COURSE SYLLABUS

CAS SS-315

AOTEAROA NEW ZEALAND: HISTORY, SOCIETY, AND POLITICS

January – February 2019


This course is designed exclusively for students on the Boston University Study Abroad Program, Auckland
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Faculty:

**Dr Vivienne Kent**  
Course Convenor; and Lecturer for History and Society of Aotearoa New Zealand  
Boston University Study Abroad Program, Auckland  
vkent@bu.edu  
021-234-5426

Vivienne Kent is a Lecturer at The University of Auckland, teaching sociology, New Zealand history, and various programs for the International Office; she also teaches in the School of Social Sciences and Public Policy at AUT University. Vivienne has taught many courses on the history, society, and culture of Aotearoa New Zealand, as well as courses on human rights in Oceania, and sociology courses on various topics, such as gender, violence, and the media.

**Associate Professor Jane Verbitsky**  
Lecturer for New Zealand Politics  
School of Social Sciences and Public Policy  
AUT University  
jane.verbitsky@aut.ac.nz  
9219999, ext. 5116

Jane Verbitsky is Associate Professor in the School of Social Sciences and Public Policy at AUT University, where she is Program Leader for Conflict Resolution. Jane’s research interests are broadly centered on international governance and trans-national policy areas. In particular, her recent research has focused on: Antarctic governance; justice institutions (both domestic and international); and New Zealand’s refugee policy.

**Ms Kymberly Maxwell**  
Lecturer for Introduction to Māori Myths, field trips facilitator, and pastoral care support person  
Kym Maxwell (Ngāi Tai, Ngāti Porou, Ngāti Whātau) is an Executive Personal Assistant at the Bank of New Zealand. An alumnus of the University of Auckland, Kym’s conjoint degree was a Bachelor of Health Sciences and a Bachelor of Arts (double major Political Studies and Māori Studies).

**Mr Eric Renick**  
Facilitator for Field Trips  
Erick Renick is the Auckland Philharmonia Orchestra’s Principal Percussionist. He is from Indianapolis, and received his bachelor’s degree from Butler University, and a Master’s degree and artist certificate from Chicago’s Roosevelt and DePaul universities. Erick is also currently an Artist Teacher at The University of Auckland.

**Mr Brett Armstrong**  
Assistant Director at Boston University Study Abroad, Auckland  
brettnz@bu.edu  
027-510-2344

Brett Armstrong has taught the ‘Sociology of Auckland’ paper for the Sociology Department of The University of Auckland. His research interests include urban sociology, gerontology, and social and health policy. He is originally from San Diego and has lived in Auckland for more than ten years. Brett did his undergraduate and graduate study at The University of Auckland.

**Course Administrators:**  
Kevin Martin (Director): kmartin@bu.edu  
Brett Armstrong (Assistant Director): brettnz@bu.edu
Learning Outcomes (LO) for CAS SS-315
By the end of this course, students are expected to have gained the following:

1. An ability to demonstrate knowledge of the forces that have shaped and continue to influence Aotearoa New Zealand, both Māori and Pākehā (pre-colonial through post-colonial eras); and show an understanding of how this history continues to shape the modern society, politics, and culture of Aotearoa New Zealand.

2. To have acquired a demonstrable understanding of basic Te Reo Māori (language), tikanga (cultural practices), and myth, including being comfortable with common Māori words and phrases that regularly appear in the media and in everyday usage.

3. To have developed and practiced the concept of the Sociological Imagination as it pertains to Aotearoa New Zealand. To be able to employ these and other sociological and political concepts to gain a deeper understanding of Aotearoa New Zealand and the issues that the nation faces. Through these practices it is expected that students will gain greater insight into events elsewhere in the world, including their home countries.

4. To understand Aotearoa New Zealand’s cultural, political, social structures, norms and values, and the issues and concerns that are unique to Aotearoa New Zealand.

CAS SS-315’s in-class tests, assignment papers, and group presentations are designed to evaluate student success in achieving these learning outcomes.

Teaching Methodology:
The course will be taught through lectures, tutorials, audio-visual sources, assignment papers, in-class tests, student group presentations, and field trips.

