges in NZ
- NZ and renewable energy systems
- Transitions to a low carbon economy
- Parliament, proportional voting (MMP) and youth power
- Contemporary Māori music, reggae and Treaty rights protests: the connections
B.4 Book review or briefing note

Book review
The task - He mahi
A book review – c 1000-1500 words – focused on either the book you selected from the BWB Text series, or a book, novel, film or documentary central to your ISP.

Assess the core arguments of the book. Cite other responses such as stakeholder or academic or journal reviews or Radio NZ interviews with the author (rnz.co.nz). Contextualize reception of the book and its relevance to the issues by use of 2 academic articles on the topic. Use reports or articles from the flash drive for example.

Try to make your review readable: the kind of review that will send a reader to the book for more.

OR: B.4 Briefing note

The Task
Prepare a briefing note that outlines the core elements of an issue related to the course and how the issue relates to NZ government policy. Consider how policy might shift or focus to better respond to the issue you have chosen.

Length: c.1000-1500 words.

Present evidence on a specific topic.

Examine the context of your source material by including various stakeholder viewpoints and movements around the issue.

Discuss the relationship between the issue or problem and government policy explore alternative policy ideas or areas to focus policy on.

Include graphs or infographic elements where possible.

You could choose one of the following topics:

- Critically assess current conservation biology policy/support for NZ's flora or fauna. Use items in the ‘conservation’ and ecology folders, relevant reports from the PCE (Taonga of An Island Nation, Silent Forests), the Waitangi Tribunal report on claim Wai 262 and DOC Recovery Plans. You could refer to a single species such as kākāpō or kiwi, kauri or Maui’s Dolphin (e.g.) or conduct an analysis on wider conservation policy. Refer to PCE Reports, www.eds.org.nz, WWF, Forest & Bird and Notornis journal items and items in "conservation" folder digital drive and relevant books.

  - 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?

  or come up with your own policy area – we’re delighted to support your inquiries so simply get approval from Charles.

Assessment Criteria

- Use of Sources: Does the note reflect careful reading of key published sources relevant to central concepts or NZ examples? To what extent are academic reports or independent inquiry reports (for example, depending on topic, from the PCE, Waitangi Tribunal, Royal Society of NZ, or academic research) assessments used to support your inquiry into the policy or issue?

- Content: Have you justified your 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 briefing paper should be well structured and use clear language to explain the policy or issue. Feel free to use graphics, images and relevant photos or diagrams.

  • Referencing, citations: Are others’ ideas and quotes cited properly?

B.5 - Participation

Participation includes your level of engagement in classes, guest lecture sessions, interactive discussions, field visits, case study work & some group exercises. For these exercises you’ll be grouped in teams and prompted at the right time re how to go about these.
C. Internships and Integration

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**C. 1 - Integration Session**

**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 organization, 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!

The HECUA staff are included as we will be providing support for the internship work, and part of the success of your work at the sites is on us too. We will provide this part in the skeleton. 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.
C. 1 - Integration Session

Part C.1.a Internship Launch

Due as 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 briefly 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!

HECUA staff read the agreement; we will be providing some oversight for the internship work; part of the success of your work depends on clear communication between you, 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 way-finding support

Due: Rostered weeks 6-13

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 10 minute session in class which:

a] Briefly introduces your internship site, your project and relevant policies that impact the site.

b] Mentions relevant academic articles hosts recommended you look at.

c] Reflects on how you personally are finding the internship - any great things, difficult times, things you've learnt, want more of, inspiration for future work.

d] 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.
e] introduces your homestay hosts, neighborhood, and new way of life.

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

g] allows for sharing with others, 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, 9, 11, 13: ideally by end Wednesday

Introduction

A 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, a handbook of advice, tips and pointers (see google calendar for more).

The Task/He Mahi

You will complete four integration entries, and they can be in your journal. These are due by Wednesday night. Each should be a reflective journal (about 500 words; write more if you need) addressing questions like the following along the way; you can address these in any order or format. Write, sing, record a tune, draw or freewrite - in any format or style you wish - ideally in your journal about an encounter, moment, artwork, cultural event, place, field site or object that made an impact on you this week. Free form/no limits as to topic/style. This can flow into sequence that should aim to include these elements:

1. Describe a concrete incident from your internship this past week that you feel had some significance. Include any core interaction points, environmental data or species information. 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 hosts have a NZ favorite place, author, singer, TV program or film for example?

