

# FACULTY OF ARTS AND EDUCATION

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## Faculty of Arts and Education

### Academic Integrity

ACADINT A01

0 Points

#### Academic Integrity Course

An online course designed to increase student knowledge of academic integrity, university rules relating to academic conduct, and the identification and consequences of academic misconduct. Students work through a series of modules, outlining scenarios that they may encounter while studying at university. Each scenario provides information on relevant rules, resources and expected behaviour.

### Academic English Studies

#### Stage I

ACADENG 100

15 Points

#### Forms in Academic English

Focuses on developing an understanding of academic reading and writing, including sentence and paragraph structure and academic vocabulary, and aims to develop strategies for employing these for effective reading and writing of academic texts. Develops an understanding of broad principles and practices of academic discourse at university level.

*Restriction: May not be taken if ENGWRIT 101 or ESOL 201 or ACADENG 201 or ESOL 210 or ACADENG 210 has previously been passed. This course is available only to students who speak English as an additional language*

ACADENG 101

15 Points

#### Academic English Writing

Teaches students the skills necessary to write essays of exposition and argument for university purposes. It includes brainstorming, writing an outline, structuring an essay, integrating quotations, summaries and referencing.

*Restriction: May not be taken if ACADENG 93F, 201, 210, ENGWRIT 101, ESOL 201, 210, TFCACENG 93F has previously been passed. This course is available only to students who speak English as an additional language*

ACADENG 104

15 Points

#### Academic English for Business

Focuses on core English academic reading and writing skills, and strategies for learning disciplinary vocabulary. Targets the academic literacy needs of students in accessing the undergraduate business curriculum and develops awareness of appropriate text structures and academic style to understand and express business-related concepts in an academic context.

*Restriction: May not be taken if ENGWRIT 101 or ESOL 201 or ACADENG 201 or ESOL 210 or ACADENG 210 has previously been passed*

#### Stage II

ACADENG 210

15 Points

#### Writing Research Reports

Aims to develop skills needed for writing research and laboratory reports. It covers key stages in writing a standard report and the language patterns associated with each of these stages. Course components include writing the

literature review, methodology, results and discussion sections of a report, dissertation or thesis.

*Prerequisite: ACADENG 101 or approval of Academic Head or nominee*

*Restriction: ESOL 210. This course is available only to students who speak English as an additional language*

ACADENG 212

15 Points

#### Special Topic

*Restriction: ESOL 212. This course is available only to students who speak English as an additional language*

### Anthropology

#### Stage I

ANTHRO 108

15 Points

#### Being Human

Archaeologists and biological anthropologists examine what it is to be human by studying primates, fossils, archaeological remains and both historical and contemporary societies. Humans are immersed in social and ecological worlds that mutually shape our bodies, actions, and understandings (including mātauranga Māori). Explores the past and present reality of being human, and the evolutionary journey to become human.

*Restriction: ANTHRO 102*

ANTHRO 110

15 Points

#### Culture and Creativity

Explores the connections between culture, creativity, and society through anthropological concepts, Mātauranga Māori, and relevant examples. It covers issues and problems faced by communities locally and globally, using a range of mediums such as whakapapa, material culture, performing arts, media and grassroots movements to illustrate how anthropology can help understand the complexities of creativity and the creation of knowledge.

#### Stage II

ANTHRO 200

15 Points

#### Archaeology: Understanding the Past

An examination of current concepts in archaeological research and their place in the development of archaeological thought. How archaeology makes use of its methods and theories to understand the past. An introductory laboratory component. This course is essential for students who may wish to continue their study of Archaeology at Stage III.

*Prerequisite: 30 points in Anthropology or 60 points passed*

ANTHRO 201

15 Points

#### Human Evolution

Explores issues fundamental to understanding humans' place in nature from a biocultural perspective. What led to the evolution of bipedalism, large brains, and language? How do we define species in the fossil record? How can we reconstruct ancient diets and ecologies? The course will examine how new discoveries and advancements in biology are reshaping understandings of our evolutionary history.

*Prerequisite: 30 points in Anthropology or 60 points passed*

ANTHRO 202

15 Points

#### Music and Identity in World Music Cultures

Examines music's role in the construction and reinforcement of identity. Considers a range of culturally constructed concepts including class, gender and ethnicity; also considers the impact of mass mediated sound and unique

nature of music in the cultural diaspora. Examples and case studies range from the ritual musics of Africa and the classical music of South Asia to East Asian pop.

**ANTHRO 205** **Primate Behaviour, Ecology and Conservation** **15 Points**

Examines the diversity of extant nonhuman primate species, including their behaviour, ecology, and conservation, and also the importance of primatology toward an understanding of our own species. Specifically, students will critically examine the results of primatological inquiries in order to gain insight into the comparative evolutionary approach, especially with respect to the applicability of such efforts to the study of humans.

*Prerequisite:* 15 points in Anthropology or 60 points passed

*Restriction:* ANTHRO 349

**ANTHRO 206** **Origins of Civilisation** **15 Points**

The shift from a hunter-gatherer way of life to one based on village life and agriculture is foundational for the development of complex society. The course considers what socio-cultural changes were involved as Holocene societies developed in different parts of the world and how the relationship between humans and the environment changed.

*Prerequisite:* 15 points in Anthropology or 60 points passed

*Restriction:* ANTHRO 322

**ANTHRO 207** **Archaeological History of Aotearoa New Zealand** **15 Points**

Examines the first 600-700 years of human settlement in Aotearoa New Zealand from an archaeological perspective, from Polynesian arrival through the early historic period. Themes include Māori origins in East Polynesia, adaptations to Aotearoa's temperate environment, changing patterns of resource use, Māori material culture and arts, the development of fortified sites or pā, and the emergence of classic Māori society.

*Prerequisite:* 60 points passed

**ANTHRO 208** **Biosocial Medical Anthropology** **15 Points**

Medical Anthropology draws on biological and social/cultural anthropology to address issues of human health and disease. A distinct subfield, it includes studies of the co-evolution of humans and diseases, human ecology, cultural constructions of health and illness, medical knowledge and healing practices, and the political economy of health. Students are asked to research, think and write analytically about these topics.

*Prerequisite:* 60 points passed at Stage I

*Restriction:* ANTHRO 324, 372

**ANTHRO 212** **Ethnographic Film and Photography** **15 Points**

Explores uses of photography and film in the production and dissemination of anthropological knowledge. Emphasises the choices in subject matter, imagined audience, composition, construction of narrative (or not), and mode of representation that are made at all stages in the production of ethnographic images. Uses ethnographic images to reflect on construction of ethnographic texts.

*Prerequisite:* ARTHIST 115 or 30 points in Anthropology, Communication, Media and Screen Studies, or Sociology

*Restriction:* ANTHRO 320, 373

**ANTHRO 213** **Questioning Race and Racism** **15 Points**

Multiple anthropological frameworks explore the scholarly

and popular understandings of race and racism, and question contemporary perspectives. Why do these concepts have such social and political potency? What are the impacts of concepts of race and practices of racism and anti-racism on individuals, families, communities, nation-states and empires, in Aotearoa New Zealand, the Pacific, and elsewhere?

*Prerequisite:* 15 points at Stage I in Anthropology and 15 points in BA courses

*Restriction:* ANTHRO 105

**ANTHRO 217** **Rhythm, Blues and Rock** **15 Points**

African-American popular music and culture from the mid-1930s through the early 1960s, including styles such as blues, R 'n' B, and early Rock 'n' Roll. Considers issues of racial and gendered representation, creativity, the popular music industry, the place of music in the development of 'youth culture' and stylistic trends. Individual performers, recordings and performances, are also examined.

*Restriction:* POPMUS 206

**ANTHRO 220** **Kaumātuatanga: Ageing in Aotearoa** **15 Points**

Examines contemporary and historical understandings of kaumātuatanga and kaumātua roles in Māori society. Topics include: leadership within Māori society; tuakana-teina, gendered roles and complementarity; whanaungatanga and important relationships; health inequities and policies; emerging health partnership models; and the diversity of kaumātua groups.

*Prerequisite:* 30 points from Anthropology, Māori Studies or Sociology

*Restriction:* ANTHRO 376

**ANTHRO 226** **Imperialism and Immigration in the Americas** **15 Points**

Examines the relationship between migration and imperialism in the Americas through the framework of critical anthropology as a discipline and through the use of contemporary case studies. This course critically engages with the role of the United States as an imperial power in and draws significantly from decolonial, post-colonial work and work produced by scholars in Latin America.

*Prerequisite:* 15 points at Stage I in Anthropology

*Restriction:* GLOBAL 251

**ANTHRO 227** **Future Generations Anthropology** **15 Points**

This course acknowledges the colonial history of anthropology and imagines an anthropology that is relevant now and for the future, with Aotearoa-New Zealand not as just a site of study but an active producer of anthropological knowledge. Explores anthropological concepts via contemporary settings and Mātauranga Māori to demonstrate the usefulness of anthropology in addressing fundamental local and global issues.