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<tr>
<th>LETTER GRADE</th>
<th>PERCENT RANGE</th>
<th>DEFINITION</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
<td>Excellent</td>
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<tr>
<td>A-</td>
<td>89 – 92</td>
<td></td>
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<tr>
<td>B+</td>
<td>85 – 88</td>
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<tr>
<td>B</td>
<td>81 – 84</td>
<td>Good</td>
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<tr>
<td>B-</td>
<td>77 – 80</td>
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<tr>
<td>C+</td>
<td>73 – 76</td>
<td>Satisfactory</td>
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<tr>
<td>C</td>
<td>69 – 72</td>
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<tr>
<td>C-</td>
<td>65 – 68</td>
<td>Low Pass</td>
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<tr>
<td>D</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
<td>Fail</td>
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**GRADUES SCHEDULE**

A: Excellent. Papers based on wide reading (properly acknowledged through footnotes and bibliography). These papers present well-constructed arguments and show a clear grasp of the major issues. Outstanding papers also exhibit independent and creative thinking and individual flair in expressing complex ideas. They observe the conventions of prose style appropriate to academic work.

B: Good/competent. Papers which are clearly structured and where the argument leads to a conclusion. They are based on adequate reading (properly acknowledged through footnotes and bibliography) and their meaning is clearly expressed in conventional prose.

C: Satisfactory. Papers written in clear, conventional prose which show a reasonable attempt to answer the question but display one of the following faults: inadequate reading, misunderstanding of the sources, confused argument, and inadequate attention to footnotes and bibliography. Serious failings in two or more of these aspects will probably result in a fail grade.
**COURSE MODULES:**
Module 1: A History of Aotearoa New Zealand & an Introduction to Māori Culture
Module 2: The Road to Biculturalism & Modern Politics
Module 3: Modern Identity in Aotearoa New Zealand

**GRADING BREAKDOWN FOR CAS SS 315:**
- 10%  In-Class Test (LO 1 & 2)
- 10%  Art Trail Assignment (LO 1 & 4)
- 10%  In-Class Test (LO 1 & 4)
- 20%  In-Class Test (LO 1, 2 & 4)
- 10%  Auckland Art Gallery & Museum Worksheet (LO 1 & 4)
- 20%  Student Group Presentations (LO 1, 2, 3 & 4)
- 20%  Research Paper (LO 1, 2, 3 & 4)

**COURSE POLICIES:**

**ATTENDANCE STATEMENT FROM BOSTON UNIVERSITY**
While on a Boston University Study Abroad Program, students continue their academic progress, earning BU credits towards their undergraduate degree while abroad. Students who enrol in a BU Study Abroad program do so with the understanding that these are academic programs with scheduled class meetings, internship placements and program-wide activities and excursions. Attendance is expected and required. Personal travel and visits from family and friends will not be considered excused absences while on a BU Study Abroad program. Students are expected to adhere to the local attendance policies as stated in course syllabi.

**ATTENDANCE STATEMENT FROM AUCKLAND STUDY ABROAD PROGRAM**
Students are expected to arrive promptly at all lectures and tutorials, to have prepared the assigned readings, and to contribute to discussions. Authorized assignment extensions and class absences are granted at the discretion of your instructor, Dr Vivienne Kent. Unauthorized lateness when submitting work, or unauthorized absences from class, will be penalized by a drop in your grade, at the discretion of your instructor and the Boston University Study Abroad Director and Assistant Director.

**PENALTIES:**
Penalties for late arrival to class and for unexcused absences, and late assignment submissions where an extension has not been requested and granted, will be assessed after the final grade for the course has been calculated.

**DEADLINES:**
Deadlines for coursework are NOT generally negotiable. Any work submitted after the due date and without an extension will be treated as overdue and penalties will apply. Out-of-class assessments (research papers etc.) are due no later than 5pm on the due date. Assignments handed in after 5pm will not be processed until the following work day and penalties will apply.

**HOW TO SEEK/REQUEST/APPLY FOR AN EXTENSION OR ABSENCE FROM CLASS:**
In case of serious circumstances beyond the student’s control (see below), they may apply to Dr Vivien Kent for an extension or absence via email vkent@bu.edu Students should request extensions or absences 2-3 days in advance. Only in serious circumstances will late requests for extensions or absences be considered. Assignments lost through computer malfunctions are not considered grounds for an extension: it is the responsibility of all students to back up their work.