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 note the positives too - - that helps 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: 5 points; those missing questions: 3 points; not meeting criteria: 1 point.
Participation

Due: throughout Weeks 6-13; 50%

Introduction

Engagement with you 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: knowing how much of this relationship and the future of a placement there (and thus our program) depends on your conduct and diligence. Try to model:

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 there, 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/attribute)
Part II - Reflection + Evaluation

1. Identify your primary contributions to the internship site and why/how they are important to the organization’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? How do you review your expectations?

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 organization, 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.)

PART II - Reflection + Evaluation

1. Identify your intern’s strongest skills.

2. What are areas of growth for your intern - that they achieved during the internship, and that you see they could work on?
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

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C. 4 - Internship Presentation

**Due**

Week 13, Friday 29 Nov

**Introduction**

A final presentation all about your internship work and experience.

**The Task**

8 minute presentation.  
2 minutes questions/discussion.  
Pairs at one site: aim for 15-20 mins

We will have a final internship afternoon presentation session. 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 organization grow; hopes/dreams for the site?  
What could other organizations 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

<table>
<thead>
<tr>
<th>Assignments</th>
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<tr>
<td>D.1 - Proposal</td>
<td>Draft: Week 5; Final Week 7</td>
<td>10%</td>
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<td>D.2 - Progress Report</td>
<td>Nov 11</td>
<td>15%</td>
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<td>D.3 - Final Paper</td>
<td>Week 15, start</td>
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<td>D.4 - ISP Presentation</td>
<td>Week 15, rostered</td>
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D.1 - Proposal

Due: Week 4, end. Must discuss with peers and staff. We support each other. You’ll discuss and work on the proposal in weeks 2-4.

Introduction
A three part proposal for your ISP; test your question and begin to scope out project.

The Task/He mahi
1000 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.

For Part 1: form a group/pair to discuss:
why this research question over others? What would it look like to answer the research question?
How would you know you’d addressed the research questions?
What ‘traps’ might you fall into in answering these questions?

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?
Prompt questions for consideration during the beginning and final review of Proposal draft:

Find a quiet spot where you can concentrate on your proposal. Take 15 minutes to write on one of the prompt questions below and then share your response with another person (or two). Possible questions:
- is there a part of my argument that feels unconvincing? And if so, why?
- what is my main thesis?
- what would I like to know that I don’t? Why don’t I know this? (Lack of info, lack of time etc.)
- to what extent have I declared my limitations? To what extent does declaring my limitations make a difference to my argument?

Sketch a mind map of interlinking themes in the ISP to help with
Summarizing your thesis can be such a powerful tool for refocusing and seeing things afresh.

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 Reporting + Exercises

Due Nov 11

Introduction
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 at least 8 academic sources
- Short group discussion in class about the written piece and question review.

Create a written outline and bibliography for your ISP. Sift and select sources.

Review and assess your research question using the prompts in D.1.

The Task/He mahi
Use this assignment to assess the scope of your topic; propose any refinements to make it manageable. Ask: ‘what parts of my discussion are superfluous to making this thesis?’
Set out an initial structure for the content of your project

include an outline of the different research goals/tasks you have set up for yourself update on research already conducted, people contacted, next steps etc.
c. 1,000 words including reference titles.

Present context for the question: include your personal interests; links to current NZ context or policies.

Your eight sources should be in-depth: books, academic journal articles, NGO, or various independent reports, e.g.
with a brief summary of how you will use each and a relevant quote or 2 from each source in that description.

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.
Step back: take stock, test your path ahead and the route taken:

- Draft structured discussion about what you are encountering in your work, rather than just the actual work (what literature says) might be useful.

- Reflect on whether your research question is relevant/appropriate as their reading progresses. Or you talk about an area of ‘stuckness’ for you in developing your thinking.

- The progress reports are also reflections on where you are at, as well as a summary of what is emerging from your research.

  List –
  - things that are going well. Writing that has helped you, and why;
  - challenges you are encountering; can we assist? We recognise it can be hard to start drafting or navigate and we’re here to help, as are classmates;
  - key themes in literature (is NZ different from your US context? e.g.); and
  - how the themes speak to or don’t speak to the research question.