*Restriction:* ANTHRO 109

**ANTHRO 234** **Popular Musics of the Pacific** **15 Points**

From hip hop to reggae to pop, this course explores Pacific popular music genre, artists and songs as well as relevant musical techniques, modes of distribution and processes of fusion and change. It probes the positions and possibilities of Pasifika pop musics by discussing critical questions about culture, authenticity, modernisation, consumerism, identity and musical (ex)change.

**ANTHRO 235** 15 Points**The Anthropology of Human Remains**

Human remains reflect the lives of the dead as well as the lives of those who buried them. The course introduces students to the various ways in which we can study the dead. It covers three areas: the interpretation of mortuary practices, the interpretation of past lives from skeletal remains, and the practice of burial archaeology in the southern hemisphere.

*Prerequisite:* 15 points in Anthropology or 60 points passed  
*Restriction:* ANTHRO 367

**ANTHRO 236** 15 Points**Special Topic****ANTHRO 237** 15 Points**Economy and Culture**

Explores economic systems cross-culturally, including modes of production, forms of exchange, and ideas about property and consumption. Questions and critiques Euro-American assumptions about human nature, social persons, and the ubiquity and morality of markets and market exchange.

*Prerequisite:* 15 points at Stage I in Anthropology or Employment Relations and Organisational Studies  
*Restriction:* ANTHRO 374

**ANTHRO 241** 15 Points**Anthropology of the Body**

Examines cultural and historical variations in how societies understand and experience the human body. The focus will be primarily on social, historical, and political-economic approaches. Topics such as labour, sport, health, illness, sexuality, gender, and religious ritual will be considered. Explores the cultural construction and social experience of the human body in a diverse range of settings.

*Prerequisite:* 30 points in Anthropology  
*Restriction:* ANTHRO 354

**ANTHRO 248** 15 Points**Special Topic**

*Prerequisite:* 30 points in Anthropology

**ANTHRO 250** 15 Points**World-view and Religion**

Anthropological approaches to religion and world-view. Includes cross-cultural approaches to meaning, belief, religious experience, ritual and myth. Issues of religion, ideology, syncretism, symbolism in social conflict and change. Considers local and world religions.

*Prerequisite:* 30 points in Anthropology, Sociology or Theological and Religious Studies  
*Restriction:* ANTHRO 319

**ANTHRO 252** 15 Points**Global Heritage Management**

Globally, archaeological features and historic monuments are increasingly threatened by urban development, looting, antiquities trafficking, and effects of climate change. Using an archaeological perspective, state-of-the-art recording technologies, community partnerships, legislation, management systems, and the role of museums in conservation and exhibition will be examined. Case studies from Aotearoa, Pacific and elsewhere illustrate major issues, contradictions, and controversies, alongside effective heritage management.

*Prerequisite:* 30 points in Anthropology

**Stage III****ANTHRO 301** 15 Points**Contemporary Research in Music and Culture**

A seminar-style course covering a range of current topics and methods in ethnomusicology. Examines selected theories, methods, and perspectives on the roles and meanings of musical activity in contemporary human culture. We will view music as a symbolic component of cultural expression and as both focus and paradigm for cultural structures and behaviours.

*Prerequisite:* ANTHRO 202 or 30 points at Stage II in Transnational Cultures and Creative Practice  
*Restriction:* ANTHRO 219

**ANTHRO 306** 15 Points**Pacific Archaeology**

The archaeology of the Pacific region, including colonisation, settlement patterns, interisland trade, traditional navigation, cultural change, emergence of complex societies and ethnohistory.

*Prerequisite:* 60 points at Stage II  
*Restriction:* ANTHRO 706

**ANTHRO 317** 15 Points**Field Methods in Archaeology**

Participation in a field school involving an intensive introduction to all aspects of excavation and subsequent laboratory analysis and report preparation.

*Prerequisite:* ANTHRO 200 passed with a grade of B- or higher  
*Restriction:* ANTHRO 373

**ANTHRO 319** 15 Points**World-view and Religion**

Anthropological approaches to religion and world-view. Includes cross-cultural approaches to meaning, belief, religious experience, ritual and myth. Issues of religion, ideology, syncretism, symbolism in social conflict and change. Considers local and world religions.

*Prerequisite:* ANTHRO 203 or 30 points at Stage II  
*Restriction:* ANTHRO 250

**ANTHRO 321** 15 Points**Equality and Inequality**

Examines conceptualisations, realities and consequences of equality and inequality cross-culturally. Considers whether there are egalitarian societies and whether inequality is inevitable. Covers types and systems of inequality such as slavery, gender inequality, caste and class, as well as differences between economic and political inequality, and between equality of opportunity and equality of results.

*Prerequisite:* 30 points at Stage II

**ANTHRO 329** 15 Points**Music of East Asia: Tradition, Modernity and Globalisation**

Explores East Asia from the ethnomusicological perspective and illuminates how music negotiates boundaries and constructs varying identities in China, Japan, and Korea, while affirming a distinct cultural identity generally referred to as "East Asian". Using different musical practices of East Asia as case studies, it examines multiple approaches and methodologies used in studying East Asian music.

*Prerequisite:* 30 points at Stage II

**ANTHRO 337** 15 Points**Birth, Death, and Disease: Anthropological Demography**

Examines how human populations change over time, what factors underlie patterns of disease and death, and why demography is so important to the study of epidemics. The course will explore the use of demographic methods and theories of demographic and epidemiological transition to

examine fertility, morbidity, mortality, and migration from an anthropological perspective, with a particular focus on infectious disease dynamics.

*Prerequisite:* ANTHRO 201 or 30 points in Anthropology at Stage II or above

#### **ANTHRO 340** 15 Points

##### **Heritage Conservation in Aotearoa**

Addresses the main principles of heritage conservation focusing on the rationale rather than treatment methods. Special emphasis is given to the fields of: conservation of place, archaeological, architectural, ethnographic and fine art conservation. Provides students with a cultural orientation to conservation where issues are examined through several contexts, including anthropological studies and conservation science.

*Prerequisite:* 30 points at Stage II in Anthropology

#### **ANTHRO 345** 15 Points

##### **Directed Study in Anthropology**

A directed reading and individual study course, offered in exceptional circumstances, to prepare students in the methodologies of a selected sub-discipline of Anthropology, with the agreement and under the supervision of appropriate staff.

*Prerequisite:* 30 points at Stage II in Anthropology and permission of Major/Specialisation Leader

#### **ANTHRO 348** 15 Points

##### **Perspectives on Human Growth**

Adopts evolutionary and biocultural perspectives in examining patterns of human growth and maturation. Human developmental patterns are placed within an evolutionary framework using evidence from non-human primates and earlier hominid remains. Variability within and among human populations in growth and developmental timing is considered in terms of genetics interacting with physical, biotic and social factors.

*Prerequisite:* ANTHRO 201 or 60 points in Anthropology

#### **ANTHRO 349** 15 Points

##### **Primate Behaviour, Ecology and Conservation**

Examines the diversity of extant nonhuman primate species, including their behaviour, ecology, and conservation, and also the importance of primatology toward an understanding of our own species. Specifically, students will critically examine the results of primatological inquiries in order to gain insight into the comparative evolutionary approach, especially with respect to the applicability of such efforts to the study of humans.

*Prerequisite:* ANTHRO 201 or 60 points in Anthropology

*Restriction:* ANTHRO 205

#### **ANTHRO 351** 15 Points

##### **Special Topic**

*Prerequisite:* ANTHRO 203 or 30 points at Stage II in Anthropology

#### **ANTHRO 352** 15 Points

##### **Special Topic: Applied Anthropology**

Examines how anthropology has been used in interventions that affect people's lives, and how anthropology has contributed to public policy and public discourse. Considers ethical, methodological and theoretical complexities of anthropology's engagement in development and advocacy. Finally, the course will consider how anthropologists fit into the bigger picture of transnational governmentality, policy and economy.

*Prerequisite:* 60 points in Anthropology

#### **ANTHRO 353** 15 Points

##### **Archaeology in Practice**

Introduces standard laboratory methods for analysing artefacts and generating material culture data to answer questions about the past. Quantitative observations, classification, and hypothesis testing will be emphasised. Course content will be relevant to a range of archaeological research, including research in heritage management contexts. Analysis of Australasian and Pacific Island materials will form the basis of laboratory work when possible.

*Prerequisite:* B- or higher in ANTHRO 200 or 201

#### **ANTHRO 354** 15 Points

##### **Anthropology of the Body**

Examines cultural and historical variations in how societies understand and experience the human body. The focus will be primarily on social, historical, and political-economic approaches. Topics such as labour, sport, health, illness, sexuality, gender and religious ritual will be considered. Explores the cultural construction and social experience of the human body in a diverse range of settings.

*Prerequisite:* ANTHRO 203 or 30 points at Stage II in Anthropology

*Restriction:* ANTHRO 241

#### **ANTHRO 357** 15 Points

##### **Gender, Sexuality and Popular Music**

Explores the ways in which gender and sexual identities are both reflected in and modified by mainstream popular music: from 'girl power' to boy bands; from outwardly gay and lesbian artists to the gay appropriation of heterosexual female divas; from the camp masculinity of heavy metal to lesbian rock and riot grrrls; from women-hating gangster rappers to powerful women in the recording industry.