Serious circumstances mean an event such as a sudden illness (in the case of in-class tests or absences from class) or long-term illness (for research papers etc. done over a week or more); if an emergency situation arises that is not an illness, e.g. an accident, any kind of life-threatening event, or if a serious family problem arises back home, please contact Dr Vivienne Kent as soon as possible. While Auckland faculty are sympathetic and supportive to students with genuine difficulties that affect academic work, time management problems such as too many assignments due at once, wanting to go on holiday, relatives visiting from overseas etc., are NOT regarded as serious circumstances and will not warrant an extension or absence.

Only ONE extension can be granted to a student per assignment.
Overdue assignments submitted more than five days late will not be marked nor will assignments be marked if submitted after the assignment has been marked and returned. Unmarked assignments will be held until the end of the semester, at which time the marker may choose to award a minimal completion mark (1 or 2 per cent) in cases where the final grade for the student is borderline (F). For this reason, it is better to hand in a late and incomplete assignment than no assignment at all.

Unexcused absences from class will result in 5 points deducted from the final mark for each class missed, and this will be imposed after the final grade for the course has been calculated. Penalties also apply to the Auckland Bus Trip and the Rotorua Field Trip, where 5 points will be deducted for unexcused absences or late arrivals to excursions.

**Students must behave responsibly at all times on all field trips. All Boston University policies concerning behavior, alcohol, and drugs apply to your time in Aotearoa New Zealand.**

**DISABILITY ACCOMMODATION:**
Boston University provides reasonable accommodations to eligible individuals with disabilities in conformance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. Requests for disability accommodations must be made in a timely fashion through Disability Services at Boston University, which requires documentation of disability. The Boston office will then contact the Auckland Program Director and provide relevant information. Please approach your instructor in SS-315 immediately the course begins and check that your documentation has been received. It takes time to arrange special considerations so please plan ahead to assist Auckland faculty in ensuring you receive your entitlements.

**ACADEMIC CONDUCT CODE:**
It is every students’ responsibility to read the Boston University statement on plagiarism, which is available in the Academic Conduct Code. Students are advised that the penalty against students on a Boston University program for cheating on examinations or for plagiarism may be ‘expulsion from the program or the University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to approval by the Dean.’

[http://www.bu.edu/academics/policies/academic-conduct-code/](http://www.bu.edu/academics/policies/academic-conduct-code/)

**PLEASE NOTE THAT ALL FORMAL CLASSES BEGIN AT 5PM**

**FIELD TRIPS**
Participation in the Auckland bus trip and the Rotorua field trip arranged by the Boston University Resident Course Director is a requirement of the course. Participation in the Northland field trip is optional. Boston University policies concerning behavior, alcohol, and drugs apply to all field trips.

**Auckland Bus Trip:** one-day, around Auckland and environs  
**Rotorua Field Trip:** three-days, to Rotorua and environs  
**Northland Field Trip:** three-days, to Bay of Islands and Northland
CAS SS-315 SYLLABUS

All readings are available on Blackboard, and provide more information on each class topic. Extra readings may be added at the lecturer’s discretion. Readings marked with * are also available in print in the Course Reader.

MODULE 1:
A HISTORY OF AOTEAROA NEW ZEALAND & AN INTRODUCTION TO MĀORI CULTURE

Module 1 introduces you to the history of Aotearoa New Zealand, the last large land mass in the world to be inhabited by humans. The first settlers were Polynesian voyagers who discovered Aotearoa at least one thousand years ago, and their descendants are now known as Māori. Europeans (locally identified as Pākehā) arrived later, with Abel Janszoon Tasman (Netherlands) first sighting Aotearoa in 1642; but no Europeans set foot on the land until James Cook’s voyage (from Great Britain) came here in 1769. In 1840, Māori rangatira (chiefs) and the British Crown signed The Treaty of Waitangi/Te Tiriti o Waitangi, a legal document that was meant to establish a partnership between the two peoples. However, this alliance was not honored by the Crown or by the increasing numbers of mostly British settlers who migrated to Aotearoa New Zealand. After the New Zealand Wars of the 19th century, British traditions and culture became dominant and colonization accelerated; Māori lost most of their tribal lands and were expected to adopt a Pākehā way of life.