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 fulfills 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 backrounders. 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

• Organisation: Is the project well organized? 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 project 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 in our Reader and uses the digital library etc. 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 structure seems variable or unclear. 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 at Whanganui

Introduction

A presentation on your ISP to the class + staff

The Task / Te mahi

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 25 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.

• Sharing of some insights from those you interviewed or ideas you dance with.

• 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. What is your argument and how does your project engage with the issues?

• Ability to consider and constructively answer audience question.
Student Conduct, Participation and Policies: some considerations

Students as Ambassadors

As you travel to and within New Zealand, please keep in mind that your behaviour, either positive or negative, will reflect on HECUA, your home institution, and your home country. HECUA tries to foster cultural awareness and sensitivity among its students. We expect our students to be polite, mature, enthusiastic, and open-minded. HECUA has close ties to our homestay and internship hosts and Wellington is a small city where reputations are relationship-based. The program's success relies on the maintenance of positive relationships with a wide variety of individuals and organizations. Students who do not act responsibly and considerately undermine the intent of HECUA and jeopardize the unique educational opportunities it provides. Conversely, positive impressions will open many doors for you, your tutors and advisors, and the program as a whole.

Participation and Punctuality

Participation in HECUA will at times be physically demanding. It will involve such activities as hiking, from some internships working in the outdoors (rain or shine). For some of you, there will be additional emotional strain associated with an intensive schedule, homesickness and group living situation. In the course of study, you will sometimes travel to remote locations, where some home comforts may not be immediately available. Maintaining a positive attitude and supporting others in the team is an essential part of the HECUA experience.

In order to make the most of the program, HECUA runs a full and often tight schedule. You will be expected to keep to the schedule and be on time for all activities. Tardiness may prevent you from being able to participate in the day's activity, and it may be impossible in such instances to make up missed work. You will be liable for bearing the academic consequences that are likely to result if you fail to be punctual.

Visitors

HECUA operates as a learning community based on mutual respect and trust. Rules regarding visitors are designed to protect the integrity of the program and group dynamics, and to reduce and manage risk. As a consequence, should students want to meet up with family or friends while in New Zealand, we encourage visits only during non-program time, or before or after the program. Students have a responsibility to make prior arrangements with HECUA management and staff for planned visits.

Alcohol

Your participation agreement stipulates extensive HECUA policies and practices. HECUA maintains a strict alcohol policy in recognition that alcohol can diminish a student's capacity to participate safely and effectively in the demanding program that we offer. Failure to comply with alcohol policy will result in disciplinary action.

We aim to maintain a safe, productive, and enjoyable work and learning environment.

Responsible consumption of beer and wine is permitted for individuals who are 18 years of age (the current legal drinking age in New Zealand) or older, in the following field trip situations only:

- Occasional time off which will occur maybe once per week (usually a weekend). Note that the opportunities and evenings available for alcohol consumption on our field trips are rare and some sites, such as the marae and Quaker settlement, and our protocols at Whakapapa, are alcohol free; all sites are drug free.

You may never drink alcohol less than twelve hours prior any filed trip water-related activity.

Management

- The acquisition, distribution, possession, or consumption of alcohol by students must be in compliance with all district and national laws and regulations.

Points to Note:

- Students under eighteen years old are not permitted to consume alcohol.
- Open alcohol containers and/or consumption of alcohol in moving vehicles is prohibited.
- Where there is an opportunity to drink on their filed trip, purchase and consumption of alcohol is restricted to beer, wine or pre-mixed drinks. Hard spirits are not permitted, as they tend to encourage excessive drinking.
- We expect students to monitor themselves and one another, and not to drink to excess.
- Disorderly and drunken behaviour will not be tolerated.
- Drinking with staff is permissible only at designated HECUA functions.
Drugs
HECUA prohibits the illegal possession and/or use of drugs during program time in order to provide a safe, supportive and friendly place of work, learning and living for staff, students and visitors. This includes the recreational use of prescription medicines. Evidence of failure to comply with drug policy will result in immediate expulsion from the program, in addition to possible legal action. It is safe to assume that any drug that is illegal in the US is also illegal in New Zealand. Cannabis is illegal in New Zealand. Should it suspect a violation, HECUA reserves the right to search for and confiscate illegal drugs.

Smoking
HECUA recognises that smoking and second-hand smoke are detrimental to health and that neither students nor staff should have to be exposed to second-hand smoke.