*Prerequisite:* 30 points at Stage II

*Restriction:* POPMUS 306

#### **ANTHRO 360** 15 Points

##### **Special Topic**

*Prerequisite:* ANTHRO 200 or 201 or 203 or 219 or 120 points passed

#### **ANTHRO 366** 15 Points

##### **Medicine, Power and Politics**

Anthropological examination of the interplay between cultural values, local and national politics, and international health programs and initiatives. Examines how experiences of medical care and ideas of illness and health vary across different cultural groups and socio-cultural settings.

*Prerequisite:* ANTHRO 203 or 30 points at Stage II

#### **ANTHRO 367** 15 Points

##### **The Anthropology of Human Remains**

Human remains reflect the lives of the dead as well as the lives of those who buried them. The course introduces students to the various ways in which we can study the dead. It covers three areas: the interpretation of mortuary practices, the interpretation of past lives from skeletal remains, and the practice of burial archaeology in the southern hemisphere.

*Prerequisite:* ANTHRO 200 or 201 with a minimum B- grade

*Restriction:* ANTHRO 235

#### **ANTHRO 370** 15 Points

##### **Special Topic**

*Prerequisite:* ANTHRO 200 or 120 points passed

#### **ANTHRO 372** 15 Points

##### **Biosocial Medical Anthropology**

Medical Anthropology draws on biological and social/

cultural anthropology to address issues of human health and disease. A distinct subfield, it includes studies of the co-evolution of humans and diseases, human ecology, cultural constructions of health and illness, medical knowledge and healing practices, and the political economy of health. Students are asked to research, think and write analytically about these topics.

*Prerequisite:* ANTHRO 201 or 30 points at Stage II in Anthropology

*Restriction:* ANTHRO 208, 324

**ANTHRO 373** 15 Points

#### **Anthropological Images**

Explores the use of visual images in the production and dissemination of anthropological knowledge. Examines the choices made in the production of photographs and films, and the politics of representation. The examination of choices made in producing images will be used to consider choices made in the production of anthropological texts.

*Prerequisite:* 15 points at Stage I in Anthropology

*Restriction:* ANTHRO 212, 320

**ANTHRO 374** 15 Points

#### **Economy and Culture**

Explores economic systems cross-culturally, including modes of production, forms of exchange, and ideas about property and consumption. Questions and critiques Euro-American assumptions about human nature, social persons, and the ubiquity and morality of markets and market exchange.

*Prerequisite:* 15 points at Stage I in Anthropology or Stage II in Employment Relations and Organisational Studies

*Restriction:* ANTHRO 237

**ANTHRO 376** 15 Points

#### **Kaumātuatanga: Ageing in Aotearoa**

Examines contemporary and historical understandings of kaumātuatanga and kaumātua roles in Māori society. Topics include: leadership within Māori society; tuakana-teina, gendered roles and complementarity; whanaungatanga and important relationships; health inequities and policies; emerging health partnership models; and the diversity of kaumātua groups.

*Prerequisite:* 45 points from Anthropology, Māori Studies or Sociology including 30 points at Stage II

*Restriction:* ANTHRO 220

**ANTHRO 377** 15 Points

#### **Whiteness in the Settler State**

Examines the concept and construct of "whiteness" within the construct of the "settler state" through the lens of critical anthropology. Explores the development of white supremacy as an ideology and expression of social and political power and provides students with the conceptual and intellectual frameworks to consider the invisibility of whiteness as a social habit.

*Prerequisite:* 15 points at Stage I in Anthropology

**ANTHRO 399** 15 Points

#### **Capstone: Anthropological Science**

Provides students with an opportunity to demonstrate their integrated knowledge and growth in the major. Students are encouraged to make connections between their academic learning in anthropological science and the professional world. Specific topics will vary by year, but will feature projects designed to incorporate both independent and collaborative work, as well as the potential for public engagement.

*Prerequisite:* 30 points passed at Stage III in Anthropological Science or Academic Head approval

### **Postgraduate 700 Level Courses**

**ANTHRO 708A** 15 Points

**ANTHRO 708B** 15 Points

#### **Cultural Resource Management in Archaeology**

Covers all aspects of cultural resource management as it relates to archaeological sites and heritage with a particular focus on New Zealand archaeology and Māori heritage. There is an emphasis on site identification, recording and interpretation in the field. Legal aspects and the roles of archaeologists and iwi in cultural resource management are also covered.

*To complete this course students must enrol in ANTHRO 708 A and B*

**ANTHRO 709** 15 Points

#### **Applying Anthropology**

Considers the diverse fields in which Anthropology may be applied to peoples and cultures in the contemporary world, including, for example: environmental and development issues; land and resource conflicts; mediation and advocacy; human rights; cultural heritage; social policy; business and industry; communications; marketing; medical investigations; museums and other representational activities. Addresses practical and ethical issues that arise in these areas.

**ANTHRO 713** 30 Points

#### **Special Topic in Biological Anthropology**

**ANTHRO 718A** 15 Points

**ANTHRO 718B** 15 Points

#### **Interpreting Biocultural Data**

A survey of the design, implementation, analysis, interpretation, and dissemination of research in biocultural anthropology. It provides a holistic overview of both qualitative and quantitative approaches to biocultural anthropological scholarship.

*To complete this course students must enrol in ANTHRO 718 A and B*

**ANTHRO 719** 30 Points

**ANTHRO 719A** 15 Points

**ANTHRO 719B** 15 Points

#### **Ethnographic Practice and Design**

Based on seminars, workshops and field research, the course prepares students to understand the foundations of anthropological ethnography and the ethical issues it entails, and to become proficient ethnographers in the field, in archives and at the desk. The course provides instruction and practice in research design and proposal writing in socio-cultural anthropology.

*Restriction:* ANTHRO 753

*To complete this course students must enrol in ANTHRO 719 A and B, or ANTHRO 719*

**ANTHRO 724** 30 Points

#### **Special Topic in Social Anthropology**

**ANTHRO 727** 30 Points

**ANTHRO 727A** 15 Points

**ANTHRO 727B** 15 Points

#### **Ethnographies of Music-making**

Advanced theories and methodologies for the ethnomusical analysis of live musical performances and other behaviours across all genres and cultures. Primary attention is given to ethnography and participant-



observation supported by analysis of industrial, cultural, musical, and mediated phenomena.

*To complete this course students must enrol in ANTHRO 727 A and B, or ANTHRO 727*

**ANTHRO 728** 30 Points  
**Topic in Ethnomusicology**

**ANTHRO 729** 15 Points

**ANTHRO 729A** 7.5 Points

**ANTHRO 729B** 7.5 Points

**Special Studies in Anthropology**

A directed reading and individual study course to prepare students in the methodologies in a selected sub-discipline of Anthropology, under supervision of appropriate staff.

*To complete this course students must enrol in ANTHRO 729 A and B, or ANTHRO 729*

**ANTHRO 732** 15 Points

**Reading Medical Ethnography**

Examines the social anthropological practice of ethnography of health and illness in community and clinical settings, including 'non-Western' and 'Western' cultural contexts, through critical readings of recent ethnographies in medical anthropology. Considers ethnographic and anthropological theory, ethics, methodology and application.

**ANTHRO 733** 30 Points

**ANTHRO 733A** 15 Points

**ANTHRO 733B** 15 Points

**Research in Popular Music Culture**

Advanced ethnomusicological theories and methodologies for the analysis of data that are obtained from mediated performance, archival sources, material culture and recorded music and image.

*To complete this course students must enrol in ANTHRO 733 A and B, or ANTHRO 733*

**ANTHRO 735** 30 Points

**Special Topic in Anthropology**

**ANTHRO 736** 30 Points

**ANTHRO 736A** 15 Points

**ANTHRO 736B** 15 Points

**Special Studies in Anthropology**

A directed reading and individual study course to prepare students in the methodologies in a selected sub-discipline of Anthropology, under supervision of appropriate staff.

*To complete this course students must enrol in ANTHRO 736 A and B, or ANTHRO 736*

**ANTHRO 739** 15 Points

**ANTHRO 739A** 7.5 Points

**ANTHRO 739B** 7.5 Points

**Special Studies in Anthropology**

A directed reading and individual study course to prepare students in the methodologies in a selected sub-discipline of Anthropology under supervision of appropriate staff.

*To complete this course students must enrol in ANTHRO 739 A and B, or ANTHRO 739*

**ANTHRO 742** 15 Points

**Contact and Colonialism**

A seminar focused on critical understanding of the political, social and economic expansion of European countries around the world and its cultural consequences. Themes may include: cultural encounter, causes and effects of colonisation, interpretations of the other by colonisers and colonised, Creole cultures, slavery, race, resistance

and accommodation, gender, demography, environmental impacts.