Monday January 07, 5-7pm.
INTRODUCTORY CLASS: THE LAY OF THE LAND
Dr Vivienne Kent
Today we will introduce ourselves, and look at the origins of Aotearoa New Zealand. Translations between Te Reo Māori and English language are drawn from: John C. Moorfield. 2012. Te Whanake: Te Aka Māori-English, English-Māori Dictionary. Auckland: Pearson. This is also available online: [http://maoridictionary.co.nz](http://maoridictionary.co.nz)

Recommended Reading:


Tuesday January 08, 5-7pm.
TE AO MĀORI (THE MĀORI WORLD)
Dr Vivienne Kent

Recommended Reading:

Wednesday January 09, 5-7pm.
EARLY ENCOUNTERS: MĀORI AND PĀKEHĀ (EUROPEAN) CONTACT
Dr Vivienne Kent

Recommended Readings:


Anne Salmond. 2014. First Contact: Tasman's Arrival in Taitapu, 1642. Wellington: BWB.


**Thursday January 10, 5-7pm.**

**COLONIZATION AND THE TREATY OF WAITANGI/ TE TIRITI O WAITANGI**

**10% IN-CLASS TEST (10% of final mark)**

Dr Vivienne Kent

**Recommended Readings:**


*Claudia Orange. 2014. What Happened at Waitangi? Wellington: BWB.


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**Saturday January 12, beginning at 09:00am**

**BUS TRIP AROUND AUCKLAND/TĀMAKI MAKAURAU**

This excursion is designed to familiarize you with Auckland and its environs: a place known to Māori as Tāmaki Makaurau, which means ‘the isthmus desired by many lovers’, so-called because many people have fought over the right to live in this beautiful and fertile place. You will visit the summit of Maungawhau/Mt Eden, Mission Bay Beach, Tākaparawhau/Bastion Point, the Arataki center in the Waitākere rainforest, and the wild west coast black sand beach of Piha.

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**Monday January 14, 5-7pm.**

**THE ROAD TO BICULTURALISM: PROTEST!**

**Note that this class is part of Modules 1 and 2.**

Dr Vivienne Kent

**Recommended Readings**


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**Tuesday January 15, beginning at 05:00pm**

**AUCKLAND WALKABOUT**

Dr Vivienne Kent

This walking tour gets you out of the classroom and into the streets of Tāmaki Makarau, Auckland, the Queen City, City of Sails! We will look at several sites of historic interest and consider the way public space is shaped in Auckland. What is the ‘public good’? What is a creative city? Can artists contribute to shaping physical manifestations of public good within the built environment? This excursion provides you with information for your ‘art trail’ assignment, due January 20.

✪ Note that this event is part of Module 3.

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**Wednesday January 16, 5-7pm.**

**CULTURAL IDENTITY**

✪ Note that this class is part of Module 3.

Dr Vivienne Kent

**Recommended Readings**


See also ‘Public Art in Auckland’ Facebook page: [https://www.facebook.com/PublicArtAKL/](https://www.facebook.com/PublicArtAKL/)

See the Apple App Store for the very useful ‘AKL City Tours’ free app, which has several maps for public art, heritage walks, street art, and other sites of interest.
In Module 2 we consider the modern bicultural state of Aotearoa New Zealand. We have already briefly examined how it was created through the protests and struggles that resulted in an on-going legal and political settlement between Māori and Pākehā. As discussed in Module 1, The Treaty of Waitangi/Te Tiriti o Waitangi, signed in 1840, was meant to establish a partnership between Māori and Pākehā but was in reality repeatedly violated. As discussed in our earlier class on political protests, from the 1970s a renaissance of Māori culture began, along with growing Māori dissent over issues such as land loss and other breaches of the Treaty. By the 1980s these protests were more and more supported by many Pākehā, especially young Pākehā studying at university; and eventually the New Zealand government began describing the Treaty as New Zealand’s founding document, advocating biculturalism and a modern legal and political partnership between Māori and Pākehā. Indeed, the Waitangi Tribunal/Te Rōpū Whakamana i te Tiriti o Waitangi, established as a direct result of Māori activism in the 1970s to hear Māori grievances over breaches in Te Tiriti, is engaged in a long process of settling the wrongs of the past, returning some of the land stolen during colonization, and paying reparations to iwi (tribes). There is furthermore an increasingly explicit connection between The Treaty of Waitangi/Te Tiriti o Waitangi and the international human rights system, especially the United Nations Declaration on the Rights of Indigenous Peoples (2007). This module will look at how a desire for social justice has become incorporated into the modern political system in Aotearoa New Zealand; and we will further examine how this system has continued to change in order to include an increasingly multicultural population in the present day.

We will examine the modern political system in Aotearoa New Zealand; we will then discuss modern foreign policy, especially the relationship between Aotearoa New Zealand and the United States of America.