Discrimination and Harassment Policy
It is the policy of HECUA to uphold the legal rights of all members of the HECUA community and to abide by all New Zealand laws and HECUA policies applicable to discrimination and harassment. In accordance with those laws and policies, all members of the HECUA community will be responsible for maintaining an environment that is free of discrimination and harassment based on race, colour, religion, sex, age, national origin, sexual orientation, gender identity or expression, disability, veteran status, or marital status. Therefore, no member of HECUA may engage in discriminatory or harassing behaviour within the jurisdiction of HECUA that unjustly interferes with any individual's required tasks, career opportunities, learning, or participation in the HECUA program.

Sex
HECUA advises students to keep in mind the risks associated with sexual activity, including sexually transmitted diseases and unwanted pregnancy. If students choose to be sexually active, we assume that they will act responsibly and take the appropriate precautions. See the Health section in the blue handbook for Wellington health clinics etc.
Semester Weekly Outline

Kia ora. Sign up for Google Calendar & notifications for Wellington changes and details

Week 1: Monday 2 September

Unfurling the journey, shaping intentions, grounding reflections

Location: Coromandel. Tikapa Moana; Cambridge, Waikato, Aotearoa

Theme Nau mai, haere mai!
Shaping the whānau; hikoi visions; working collaboratively as a group
Solo reflection and connecting with this whenua, this heart earth
homeplace
Orientation to NZ Program and assignments
Te Ao Māori worldviews and knowledge systems: incl. Mauri Biodiversity
Sacred waters

Key questions:
- Where are we?
- What do the land and rivers say?
- Who is the ‘we’?
- Te Ao Māori - ngā kōrero o te taitao (voices from the environment)

Bonus questions:
- What are some central elements of the Tangata Whenua Māori world?
- What environmental and cultural features define New Zealand and its place in the world?
- What are the key features of NZ’s political and governance systems?
- How is the Treaty of Waitangi influencing NZ’s political and legal structures?

Readings:
- The Introductory Blue Book essay.
- Te Tiriti o Waitangi/Treaty of Waitangi and Treaty with the Sioux, in the blue book
- Waiata - in blue book

Due: A.1 Working on Journal, Questions & Reflections

Further optional selected Māori-Crown readings (in Reader):

Further optional readings on environmental legislation:

Week 2 | Radicalism, Action and Community + Tangata Whenua: Kaitiaki, Tikanga and Mana

Location:  Raglan/Whaingaroa + Ngāti Rangi rohe: Ngā Kahui Maunga

Themes:  Tangata Whenua power
Learning from Māori women leaders Direct action + protest  Ocean health
Permaculture  +  Zero Waste, Xtreme style
Creating sustainable communities Environmental success + struggle Leadership + visionaries

Possible Questions:
 o What is Raglan’s place in Māori protest history?
 o What are some key features of Permaculture?
 o How do we get to Zero Waste?
 o How has Raglan built community support for sustainability?
 o What are features of a successful river health restoration project?
 o What does the ocean and geology here say to Ngā and to the observer?
 o How is water quality being managed, protected and restored in NZ?
 o What is the significance of community and personal land relationships in promoting sound environmental management practices?
 o What are some core Permaculture principles on the ground here?
 o How are the areas of environmental progress interacting (inside/outside the system)?
 o Democracy vs. Environment vs. Capitalism - where are we at?
 o Can I surf?!

Due:  A.1 Working on Journal
      B.5 Poss "Waste" policy submit

Readings:
 o Watch documentaries about Eva Rickard, + a doco re XtremeZeroWaste
 o ‘Permaculture Principles.’ In ‘Farming & Food/Permaculture’ digital library folder.
Biodiversity policy and research to meet convention of biological diversity commitments. Ecosystems Consultants Report 23. In Reader
- Waiata and ‘Kawa of the Pōwhiri’ - in the blue book

Optional: re NZ Agriculture + Food:

Week 3 | Ngā, Maunga, ngā awa, Papatūānuku and us

Location: Ngāti Rangi + Whakapapa + Tongariro National Park

Themes:
- Māori kaitiakitanga (guardianship) of rivers, forests and mountains
- Understanding spiritual/cultural values and philosophies behind traditional Māori approaches to resource management
- Māori Co-governance aspirations RMA conflicts and resolutions
- Tongariro National Park management

Issues and some key questions:
- Learning from Ngāti Rangi perspectives of ngā maunga me ngā awa, the mountains and rivers.
- How can governance structures reflect Māori and ecological imperatives, and economic values?
- What impediments do Ngāti Rangi face in expressing their traditional guardianship responsibilities?
- How does the Ngāti Rangi Treaty settlement propose to address these impediments?
- What is your own relationship to the land? How is healing underway or assisted at home/within?