*Restriction: ANTHRO 720*

**ANTHRO 746** 15 Points

**The Archaeology of the Anthropocene**

Calls for the Anthropocene, a new geological epoch, recognise long-term, consequential effects of human societies, regardless of size, economics or socio-political complexity, on environments, organisms and ecosystems. When did the Anthropocene begin? How do we track socio-natural interactions over deep time? What might the past offer the future? This course explores how archaeology contributes to these and related questions.

**ANTHRO 747** 15 Points

**Doing Biocultural Research**

Focuses on ethical research methods in anthropology, from study design and consultation to dissemination of findings. We will examine various ethical dimensions of biocultural research and the relevant guidelines, codes of ethics, and laws that apply to such research. Students will propose a research project involving human participants and draft an institutional ethics board application.

*Restriction: ANTHRO 718*

**ANTHRO 748** 15 Points

**Human Osteology**

Advanced method and theory in human osteology. Coursework is a combination of seminars and practical workshops covering the areas of biocultural frameworks, ethics, taphonomy, human identification, dental anthropology, palaeopathology and biomolecular approaches. Work is focused upon method and theory as applied in the southern hemisphere.

*Restriction: ANTHRO 730*

**ANTHRO 749** 15 Points

**Advanced Primatology**

A practical and theoretical exploration of the methodological principles and research methods in contemporary primatology. Students build a working understanding of behavioural data collection and analysis, as well as developing tools for the assessment of populations and habitats.

*Restriction: ANTHRO 730*

**ANTHRO 753** 15 Points

**Ethnographic Research**

Students learn observational, ethnographic and quantitative social anthropological research methods by designing and carrying out a small class research project. Ethical and methodological issues are introduced.

*Restriction: ANTHRO 711, 734*

**ANTHRO 756** 15 Points

**Anthropology and Intellectual Property**

Examines recent anthropological contributions to debates about intellectual property. These include concepts of ownership, the objectification and appropriation of indigenous knowledge, creativity, bioprospecting, the protection of intangible cultural property, and the effects of global flows of information on persons, privacy and the ownership of ideas.

**ANTHRO 758** 30 Points

**Special Topic in Archaeology**

**ANTHRO 759** 15 Points

**Kaitiakitanga: Protecting our Planet**

Explores kaitiakitanga and environmental stewardship.

Introduces students to contested sites in Aotearoa, New Zealand, each with their own unique stories and guardians who have a duty of care for natural environments. This is anthropology for now and the future, with locations and people not considered as sites to be extracted from but rather active co-producers of anthropological knowledge.

**ANTHRO 760** 15 Points

### **Anthropological Theory and the Contemporary World**

An analysis of foundational and current theoretical works in social anthropology and their relevance to understanding contemporary societies and cultures. The course examines anthropological approaches to long-standing disciplinary debates and contemporary issues of wider public debate.  
*Restriction: ANTHRO 714*

**ANTHRO 762** 15 Points

### **Theorising Human Evolution**

Investigates contemporary evolutionary theory as it applies to humans and other primates. How has the extended evolutionary synthesis changed understandings of human and primate evolution? Topics include: plasticity, adaptation, modes of selection and niche construction.  
*Restriction: ANTHRO 710, 726, 751, 752*

**ANTHRO 763** 15 Points

### **Contemporary Bio-Anthropology**

Explores the ethical dimensions of new and innovative approaches to the study of the behaviour and biology of humans and other primates. What emerging developments help us to understand the complexity of human and alloprimate lives? And what ethical dilemmas do they raise? Topics include: biocultural dynamics, multi-species entanglements and health in past and contemporary societies.

*Restriction: ANTHRO 710, 726, 751, 752*

**ANTHRO 766** 15 Points

### **Landscape Archaeology**

Uses geographic information systems (GIS) and other computer programmes to examine the spatial organisation of data, and the relationship of archaeological sites, features and artifacts to other archaeological remains, and the environment. The social processes underlying these spatial configurations will be a particular focus.

*Restriction: ANTHRO 703*

**ANTHRO 767** 15 Points

### **Special Topic**

**ANTHRO 777** 15 Points

### **Theory in Archaeology**

A critical analysis of the history of archaeological method and theory focusing on issues in the philosophy of science, systematics, and major schools of thought from Antiquarianism to post-modernism.

*Restriction: ANTHRO 700*

**ANTHRO 780** 30 Points

**ANTHRO 780A** 15 Points

**ANTHRO 780B** 15 Points

### **Research Project - Level 9**

*Restriction: ANTHRO 782*

*To complete this course students must enrol in ANTHRO 780 A and B, or ANTHRO 780*

**ANTHRO 782** 30 Points

### **Research Essay - Level 9**

*Restriction: ANTHRO 754, 780*

**ANTHRO 790** 60 Points

**ANTHRO 790A** 30 Points

**ANTHRO 790B** 30 Points

### **Dissertation in Anthropology**

A topic in one of the sub-disciplines of Anthropology to be selected in consultation with a supervisor.

*To complete this course students must enrol in ANTHRO 790 A and B, or ANTHRO 790*

**ANTHRO 792** 45 Points

**ANTHRO 792A** 22.5 Points

**ANTHRO 792B** 22.5 Points

### **Dissertation in Anthropology - Level 9**

A topic in one of the sub-disciplines of Anthropology to be selected in consultation with staff.

*To complete this course students must enrol in ANTHRO 792 A and B, or ANTHRO 792*

**ANTHRO 796A** 60 Points

**ANTHRO 796B** 60 Points

### **Thesis - Level 9**

*To complete this course students must enrol in ANTHRO 796 A and B*

**ANTHRO 797A** 60 Points

**ANTHRO 797B** 60 Points

### **Research Portfolio - Level 9**

*To complete this course students must enrol in ANTHRO 797 A and B*

## **Art History**

### **Stage I**

**ARTHIST 114** 15 Points

### **Understanding Art: Leonardo to Warhol**

Visual intelligence is crucial in navigating the world of images that convey coded messages, and the history of ideas fundamental to all disciplines. How do we read such images? This course decodes paintings, sculptures, prints, architecture, photography and digital images, providing tools to analyse artists from Leonardo to Warhol: experts at moving the eye around the artwork for meanings to emerge.

**ARTHIST 115** 15 Points

### **Global Art Histories**

A broad survey of visual art spanning from the early modern period to the contemporary. Students will be introduced to a range of art practices situated within a global context and will consider art works produced in Māori and Pacific cultures alongside Indian, Asian, Middle Eastern, European and American traditions.

### **Stage II**

**ARTHIST 201** 15 Points

### **Art and Revolution 1750-1850**

Topics in late eighteenth and early nineteenth-century painting, sculpture and architecture in Europe, particularly France and Britain. The impact of social and industrial revolution is examined, and developments in portraiture, landscape and history painting are explored. The major artists include Constable, Turner, Goya, Reynolds, Gainsborough, David, Ingres, Gericault and Delacroix.

*Prerequisite: 15 points at Stage I in Art History and 30 points passed*

*Restriction: ARTHIST 321*

**ARTHIST 204 15 Points****Ways of Seeing Contemporary Art**

Examines some central concerns that have arisen in late modernist art, exploring the moves, intensifications and political implications of art in the post-1968 period: dematerialisation of the art object, site-specificity, the artist in a commodity culture, activism, questions of identity, notions of looking and spectatorship, interactivity, new media, contemporary censorship and debates about the place of the aesthetic.

*Prerequisite:* 15 points at Stage I in Art History or Media and Screen Studies, and 30 points passed

*Restriction:* ARTHIST 334

**ARTHIST 210 15 Points****Modernism and Design**

A study of the central role played by architecture and design within twentieth-century Modernism. Dealing with function, materials, decoration and Modernist theory, the course spans the period from Art Nouveau in the 1890s to World War II. The main focus will be on Europe and the United States, with some references to New Zealand.

*Prerequisite:* 15 points at Stage I in Art History and 30 points passed

*Restriction:* ARTHIST 310

**ARTHIST 217 15 Points****Contemporary Pacific Art**

Focuses on work by contemporary Pacific artists, exploring the ways that they translate indigenous knowledge and urban experiences into gallery forms such as painting, installation, performance, film and video making. Themes such as migration and diaspora, language and memory, notions of homelands and return, and the creation of complex cultural identities will be explored.

*Prerequisite:* 15 points at Stage I in Art History and 30 points passed

*Restriction:* ARTHIST 317

**ARTHIST 224 15 Points****Power and Piety: the Baroque**

The use of art to display, enhance, and justify political power and piety and to promote political and religious ideologies in the major power centres of seventeenth-century Europe in the Baroque period. Refers to the work of artists such as Caravaggio, Bernini, Velasquez, Rubens, Rembrandt, Van Dyck, Le Brun, Jones and Wren.

*Prerequisite:* 15 points at Stage I in Art History and 30 points passed

*Restriction:* ARTHIST 306, 324

**ARTHIST 225 15 Points****Imaging the Renaissance**

An examination of the society and culture of Europe between 1400 and 1700 as expressed in print and visual images. Topics include court and merchant culture, popular cultures, religious faith and the Reformation, festivals, literacy and the book, family and marriage, food, sexualities, witchcraft, death and disease.