**Thursday January 17, 5-7pm.**

**THE MODERN POLITICAL SYSTEM IN AOTEAROA NEW ZEALAND**

Dr Jane Verbitsky

**Recommended Readings**


What is Parliament?

How a Bill becomes Law.

All available from www.parliament.nz


**Monday January 21, 5-7pm.**

**THE WAITANGI TRIBUNAL, SOCIAL JUSTICE, AND MODERN MULTICULTURALISM**

Dr Jane Verbitsky

**Recommended Readings**


Thursday January 24, 5-8pm.

MĀORI AND POLYNESIAN MYTHS
Ms Kymberly Maxwell

This class is a fun way to learn about Māori mythology and modern identity, as Kym combines storytelling with Māori language games; it will prepare you for your field trip to Rotorua.

Please note that this is a 3-hour class, and is part of Modules 1, 2 and 3.

Recommended Readings


Saturday January 26 – Monday January 28

FIELD TRIP TO ROTORUA
NOHO MARAE

This field trip provides you with an immersive experience of Māori culture. You will stay on a Rotorua Marae and enjoy various cultural activities as well as take part in discussions about The Treaty of Waitangi/Te Tiriti o Waitangi and its importance in contemporary society in Aotearoa New Zealand. Boston University staff will be with you on this field trip, and the experience is provided through Aotearoa Adventures.

Tuesday January 29, 5-7pm.
HEALING OUR HISTORY
Dr Vivienne Kent
This tutorial workshop gives you the space to discuss your experiences during the Noho Marae, and consolidate the knowledge you have gained about The Treaty of Waitangi/Te Tiriti o Waitangi and The Waitangi Tribunal/Te Rōpū Whakamana i te Tiriti o Waitangi in our studies thus far. There is an in-class test tomorrow, Wednesday January 30, in which you will be required to write two essays: one on the Treaty, and one on the Tribunal. How we can heal the colonial history of Aotearoa New Zealand is a key issue in the establishment of modern identity here; it is essential that you develop an understanding of this process, which is rooted in our history, politics, and culture.

Recommended Reading:


Wednesday January 30, 5-7pm.
IN-CLASS TEST

Students are required to write TWO essays: one on The Treaty of Waitangi/Te Tiriti o Waitangi and one on The Waitangi Tribunal/ Te Rōpū Whakamana i te Tiriti o Waitangi.

This test is worth 20% of the final mark.
✪This test is on Modules 1 and 2.

MODULE 3:
MODERN IDENTITY IN AOTEAROA NEW ZEALAND

Module 3 specifically focuses on modern identity in Aotearoa New Zealand. What does identity, belonging, and citizenship mean? Aotearoa New Zealand is the place of belonging for all New Zealanders, in all our contemporary diversity; as Māori describe it, it is our tūrangawaewae (place to stand); and the fabric of individual identity is achieved by weaving together many threads, with multiple identities. We will begin by thinking sociologically about how a society and its people are formed; and then go on to investigate important aspects of identity construction by beginning to explore the faces, voices, places, and stories of Aotearoa New Zealand. Your presentations and research papers on identity in Aotearoa New Zealand will be drawn from the information provided in this module. Although this is a largely self-directed module we will discuss relevant research topics, during two tutorial workshops on the sociological imagination and identity.

Monday February 04, 5-7pm.
THE SOCIOLOGICAL IMAGINATION, & IDENTITY IN AOTEAROA NEW ZEALAND
Dr Vivienne Kent

Recommended Readings


Tuesday February 05, 5-7pm.
MODERN IDENTITY IN AOTEAROA NEW ZEALAND
Dr Vivienne Kent
Note that you are not expected to read all of these chapters and articles before you come to class. They are provided – some printed in your Course Reader, and all on Blackboard – to assist you in preparing your group presentation and your research paper.

Recommended Readings


Monday February 11 and Tuesday February 12, 5-7pm
STUDENT GROUP PRESENTATIONS
Dr Vivienne Kent

Groups will present their allocated topics each evening, in front of an audience of their peers, who are expected to participate by asking relevant questions.

ASSESSMENTS:

CAS SS-315’s in-class tests, assignment papers, and group presentations are designed to evaluate student success in achieving the Learning Outcomes described on page 3 of this syllabus. Note that more detailed information on the assignments will be provided in the classroom; and further resources and instructions are on Blackboard.