Bonus questions:
- What are the unique features of NZ’s ecology that are reflected in biodiversity policies?
- How is the Dept of Conservation at Tongariro responding to strategic issues such as biodiversity loss, the increasing pressures of tourism and tangata whenua?
- Can conservation policy and practice live up to Indigenous aspirations? How?

Due:
A.1 Journal: Phase One: Questions & Reflections (reviewed whilst you hike mid week)
B.1 Group Presentations - present at Whakapapa. Factor in long range prep over previous week (take the initiative).

Readings:
- Ngāti Rangi Readings
- ISP readings - for proposal sources (Assignment D.1)
Further References

- Tipa, Gail (in Reader) on co-management and Māori
- Marsden. Māori. 'God, Man and the Universe’ (Reader) and more in ‘Maori/World views’ folder in digital library

Week 4: - ‘Ko au te awa, Ko te awa ko au’. Te Awa Tupua: Whanganui River voices

Location: Whanganui (Mon- Wed), travel to Wellington on Thursday

Themes:
NZ’s fresh water quality: Māori perspectives + Te Awa Tupua;
Shifting paradigms and spiritual governance; insights from Program Founder Peter Horsley

Key questions:
➢ How and why is the Whanganui River being given standing?
➢ How are Māori values fashioning water sustainability goals and governance models?

Bonus questions:
○ How can community and iwi-based initiatives be applied to integrated catchment (watershed) or land restoration projects?
○ What policy mixes are available for the design of complex environmental conflicts?

Due: A.1 Journal Pt 1 & Participation log
D.1 Final of ISP Proposal. Factor in long range prep over previous weeks, a bit every day or two (be proactive yourself) helps.

Readings:
○ Iorns, Catherine. Regarding Whanganui River Te Awa Tupua. In Reader.
○ Please review internship website / supplied information; begin notes on site role and vision.

Further River references: ‘Water’ digi drive folder; for example:


**Thursday 26th September** - travel to Wellington via Intercity Bus network; **departs 10:50am arrive 3:15pm.**
Dwellington c 4:15pm: meet with Jo (and Mynetta tbc); tonight/Friday: load luggage for week 5 storage

**Friday 27th September**
- 10am: meet Lissa Chong for a check-in and greeting round
- from c.11:30am travel via bus (will take time) to meet internship sites; plan when and where to meet on Weds Oct 9th
- C. 4pm return for farewells and free time to explore Wellington

**Week 5 | Explore Aotearoa + Reflect + Make Space**

Travel; enjoy, keep safe and travel well!

Basic Itinerary and contact information must be lodged with staff via email before departure.

We recommend communicating well and keeping together throughout excursions so you are aware of each other’s safety/whereabouts. If you must hire a car, then please know driving in NZ takes longer: roads are windy and narrower; build in time and be ready for uncertain conditions.

Feel free to discuss with staff your options - we’ve been to alot of places in Aotearoa and have plenty of tips.

**Sunday 6th October**
3pm: Meeting homestay hosts
Wellington Girls College, International House, 2 blocks up from rail station; Corner Mulgrave+Brookes St.
Meet homestay contact Anna +64-27 447 4106, anna.kingsford@ntozinternational.co.nz and your host(s)
Week 6 | Oct 7 Reconnection + Wellington: resilient harbour capital? Internships


Mon 7th Oct: 10:45am: National Library, Molesworth St: Foyer. Begin mini tour of Wellington with Mynetta Erueti; Charles to join part way through. 11am: Tour of He Tohu exhibition at library. 1pm: Tour of Supreme Court. 3pm: tour of Wellington Museum then walking through some downtown points to classroom, Innermost Gardens, 31 Lawson Pl, Tangi Te Keo/Mt Victoria. Aim to walk up to the lookout!