*Prerequisite:* 15 points at Stage I in Art History or History or EUROPEAN 100 or HUMS 101, and 30 points passed

*Restriction:* ARTHIST 325

**ARTHIST 230 15 Points****Art Crime**

Explores the growing trend of art crime through a focus on five primary areas: theft, fraud, smuggling, forgery, and vandalism. These will be examined within the context of international and New Zealand case studies, including the theft of the Mona Lisa in 1911, Nazi looting in World War II,

and thefts during the Iraq War in 2003. Ways to curb such crime, particularly the development of art crime squads, will also be discussed.

*Prerequisite:* 15 points at Stage I in Art History and 30 points passed

*Restriction:* ARTHIST 332

**ARTHIST 231 15 Points****Framing the Viewer: 20th Century Art**

The rise of Modernism saw the development of art which is reflexive, which draws attention to itself and the illusion of representation, making us reflect about what art is and how it affects the viewer. This course is designed to enable students to develop their own reflexivity and critical awareness through a study of the 'classic' movements of the twentieth century, such as Cubism, Expressionism, Dada, Surrealism, Abstract Expressionism, Op, Pop and Conceptual Art.

*Prerequisite:* 15 points at Stage I in Art History and 30 points passed

*Restriction:* ARTHIST 331

**ARTHIST 233 15 Points****The Art of Gender Politics**

Explores the intersection of gender and ethnicity with the visual arts. Emphasis will be on art forms and traditions in Aotearoa/New Zealand, the United States, Canada and Australia, with some reference to the Pacific, including photography, film, jewellery, tattoo and textiles.

*Prerequisite:* 15 points at Stage I in Art History and 30 points passed, or 30 points in Transnational Cultures and Creative Practice

*Restriction:* ARTHIST 319, 333

**ARTHIST 235 15 Points****Contemporary Art in Aotearoa NZ**

Focuses on contemporary art in Aotearoa New Zealand from the 1970s to the present, beginning with the later modernist period, exploring the innovations and contributions of Māori and Pākehā artists, and charting its influences and evolution into post-object, and contemporary practices. The development of Pacific art as well as practices that engage with feminism and gender are also a focus.

*Prerequisite:* 15 points at Stage I in Art History and 30 points passed

*Restriction:* ARTHIST 103, 335

**ARTHIST 236 15 Points****Artists and Patrons in Renaissance Italy**

A journey into the motivations and inspirations behind the production of art in Renaissance Italy, this course examines the social, economic, religious and political relationships between patrons, artists and artworks c.1400-c.1520 in a variety of civic, religious, familial, artistic and spatial contexts. It ranges from Florence to Milan, the Medicis to the Sforzas, Duccio to Donatello, Leonardo to Michelangelo.

*Prerequisite:* 15 points at Stage I in Art History and 30 points passed

*Restriction:* ARTHIST 336

**ARTHIST 238 15 Points****Māori Art History: Mana Taonga**

Considers Māori visual art from arrival from the Pacific to the present day. Examines how artists critically negotiated current notions of identity in their work. Forms including moko, carving, weaving, architecture, film and contemporary art are explored through key ideas such as gender politics, patronage, and repatriation. Artists

examined include Raharuhi Rukupo, Te Kooti, Pine Taiapa, Lisa Reihana and Ralph Hotere.

*Prerequisite:* 15 points at Stage I in Art History and 30 points passed, or 45 points in BGlobalSt courses

*Restriction:* ARTHIST 102, 338

#### ARTHIST 245

15 Points

##### The Art of Majesty: Tudors and Stuarts

Examines the role of art, architecture and material goods in communicating magnificence and legitimising political power in Tudor and Stuart England. Coverage includes Henry VIII, Elizabeth I, Anne of Denmark and Charles I and artists and architects such as Hans Holbein, Marcus Gheeraerts, Anthony van Dyck and Inigo Jones.

*Prerequisite:* 15 points at Stage I in Art History and 30 points passed

*Restriction:* ARTHIST 345

#### ARTHIST 246

15 Points

##### Global History of Photography

Overview of photography's global history, beginning with proto-photographic forms and ending with a consideration of digital technology and social media. Art photography is examined alongside journalistic, scientific and ethnographic paradigms of photographic practice. Conceptual issues such as socio-cultural power relationships and diverse representations of time lie at the heart of this course.

*Prerequisite:* 15 points at Stage I in Art History and 30 points passed

*Restriction:* ARTHIST 346

#### ARTHIST 247

15 Points

##### Special Topic

*Prerequisite:* 15 points at Stage I in Art History and 30 points passed

#### ARTHIST 248

15 Points

##### Special Topic: Who am I?: Photography and the Construction of Identity

Considers the camera's involvement in the construction of identity in global photography and in Aotearoa New Zealand from the 1960s to the present. Explores photography's role in representing selfhood at a time when human identities and experiences are increasingly produced and manipulated through the camera's lens, and distributed via the Internet.

*Prerequisite:* 15 points passed at Stage I in the BA

*Restriction:* ARTHIST 348

#### ARTHIST 249

15 Points

##### Special Topic: Art and Fashion

Provides an interdisciplinary study of topics in and tensions between art, fashion, clothing and textiles within a global context. Covering the sixteenth to the twenty-first century, it examines how these realms have intertwined, shaping cultural narratives, social politics and identities. Case studies encounter such themes as representation and identity, conflict and exchange, making and materiality, and consumption and consumerism.

*Prerequisite:* 15 points at Stage I in Art History and 30 points passed

*Restriction:* ARTHIST 349

### Stage III

#### ARTHIST 310

15 Points

##### Modernism and Design

A study of the central role played by architecture and design within twentieth-century Modernism. Dealing with function, materials, decoration and Modernist theory, the

course spans the period from Art Nouveau in the 1890s to World War II. The main focus will be on Europe and the United States, with some references to New Zealand.

*Prerequisite:* 15 points at Stage II in Art History and 60 points passed

*Restriction:* ARTHIST 210

#### ARTHIST 317

15 Points

##### Contemporary Pacific Art

Focuses on work by contemporary Pacific artists, exploring the ways that they translate indigenous knowledge and urban experiences into gallery forms such as painting, installation, performance, film and video making. Themes such as migration and diaspora, language and memory, notions of homelands and return, and the creation of complex cultural identities will be explored.

*Prerequisite:* 15 points at Stage II in Art History and 60 points passed

*Restriction:* ARTHIST 217

#### ARTHIST 321

15 Points

##### Art and Revolution 1750-1850

Topics in late eighteenth and early nineteenth-century painting, sculpture and architecture in Europe, particularly France and Britain. The impact of social and industrial revolution is examined, and developments in portraiture, landscape and history painting are explored. The major artists include Constable, Turner, Goya, Reynolds, Gainsborough, David, Ingres, Gericault and Delacroix.

*Prerequisite:* HISTORY 224 and 15 points at Stage I in Art History or 15 points at Stage II in Art History, and 60 points passed

*Restriction:* ARTHIST 201

#### ARTHIST 324

15 Points

##### Power and Piety: The Baroque

The use of art to display, enhance, and justify political power and piety and to promote political and religious ideologies in the major power centres of seventeenth-century Europe in the Baroque period. Refers to the work of artists such as Caravaggio, Bernini, Velasquez, Rubens, Rembrandt, Van Dyck, Le Brun, Jones and Wren.

*Prerequisite:* HISTORY 243 and 15 points at Stage I in Art History or 15 points at Stage II in Art History, and 60 points passed

*Restriction:* ARTHIST 224, 306

#### ARTHIST 325

15 Points

##### Imaging the Renaissance

An examination of the society and culture of Europe between 1400 and 1700 as expressed in print and visual images. Topics include court and merchant culture, popular cultures, religious faith and the Reformation, festivals, literacy and the book, family and marriage, food, sexualities, witchcraft, death and disease.

*Prerequisite:* 15 points at Stage II in Art History or History and 60 points passed

*Restriction:* ARTHIST 225

#### ARTHIST 329

15 Points

##### Special Topic

*Prerequisite:* 15 points at Stage II in Art History and 60 points passed

#### ARTHIST 331

15 Points

##### Framing the Viewer: 20th Century Art

The rise of Modernism saw the development of art which is reflexive, which draws attention to itself and the illusion of representation, making us reflect about what art is and how it affects the viewer. This course is designed to enable students to develop their own reflexivity and critical awareness through a study of the 'classic' movements of

the twentieth century, such as Cubism, Expressionism, Dada, Surrealism, Abstract Expressionism, Op, Pop and Conceptual Art.

*Prerequisite:* 15 points at Stage I in Art History and 15 points from ENGLISH 206, FRENCH 244, HISTORY 241, PHIL 212, or 15 points at Stage II in Art History and 60 points passed  
*Restriction:* ARTHIST 231

#### **ARTHIST 332 15 Points** **Art Crime**

Explores the growing trend of art crime through a focus on five primary areas: theft, fraud, smuggling, forgery, and vandalism. These will be examined within the context of international and New Zealand case studies, including the theft of the Mona Lisa in 1911, Nazi looting in World War II, and thefts during the Iraq War in 2003. Ways to curb such crime, particularly the development of art crime squads, will also be discussed.