10% In-Class Test (Māori Culture and Society)
10% Art Trail Assignment (Identity and Modern Society)
10% In-Class Test (Politics)
20% In-Class Test (Treaty/Te Tiriti and Waitangi Tribunal)
10% Auckland Art Gallery & Museum Worksheet (Identity and Modern Society)
20% Student Group Presentations (Identity and Modern Society)
20% Research Paper (Identity and Modern Society)

FIRST ASSIGNMENT:
In-Class Test: Thursday January 10
• Evaluating knowledge of Māori culture and society.
• The test consists of short answers.
• This assignment is worth 10% of the final mark and the test is 30 minutes in duration.

SECOND ASSIGNMENT:
Art Trail Assignment, due Sunday January 20 by 5pm
• The Auckland walkabout on January 15 and class discussion on cultural identity on January 16 will prepare students for this assignment.
• The assignment consists of a self-portrait photograph taken in front of your chosen piece of Auckland’s public art, and a written discussion of the function of public art, this particular work’s meaning, and how you think it speaks to identity and refers to history in Aotearoa New Zealand.
• One photograph and two pages of writing, 1.5 line spacing.
• The work must be referenced using APA 6th citation style.
• A useful website for referencing help: http://owl.massey.ac.nz/referencing/apa-interactive.php
• This assignment must be submitted by email to Dr Vivienne Kent.
• This assignment is worth 10% of the final mark.

THIRD ASSIGNMENT:
In-Class Test: Wednesday January 22
• Evaluating knowledge of politics in Aotearoa New Zealand.
• The test consists of one essay.
• This assignment is worth 10% of the final mark and the test is 30 minutes in duration.

FOURTH ASSIGNMENT:
In-Class Test: Thursday January 30
Evaluating knowledge of The Treaty of Waitangi/Te Tiriti o Waitangi and The Waitangi Tribunal/ Te Rōpū Whakamana i te Tiriti o Waitangi.
• The test consists of TWO essays.
• This assignment is worth 20% of the final mark and the test is 2 hours in duration.

FIFTH ASSIGNMENT:
Reflective Worksheet: due Sunday February 03 by 5pm.
TOPIC: Identity in Aotearoa New Zealand, based on interpretation of works of art and artefacts on display, one from each location.
• Two separate self-guided tours of Auckland Art Gallery and Auckland Museum.
• Choose one work of art from Auckland Art Gallery and one artefact on display at Auckland Museum.
• This is an informal, reflective, assignment: take a photograph of each work of art/artefact that you feel drawn to, and write a page describing what you think each work symbolizes – what the work has to say about a particular strand of identity in Aotearoa New Zealand, and to whom this particular identity is important.
• One photograph and one page of writing, 1.5 line spacing, for EACH artwork/artefact.
• This assignment must be submitted by email to Dr Vivienne Kent.
• This assignment is worth 10% of the final mark.

SIXTH ASSIGNMENT:
Student Group Presentations: Monday February 11 and Tuesday February 12.
TOPIC: Modern identity in Aotearoa New Zealand.
• Students will be placed in groups and each group will be assigned a topic that they will have to research and present to the class. Presentations must consist of a PowerPoint (or similar) slide-show prepared by the group. Each student will be allocated 5 minutes speaking time, plus an extra 5 minutes allowed to each group afterwards for questions from the audience.
• This assignment will provide students with research material to develop into the research paper due February 17.
• This assignment is worth 20% of the final mark.

SEVENTH ASSIGNMENT:
Research Paper: Due by Sunday February 17 by 5pm (email) and Monday February 18 at 6pm (print copy).
TOPIC: Modern identity in Aotearoa New Zealand.
• This is a formal academic paper. The work MUST be written in academic style using academic sources and MUST be correctly referenced using APA 6th citation style.

• You MUST use some of the academic sources provided in the SS-315 Course Reader and on Blackboard – this will be discussed in class.

• Word limit: 2,000 words.

• This assignment must be submitted by email to Dr Vivienne Kent AND in hard-copy.

• This assignment is worth 20% of the final mark.

**BIBLIOGRAPHY:**

These are the main academic texts used for information in SS-315; a more comprehensive reference list can be found on Blackboard.


Bell, Rachael, Margaret Kawharu, Kerry Taylor, Michael Belgrave, & Peter Meihana, eds. 2015. *The Treaty on the Ground: Where we are headed, and why it matters.* Auckland: Massey University Press.