Tues 8th Oct: Venue: Likely National Library but see Google calendar. TBC: Rostered check ins with staff on ISP proposal and internships. Some may intern this day however, it will vary a bit this week.

Weds/: most people will check in with internship site for orientations (on Fri Sept 27 you will personally set up time and location for this)

Fri 11th Oct: meet at rail station (time likely 9:30am) for excursion to Waiwhetu Marae/gallery Lower Hutt; afternoon; more check-ins done at Sustainability Trust.

Themes: Introduction to Wellington Internship + ISP planning
Our classroom and the space around it
Group Kaupapa; how’re we going? What can we adjust/foster further?
Programme and field trip reflections

Key questions:
- What skills and knowledge have the student group gained so far?
- What questions do I need for my internship?
- Who and where am I meeting for the internship launch on Oct 7 or 8?
- How is the group engaging as a learning community?
- What issues require in-depth discussion to achieve greater understanding?
- What is Wellington doing to promote resilience?

Due: B:4 Exercise 2: Climate Change pamphlet sources
   C.1 Internship Launch + C.2 + C.3 Internship weeks 6-13

Readings:
- Please review your internship website for its mission and history.
- “LifeHack_100 Resilient Cities / #ResilientWGTN.pdf. In Folder: transition towns/Resilient Cities
Week 7: Oct 14 Field trip to Orongorongo Valley

Mon to Weds: Internships.

Thurs - Fri 17-18th October overnight hiking trip to Turere Bend Lodge. Transport details to be sent round (likely meet at railway station at 0930)
At Turere: site observations of bird calls; time in journaling and short A.2 check in re the place of Te Tiriti/the Treaty in your ISP. Session with Lissa (tbc)
Forest observation session on Friday or Thursday afternoon.

Due: A. 3 Journal time at Turere
C.1 Internship support
A.2 part 1 at Turere, Treaty + ISP

Week 8 | Oct 21 Power, Parliament, Diversity and MMP

Mon to Weds: Internships continue. Now you are a few days in, please assess scope of project goals and completion parameters and report on you assessment with manager and in integration log; too much to do? Not enough? Pace okay? Any support you need from staff?. Thank you.

Thursday 24 Oct. Aim for rostered 1:1 ISP chats at National Library 0930-1:30. Then 1:45pm Meet at Parliament entrance security area off lower Molesworth St): we will have guided tour 2-3:30, observing Parliament live during Question Time, with debrief.

Friday 25 Oct:
(Monday 28th Oct Labour Wnd (national holiday). Optional long weekend for travel/or stay at homestay)

Themes: NZ’s MMP Political System.
Diversity, Parliament and the challenges and opportunities of coalition government. Executive government, political and administrative structures.
See Question Time: Some basics re political and administrative structures. Youth, voting + political power; examples of motivating youth to vote (Rock Enrol)

Questions include
- What NZ Government policy interests you at present?
- What policy is being debated in Parliament this week?
- Why is Parliament’s Question Time so noisy?!
- Discuss diversity and representation (Arseneau article)

Due: ISP Check in at National Library 24th
B.2 Climate Change pamphlet group work - Thurs
C.2 Internship Logs
Group peer support review ISP mindmaps

Readings:
For Thursday + discussion Friday:
● Therese Arseneau, The Impact of MMP on Representation in New Zealand’s Parliament – a view from outside Parliament.” in “Political Parties/MMP” Folder (and online at www.aspg.org.au)
● Find a related video or audio of an MP or PM Jacinda Ardern you’d like to talk about for Friday (we recommend PM Ardern at the UN; Louisa Wall on marriage equality; Chloe Swarbrick on youth, mental health and power, Kiritapu Allen or Willow Jean Prime on Māori Women + power) . What’s your view of women, politics and power in this context?

Optional readings for PolSci fans!