*Prerequisite:* 15 points at Stage II in Art History and 60 points passed

*Restriction:* ARTHIST 230

#### **ARTHIST 333 15 Points** **The Art of Gender Politics**

Explores the intersection of gender and ethnicity with the visual arts. Emphasis will be on art forms and traditions in Aotearoa/New Zealand, the United States, Canada and Australia, with some reference to the Pacific, including photography, film, jewellery, tattoo and textiles.

*Prerequisite:* GENDER 208 and 15 points at Stage I in Art History, or 15 points at Stage II in Art History and 60 points passed, or 30 points in Transnational Cultures and Creative Practice

*Restriction:* ARTHIST 233, 319

#### **ARTHIST 334 15 Points** **Ways of Seeing Contemporary Art**

Examines some central concerns that have arisen in late modernist art, exploring the moves, intensifications and political implications of art in the post-1968 period: dematerialisation of the art object, site-specificity, the artist in a commodity culture, activism, questions of identity, notions of looking and spectatorship, interactivity, new media, contemporary censorship and debates about the place of the aesthetic.

*Prerequisite:* Any 30 points from Art History, History, Media and Screen Studies, or Philosophy

*Restriction:* ARTHIST 204

#### **ARTHIST 335 15 Points** **Contemporary Art in Aotearoa NZ**

Focuses on contemporary art in Aotearoa New Zealand from the 1970s to the present, beginning with the later modernist period, exploring the innovations and contributions of Māori and Pākehā artists, and charting its influences and evolution into post-object, and contemporary practices. The development of Pacific art as well as practices that engage with feminism and gender are also a focus.

*Prerequisite:* 15 points at Stage II in Art History and 60 points passed

*Restriction:* ARTHIST 103, 235

#### **ARTHIST 336 15 Points** **Artists and Patrons in Renaissance Italy**

A journey into the motivations and inspirations behind the production of art in Renaissance Italy, this course examines the social, economic, religious and political relationships between patrons, artists and artworks c.1400-c.1520 in a variety of civic, religious, familial, artistic and spatial

contexts. It ranges from Florence to Milan, the Medicis to the Sforzas, Duccio to Donatello, Leonardo to Michelangelo.

*Prerequisite:* 15 points at Stage II in Art History and 60 points passed

*Restriction:* ARTHIST 236

#### **ARTHIST 338 15 Points** **Māori Art History: Mana Taonga**

Considers Māori visual art from arrival from the Pacific to the present day. Examines how artists critically negotiated current notions of identity in their work. Forms including moko, carving, weaving, architecture, film and contemporary art are explored through key ideas such as gender politics, patronage, and repatriation. Artists examined include Raharuhi Rukupo, Te Kooti, Pine Taiapa, Lisa Reihana and Ralph Hotere.

*Prerequisite:* At least 15 points from ANTHRO 207, HISTORY 252 and 15 points at Stage I in Art History or 15 points at Stage II in Art History and 60 points passed, or 30 points at Stage II in BGlobalSt courses

*Restriction:* ARTHIST 102, 238

#### **ARTHIST 345 15 Points** **The Art of Majesty: Tudors and Stuarts**

Examines the role of art, architecture and material goods in communicating magnificence and legitimising political power in Tudor and Stuart England. Coverage includes Henry VIII, Elizabeth I, Anne of Denmark and Charles I and artists and architects such as Hans Holbein, Marcus Gheeraerts, Anthony van Dyck and Inigo Jones.

*Prerequisite:* 15 points at Stage II in Art History and 60 points passed

*Restriction:* ARTHIST 245

#### **ARTHIST 346 15 Points** **Global History of Photography**

Overview of photography's global history, beginning with proto-photographic forms and ending with a consideration of digital technology and social media. Art photography is examined alongside journalistic, scientific and ethnographic paradigms of photographic practice. Conceptual issues such as socio-cultural power relationships and diverse representations of time lie at the heart of this course.

*Prerequisite:* 15 points at Stage II in Art History and 60 points passed

*Restriction:* ARTHIST 246

#### **ARTHIST 348 15 Points** **Special Topic: Who am I?: Photography and the Construction of Identity**

Considers the camera's involvement in the construction of identity in global photography and in Aotearoa New Zealand from the 1960s to the present. Explores photography's role in representing selfhood at a time when human identities and experiences are increasingly produced and manipulated through the camera's lens, and distributed via the Internet.

*Prerequisite:* 15 points passed at Stage II in the BA

*Restriction:* ARTHIST 248

#### **ARTHIST 349 15 Points** **Special Topic: Art and Fashion**

Provides an interdisciplinary study of topics in and tensions between art, fashion, clothing and textiles within a global context. Covering the sixteenth to the twenty-first century, it examines how these realms have intertwined, shaping cultural narratives, social politics and identities. Case studies encounter such themes as representation and

identity, conflict and exchange, making and materiality, and consumption and consumerism.

*Prerequisite:* 15 points at Stage II in Art History and 60 points passed

*Restriction:* ARTHIST 249

### Postgraduate 700 Level Courses

**ARTHIST 700** 30 Points

**ARTHIST 700A** 15 Points

**ARTHIST 700B** 15 Points

#### Participation, Collaboration, and Photography

Explores a range of increasingly prevalent artistic practice grounded in artistic collaboration and audience participation that are typically mediated through photographic documentation. Considering work by artists such as Thomas Hirschhorn, Tania Bruguera, and Sophie Calle, this course covers topics such as relational aesthetics, site-specificity and pedagogical interventions into public space.

*To complete this course students must enrol in ARTHIST 700 A and B, or ARTHIST 700*

**ARTHIST 701** 30 Points

**ARTHIST 701A** 15 Points

**ARTHIST 701B** 15 Points

#### Art for the City and the Court

Examines the production, patronage and display of art and its function within the political, religious and social frameworks of the early modern court and the city. It focuses on Amsterdam and The Hague in the Dutch Republic and London as the epicentre of the Stuart court. The full panoply of visual and material culture are discussed including painting, sculpture, tapestries, clothing, jewellery and interior decoration.

*To complete this course students must enrol in ARTHIST 701 A and B, or ARTHIST 701*

**ARTHIST 715** 15 Points  
**Special Topic**

**ARTHIST 722** 30 Points

**ARTHIST 722A** 15 Points

**ARTHIST 722B** 15 Points

#### Rembrandt and the Dutch Golden Age

A broad range of critical approaches to the art and life of Rembrandt. The course is taught in seven modules: these comprise the socio-political milieu in which he worked, the historical documents of his life, the artworks he produced, the technical aspects of his work, the organisation of his studio and mechanics of the art market, the issue of authorship and the critical reception of his life and work.

*Restriction:* ARTHIST 737

*To complete this course students must enrol in ARTHIST 722 A and B, or ARTHIST 722*

**ARTHIST 725** 30 Points

**ARTHIST 725A** 15 Points

**ARTHIST 725B** 15 Points

#### Concepts in Contemporary Art

Examines the cross-fertilisation of theory and praxis, philosophy and art, materialism and idealism in the arts. It will be taught in four thematic units – Body/Mind; Representation/Experience; Self/Other and Materialism/Conceptualism – testing how visual theory bridges the gap between these dual terms. Students will learn to apply a number of important critical theories to their understanding

of art, and importantly, to fine-tune those theories through visual experience.

*Restriction:* ARTHIST 724, 729

*To complete this course students must enrol in ARTHIST 725 A and B, or ARTHIST 725*

**ARTHIST 726** 15 Points

#### Special Study

Directed study on a topic or topics approved by the Academic Head.

**ARTHIST 727** 15 Points

#### Art in Context: Study Abroad

Highlights the importance of studying original artworks in context. Contexts for artworks include the original setting, such as a palace, monastery, or town hall, to wider examinations of the socio-historical situations in which they were created. In addition, new museological contexts for artworks offer insight into the display and interpretation of visual culture.

*Restriction:* ARTHIST 327

**ARTHIST 728** 30 Points

**ARTHIST 728A** 15 Points

**ARTHIST 728B** 15 Points

#### Special Topic

*To complete this course students must enrol in ARTHIST 728 A and B, or ARTHIST 728*

**ARTHIST 730** 30 Points

**ARTHIST 730A** 15 Points

**ARTHIST 730B** 15 Points

#### Exploring Pacific Art

Focuses on a range of Māori and Pacific art forms. Themes dealt with include indigenous and migrant voices, memory and notions of belonging, popular culture and its interface with gallery practices, and stereotypes and representation. These topics will be discussed alongside relevant Māori and Pacific writers and theorists, including Ngahuia Te Awetokutu, Albert Wendt and Epeli Hau'ofa.

*Restriction:* ARTHIST 732, 736

*To complete this course students must enrol in ARTHIST 730 A and B, or ARTHIST 730*

**ARTHIST 731** 15 Points

#### Sites of Resistance

Focuses on issues and implications of colonialism and its role in relation to the creation and expression of cultural identities. Classes revolve around close discussions of key readings and their implications in relation to contemporary art practice. There will be particular emphasis on the mediums of film, video, photography, multimedia and performance. Topics include border art, gender issues and counter-curating.