● Nagel, Levine & Roberts, in “Political Parties/MMP” Folder

Week 9 | Oct 28 - Kaupapa Māori Research + Wahine Māori + Assignments

Internships: Tues - Wed only this week due to public holiday on Monday

Locations: Innermost Gardens classroom session Nov 1st

Themes: Class Nov 1: Tarina Macdonad on Māori perspectives and a Kaupapa Māori indigenous approach informing research and policy/health service development
Wahine Māori reclaiming political and research spaces Your ISP thinking + topic + progress

Due: B.4 Review/Factsheet
B.3 Group session 1
C.1 Internship support
   Group peer support review ISP mindmap on 1st Nov

Readings:
● Mikaere, Ani. “Māori Women: Caught in the Contradictions of a Colonised Reality”. In Reader.
● Naomi Beth Simmonds' “Mana Wahine Geographies: Spiritual, Spatial and Embodied Understandings of Papatūānuku” (http://researchcommons.waikato.ac.nz/handle/10289/2798 ) (Digi drive/Maori+Indigenous/Mana Wahine)
● Evans, Ripeka. The negation of powerlessness/ Maori feminism, a perspective. (Digi drive/ Maori+Indigenous/Mana Wahine)
**Week 10 | Nov 4 Field trip - Permaculture & Te Ao Māori: reflections on the interweave of holisms**

**Internships:** continue Mon to Wed

**Nov 7-8th Nov overnight field trip:** Permaculture and Te Ao Māori kaitiakitanga – field trip to Otaki to learn from Gary and Emily Williams and Māori gardening/whenua expert Denis Grinnell

**Due:**
- A.3 Journal time
- B:3 Group session 2 at Otaki
- C.1 Internship Support + C.2 Internship Log
- D.2 ISP progress report + outline - Nov 11


**Internships:** continue Mon to Wed

**Location:**
- **Thurs Nov 14th:** Trip to Te Papa Tongarewa National Museum of New Zealand meet at Te Papa likely 0930 tbc
- **Fri Nov 15th:** Innermost Gardens Class; Tarina Macdonald: lecture on Mana Wahine/Māori Health

**Theme:** Māori, biculturalism, science and museums: the example of Te Papa Tongarewa. Role of indigenous knowledge systems in promoting other ways of knowing Māori and Te Tiriti informing Te Papa’s practices

**Due:**
- A.2 Perspectives Korero Group 1
- B:3 Group session 3
- C.1 Internship Support + C.2 Internship Log

**Readings:**
- Hokimate, Pamela, Weaving Maori cloaks. Article In digital library/Maori/World Views
- Buchanan, Awekotuku, N. ‘Cloaked in life and death. Korowai, kaitiaki and tangihanga.’ In digital library/Maori/World Views. (Great YouTube video re this)
- Marsden, Māori. “Kawanatanga and Rangatiratanga” (digital library ‘Maori/world views’ folder’)

**Week 12: Nov 18 ISP Theory and ‘lenses’ week: class brainstorm and peer support session**

**Internships:** continue Mon to Wed

**Themes:** Focus is on supporting each other in writing and idea clarification. Peer support: in pairs or small groups.

Hopefully we will have a talk from a leading freshwater ecologist on NZ river health
Readings: ISP related; share insights

Due: A.2 Perspectives Korero Group 2
B.3 Group session 4
C.1 Internship Support + plan evaluation meeting
Check in re ISP queries

Friday 22nd Nov - 12:30 to 3pm afternoon field trip with Mountain to Sea - snorkeling at Island Bay

Week 13 | Farewelling Internship + Internship Presentations (Fri Wk 13)

Internships: Mon to Wed - last week of internships
Location: Friday: TBC; for presentations; beforehand, possible water expert speaker
Themes: Bringing closure to Internship work (Ends Weds Nov 27th)
Crafting transition documents that work for future HECUA interns Wrap up evaluation meetings.


Due: C.2 Discussion Board post 2 by this week
B.4 Hand in draft climate change pamphlet
C.1 Internship Support + C.2 Internship Log
C.4 Internship presentations Friday

Week 14 Kaitiaki Conservation: Matiu-Somes Island overnight excursion

Location: Mon/ Tues Dec 2nd/3rd overnight field trip to Matiu-Somes Island on Dec 2 for the night for site exploration and hopefully a talk from DOC ranger on this Māori owned conservation island.

Mon Dec 2nd - 9:30am for a 10am Ferry at Queen’s Wharf: www.eastbywest.co.nz Return by 4pm the next day

Themes: Ecological principles in NZ forest restoration
Predator Free NZ 2050:
Conservation: The public, government, and NGOs.

Key question:
● How is the Matiu-Somes Island model an exemplar for bicultural conservation governance?
● What are the key elements of this model?