*Restriction:* ARTHIST 712

**ARTHIST 732** 15 Points

#### Topics in Pacific Art and Visual Culture

Focuses on a range of Pacific art forms and aspects of visual culture. Topics include indigenous and migrant voices, memory and notions of belonging, popular culture and its interface with gallery practice and stereotypes and representation. A range of art works and issues are discussed alongside relevant Pacific writers and theorists, including Ngahuia Te Awetokutu, Albert Wendt and Epeli Hau'ofa.

*Restriction:* ARTHIST 730

**ARTHIST 733** 15 Points

#### Special Topic

ARTHIST 734	30 Points
ARTHIST 734A	15 Points
ARTHIST 734B	15 Points

**Art Writing and Curatorial Practice**

Explores the basic principles of curatorial practice and art writing. It will open up professional opportunities for students interested in working with art galleries and museums, and will focus on developing comprehensive art writing skills.

*To complete this course students must enrol in ARTHIST 734 A and B, or ARTHIST 734*

ARTHIST 737	15 Points
<b>Special Topic</b>	

ARTHIST 738	30 Points
ARTHIST 738A	15 Points
ARTHIST 738B	15 Points
<b>Special Topic</b>	

*To complete this course students must enrol in ARTHIST 738 A and B, or ARTHIST 738*

ARTHIST 790	30 Points
ARTHIST 790A	15 Points
ARTHIST 790B	15 Points

**Research Project - Level 9**

*To complete this course students must enrol in ARTHIST 790 A and B, or ARTHIST 790*

ARTHIST 791	60 Points
ARTHIST 791A	30 Points
ARTHIST 791B	30 Points

**Dissertation - Level 9**

*To complete this course students must enrol in ARTHIST 791 A and B, or ARTHIST 791*

ARTHIST 792	45 Points
ARTHIST 792A	22.5 Points
ARTHIST 792B	22.5 Points

**Dissertation - Level 9**

*To complete this course students must enrol in ARTHIST 792 A and B, or ARTHIST 792*

ARTHIST 793	15 Points
ARTHIST 793A	7.5 Points
ARTHIST 793B	7.5 Points

**Research Essay - Level 9**

A 5000 word supervised research essay selected by the student and the Academic Head or nominee in consultation.  
*To complete this course students must enrol in ARTHIST 793 A and B, or ARTHIST 793*

ARTHIST 795A	60 Points
ARTHIST 795B	60 Points

**Research Portfolio - Level 9**

*To complete this course students must enrol in ARTHIST 795 A and B*

ARTHIST 796A	60 Points
ARTHIST 796B	60 Points

**Thesis - Level 9**

*To complete this course students must enrol in ARTHIST 796 A and B*

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**Arts General**

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**Foundation Courses**

ARTSGEN 92F	15 Points
<b>Introduction to Arts and Humanities</b>	

An interdisciplinary, skills-based course which takes students through a special research topic with input from a number of different Arts and Arts-related disciplines. This not only provides students with research experience; it also assists them in making subject choices for Stage I by introducing them to different disciplines and subject areas in the arts and humanities.

*Restriction: ARTSGEN 92P*

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**Stage I**

ARTSGEN 103	15 Points
ARTSGEN 103G	15 Points

**Ko Wai Tātou? Who Are We?**

Ko wai tātou? Who are we? Who are our people and communities? What do our ideas about who we are mean for relations of in/equality or how we experience belonging individually and collectively? In addressing these questions, this course considers how knowledge of place enhances your learning, the significance of Te Tiriti o Waitangi, and how knowledge systems frame understanding.

ARTSGEN 104	15 Points
<b>Te Pārekereke</b>	

Offers students the opportunity to improve their mastery of skills necessary for success in university study, including time and workload management, written communication, note taking, academic writing, successful use of the library, and approaches to research. Introduces students to University structures, systems, and resources. Helps students assess their own needs and understand where to secure further support.

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**Stage III**

ARTSGEN 300	15 Points
<b>Directed Study</b>	

Directed study on a topic or topics approved by the Academic Head.

*Prerequisite: Approval of the relevant Academic Head or nominee concerned and faculty is required*

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**Postgraduate 700 Level Courses**

ARTSGEN 740	15 Points
ARTSGEN 740A	7.5 Points
ARTSGEN 740B	7.5 Points
<b>Research Essay - Level 9</b>	

*To complete this course students must enrol in ARTSGEN 740 A and B, or ARTSGEN 740*

ARTSGEN 777	15 Points
<b>Special Language Studies 1</b>	

Study at an approved overseas institution where the language of instruction is a language other than English. Supplementary study at the University of Auckland may be required as part of this course. The final grade will be determined by formal assessment of achievement in the language concerned, together with any other work specified by the Academic Head or nominee.

*Prerequisite: Approval of Academic Head or nominee for language subject concerned. A student must be enrolled*

for the BA(Hons) or MA, and for this course, before starting overseas study

**ARTSGEN 778** 30 Points

### Special Language Studies 2

As for ARTSGEN 777. The overseas study, together with any other work required by the Academic Head or nominee, is to be equivalent in volume to a 30 point course.

**ARTSGEN 780** 30 Points

**ARTSGEN 780A** 15 Points

**ARTSGEN 780B** 15 Points

### Research Essay - Level 9

To complete this course students must enrol in ARTSGEN 780 A and B, or ARTSGEN 780

**ARTSGEN 792** 45 Points

**ARTSGEN 792A** 22.5 Points

**ARTSGEN 792B** 22.5 Points

### Dissertation - Level 9

To complete this course students must enrol in ARTSGEN 792 A and B, or ARTSGEN 792

**ARTSGEN 794A** 45 Points

**ARTSGEN 794B** 45 Points

### Thesis - Level 9

To complete this course students must enrol in ARTSGEN 794 A and B

**ARTSGEN 796A** 60 Points

**ARTSGEN 796B** 60 Points

### Thesis - Level 9

To complete this course students must enrol in ARTSGEN 796 A and B

**ARTSGEN 797A** 60 Points

**ARTSGEN 797B** 60 Points

### Research Portfolio - Level 9

To complete this course students must enrol in ARTSGEN 797 A and B

## Arts Scholars

### Stage I

**ARTSCHOL 100A** 7.5 Points

**ARTSCHOL 100B** 7.5 Points

### Arts Scholars 1

An interdisciplinary seminar on a thematic subject of general interest determined by the convenor from semester to semester.

*Prerequisite:* Enrolment by application as approved by the Academic Head or nominee

To complete this course students must enrol in ARTSCHOL 100 A and B

### Stage II

**ARTSCHOL 200A** 7.5 Points

**ARTSCHOL 200B** 7.5 Points

### Arts Scholars 2

An interdisciplinary seminar on great works in Arts to be determined by the convenor from semester to semester.

*Prerequisite:* B or higher in ARTSCHOL 100 or approval of Academic Head or nominee

To complete this course students must enrol in ARTSCHOL 200 A and B

### Stage III

**ARTSCHOL 300A** 7.5 Points

**ARTSCHOL 300B** 7.5 Points

### Arts Scholars 3

Essay, project or directed study, involving individual or group-based work in one subject or interdisciplinary work involving more than one subject.

*Prerequisite:* B or higher in ARTSCHOL 200 or approval of Academic Head or nominee

To complete this course students must enrol in ARTSCHOL 300 A and B

## Asian Studies

### Stage I

**ASIAN 100** 15 Points

### Images of Asia

An interdisciplinary introduction to the histories and cultures of East Asian societies, exploring their development, their engagement with each other over time, and what makes them the societies that they are today.

*Restriction:* HISTORY 135

**ASIAN 140** 15 Points

### New Zealand and Asia

Explores Asia and its interrelationship with New Zealand, including Asia's growing presence in New Zealand in all its manifestations, and the evolving political, social, economic, cultural, and strategic relations between this country and Asia. Topics will include historical and contemporary ties with Asia, Asian migration, literature, media and films. The course will focus especially on South-East and East Asia.

### Stage II

**ASIAN 200** 15 Points

### Asian Identities

Students will explore the changing and contested nature of Asian identities in the past and present, through an interdisciplinary study of historical texts, anthropological writings, literature, and film. Considers the relationships between the body and identity, as well as between individuals, society, culture, and nation in the East Asian context, touching upon health, beauty, food, family, gender, and religion.

*Prerequisite:* ASIAN 100 or 30 points in Gender Studies or 45 points in BGlobalSt courses

*Restriction:* ASIAN 303

**ASIAN 202** 15 Points

### Special Topic

*Prerequisite:* 45 points at Stage I in BA courses

**ASIAN 203** 15 Points

### Special Topic

*Prerequisite:* 45 points at Stage I in BA courses

**ASIAN 204** 15 Points

### Asian Diasporas

Focuses on three major diasporic groups in Asia: Chinese, Korean and Japanese. Comparisons will be made among the three diasporic groups of overseas Koreans, Japanese and Chinese in their migration patterns, modes of adaptation, and transnational life styles.