Bonus questions:
● What ecological concepts are relevant to environmental policy-making?
● How are ecosystem management concepts being developed to protect ecological integrity and halt the decline in biodiversity?
● How can ecological processes, structures, and biological systems be restored to meet sustainability + biocultural goals? What methods are being implemented for biodiversity protection?
● What is involved in Predator Free 2050?
Due: Mon Dec 2 have a draft section of your ISP to peer review share with peers
   C.2 Internship Logs
   C.3 Internship items

Readings:
- http://blog.forestandbird.org.nz/category/topics/advocacy/;
- http://predatorfreenz.org/what-we-do/
- Waitangi Tribunal: Wai 262 report Taumata Tuatahi - Ch 4: Māori interests in the environment and the conservation estate / DOC and Māori

Week 15 | Dec 3 Retreat: spiritual governance, pathways and currents ahead

Location: Quaker Settlement Whanganui
          Farewelling and departing homestays by Monday morning 3rd December

Depart for Whanganui on bus Mon Dec 3rd - be there 930am, Platform 9 Wgtn Rail Station for a 9:50am Intercity bus departure Some gear could be left at Charles' a day or two before

Themes: Conclusions, new beginnings, and reintegration What ideas, hopes + dreams will you take home?
          Reflection: where to next for the River, and for you?
          Closing with care

Due: A.3 Response Piece (prep previous weeks via A.3 + C.2)
         Participation log hand in #2
         Hand in finals of climate change pamphlet
         D.3 ISP Final Project (Monday morning ideally)
         D.4 ISP Presentation: rostered on Tuesday and Wednesday

Hikoi pai, journey well, anew. Haere ra! Farewell!
<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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<td>1 (Sep 2)</td>
<td>A.1: Journaling</td>
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<td>2 (Sep 9)</td>
<td>A.1: Journaling</td>
<td>B.5 poss ‘Waste’ policy submit</td>
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<td>3 (Sep 16)</td>
<td>A.1 Journaling</td>
<td>B.1 Policy Presentation</td>
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<td>4 (Sep 23)</td>
<td>A.1 I Journal Pt 1 &amp;</td>
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<td>D.1 ISP Proposal</td>
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<td>5 (Sep 30)</td>
<td>Vacation: Travel well,</td>
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<td>Sunday Oct 6th 3pm,</td>
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<td>6 (Oct 7)</td>
<td>A.3 Journal time at</td>
<td>B.4 Exercise 2; cl chg</td>
<td>C.1 Internship Launch + C. 2</td>
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<td>Turere Bend Trip</td>
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<td>Log + C.3 Internship wks 6-</td>
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<td>7 (Oct 14)</td>
<td>24th AM: ISP check in</td>
<td>Turere Bend Trip</td>
<td>C.1 Internship Support</td>
<td>A:2 Pt 1@Turere Treaty+ISP</td>
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<td>8 (Oct 21)</td>
<td>Oct 28 Labour Day FYI</td>
<td>B.2; Thurs. cl chg pamphlet</td>
<td>C. 2 Log</td>
<td>24th - Group peer</td>
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<td>group work</td>
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<td>9 (Oct 28)</td>
<td>A.3 Journal time</td>
<td>B.3 Review/Factsheet</td>
<td>C.1 Internship Support</td>
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<td>at Turere</td>
<td>B.4 Group session 1</td>
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<td>10 (Nov 4)</td>
<td>Ōtaki: Permaculture &amp;</td>
<td>B.4 Group session 2</td>
<td>C.1 Internship Support + C. 2</td>
<td>D:2 Nov 11; ISP</td>
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<td>A.3 journal; Nov 14:</td>
<td>B.4 Group session 3</td>
<td>C.1 Internship Support + C. 2</td>
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<td>12 (Nov 18)</td>
<td>A.2 Perspectives</td>
<td>B.4 Group session 4</td>
<td>C.1 Internship Support</td>
<td>Draft section of ISP</td>
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<td>Korero Nov 22</td>
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<td>13 (Nov 25)</td>
<td>C.2 Discussion Board</td>
<td>B.4 Hand in draft climate</td>
<td>C.1 Internship Support + C. 2</td>
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<td>C.2 Log + C.3 Internship items</td>
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<td>Trip to Matiu Somes</td>
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<td>15 (Dec 9)</td>
<td>A.3 Reviewed (prep prev</td>
<td>Participation log hand</td>
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<td>D.3 ISP Paper + D.4 ISP</td>
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