*Prerequisite:* 45 points at Stage I in BA courses or 45 points in BGlobalSt courses

*Restriction:* ASIAN 302



**ASIAN 209 15 Points****Transnational Asia: Korea and its Neighbours**

Critically engages the current debates surrounding the concept and movement of “transnational Asia” and the possibility of reconciliation among China, Japan and the two Koreas. Examines the historical, cultural and ideological sources and recent development of this new form of regionalism, in addition to such challenges as Chinese hegemony and competing nationalism in the region.

*Prerequisite:* ASIAN 100 or KOREAN 120 and 45 points at Stage I in BA

*Restriction:* ASIAN 309, 753

**Stage III****ASIAN 300 15 Points****Special Study**

Independent student research conducted under the supervision of one or more lecturers.

*Prerequisite:* Approval of Academic Head or nominee

**ASIAN 302 15 Points****Asian Diasporas**

Focuses on three major diasporic groups in Asia: Chinese, Korean and Japanese. Compares the migration patterns, modes of adaptation and transnational lifestyles of overseas Chinese, Japanese and Koreans.

*Prerequisite:* 30 points at Stage II in BA or BGlobalSt courses

*Restriction:* ASIAN 204

**ASIAN 303 15 Points****Asian Identities**

Students will explore the changing and contested nature of Asian identities in the past and present through an interdisciplinary study of historical texts, anthropological writings, literature and film. Considers the relationships between the body and identity as well as between individuals, society, culture and nation in the East Asian context, touching upon health, beauty, food, family, gender and religion.

*Prerequisite:* ASIAN 100 and 30 points at Stage II in BA, or GENDER 100 and 30 points at Stage II in BA courses, or 30 points at Stage II in BGlobalSt courses

*Restriction:* ASIAN 200

**ASIAN 304 15 Points****Special Topic**

*Prerequisite:* ASIAN 100 and 30 points at Stage II in BA courses, or 30 points at Stage II in BGlobalSt courses

**ASIAN 309 15 Points****Transnational Asia: Korea and its Neighbours**

Aims to critically engage the current debates surrounding the concept and movement of “transnational Asia” and the possibility of reconciliation among China, Japan and the two Koreas. Examines the historical, cultural, and ideological sources and recent development of this new form of regionalism, as well as such challenges as Chinese hegemony and competing nationalism in the region.

*Prerequisite:* ASIAN 100 or KOREAN 120 and 30 points at Stage II in BA

*Restriction:* ASIAN 209, 753

**Postgraduate 700 Level Courses****ASIAN 702 30 Points****Approaches to Research in Asian Studies**

The theories and methods of research in history, literature and cultural studies in an Asian context, including practical

instruction in the skills involved in developing individual research projects.

*Restriction:* ASIAN 700

**ASIAN 708 15 Points****Religion in Modern Japanese Society**

The aim of this course is to understand the role of religious beliefs, practices, and institutions in modern Japanese society. Topics to be covered include the “invention” of State Shinto and its role in nation-building, the decline of established temple Buddhism, the emergence and impact of new religious movements, and social conflict related to religion-state issues in the postwar period.

*Restriction:* JAPANESE 308

**ASIAN 710 30 Points****Translation Project**

The translation of a text or texts, translator's note and an extensive glossary of the terminology of the field.

**ASIAN 711 30 Points****Research Project in Translation - Level 9**

Theoretical aspects of translation.

**ASIAN 712 45 Points****Dissertation on Translation - Level 9**

Theoretical aspects of translation.

**ASIAN 752 15 Points****A Course-linked Research Topic**

A research topic related to another course in which the student is enrolled.

**ASIAN 754 30 Points****Special Topic****ASIAN 755 15 Points****Directed Study****ASIAN 756 30 Points****Directed Study****ASIAN 757 15 Points****Research Essay - Level 9****ASIAN 758 30 Points****ASIAN 758A 15 Points****ASIAN 758B 15 Points****Research Essay - Level 9**

*To complete this course students must enrol in ASIAN 758 A and B, or ASIAN 758*

**ASIAN 759 45 Points****Research Essay - Level 9****ASIAN 780 30 Points****ASIAN 780A 15 Points****ASIAN 780B 15 Points****Research Project - Level 9**

*To complete this course students must enrol in ASIAN 780 A and B, or ASIAN 780*

**ASIAN 791 60 Points****Dissertation - Level 9****ASIAN 792A 22.5 Points****ASIAN 792B 22.5 Points****Dissertation - Level 9**

*To complete this course students must enrol in ASIAN 792 A and B*

<b>ASIAN 793A</b>	<b>45 Points</b>
<b>ASIAN 793B</b>	<b>45 Points</b>
<b>Thesis - Level 9</b>	
<i>To complete this course students must enrol in ASIAN 793 A and B</i>	
<b>ASIAN 796A</b>	<b>60 Points</b>
<b>ASIAN 796B</b>	<b>60 Points</b>
<b>Thesis - Level 9</b>	
<i>To complete this course students must enrol in ASIAN 796 A and B</i>	
<b>ASIAN 797A</b>	<b>60 Points</b>
<b>ASIAN 797B</b>	<b>60 Points</b>
<b>Research Portfolio - Level 9</b>	
<i>To complete this course students must enrol in ASIAN 797 A and B</i>	

## Career

### Stage I

<b>CAREER 100</b>	<b>15 Points</b>
<b>Crafting your Career</b>	
What is employability? The world of work is changing rapidly. Crafting your Career uses project-based, collaborative, problem-solving exercises to assist students in readying themselves for life after the degree. The course aims to build students' work-readiness by enhancing their understanding of a variety of workplaces, while developing the skills employers regard as essential to career success.	
<i>Prerequisite: 60 points passed</i>	
<i>Restriction: ARTSGEN 102, POPLHLTH 300, 302</i>	

<b>CAREER 101</b>	<b>15 Points</b>
<b>Understanding Your Workplace</b>	
Enables students to build on existing paid work or voluntary service external to their University studies while learning about the dynamics of cultures within professional or organisational settings. Students will research how their target organisation functions, will consider other forms of workplace environment and will demonstrate how their own activities contribute to personal and professional development.	
<i>Prerequisite: 60 points passed</i>	
<i>Restriction: CAREER 200</i>	

### Stage III

<b>CAREER 300</b>	<b>15 Points</b>
<b>Internship</b>	
Enables students to gain workplace experience and to develop new skills, contacts and networks in a setting relevant to personal career interests. Students will undertake an internship project at a business or community enterprise. Academic content will include preparation before, and self-reflection and reporting after the placement. Consideration will be given to overseas as well as locally-based opportunities.	
<i>Prerequisite: 60 points passed at Stage II with a Grade Point Average of 6.0 or higher and Dean or nominee approval</i>	
<i>Restriction: ARTSGEN 301, COMMS 307</i>	

## Chinese

### Stage I

<b>CHINESE 100</b>	<b>15 Points</b>
<b>CHINESE 100G</b>	<b>15 Points</b>
<b>Beginning Modern Chinese 1</b>	
Introduces students to modern Standard Chinese (Mandarin, <i>Putonghua</i> ) through exercises and activities to develop speaking, listening, reading and writing skills. Also introduces the social and cultural background of the language.	
<i>Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed</i>	
<b>CHINESE 101</b>	<b>15 Points</b>
<b>Beginning Modern Chinese 2</b>	
Continues to develop students' Chinese proficiency in speaking, listening, reading, writing skills and cultural literacy.	
<i>Prerequisite: CHINESE 100</i>	
<i>Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed</i>	

<b>CHINESE 130</b>	<b>15 Points</b>
<b>Rethinking China</b>	
An introduction to the artistic, literary, historical and philosophical heritage of China, allowing students to engage with stimulating texts from historical times to the modern period. Taught in English.	

<b>CHINESE 178</b>	<b>15 Points</b>
<b>Chinese Study Abroad 1</b>	
Formal language study in an approved overseas institution where instruction is in Mandarin Chinese. May not be taken if a more advanced language acquisition course in this subject has previously been passed.	
<i>Prerequisite: Approval of Academic Head or nominee</i>	

### Stage II

<b>CHINESE 200</b>	<b>15 Points</b>
<b>Intermediate Modern Chinese 1</b>	
Further develops students' listening, speaking, reading and writing proficiency. Students who successfully complete the course will be familiar with most of the topics related to everyday life and can communicate in a limited range of contexts.	
<i>Prerequisite: CHINESE 101</i>	
<i>Restriction: CHINESE 202. May not be taken if a more advanced language acquisition course in this subject has previously been passed</i>	

<b>CHINESE 201</b>	<b>15 Points</b>
<b>Intermediate Modern Chinese 2</b>	
Further develops students' listening, speaking, reading and writing skills and introduces the formal register of the language. By the end of the course students can handle daily situations with increasing accuracy.	
<i>Prerequisite: CHINESE 200</i>	
<i>Restriction: CHINESE 202. May not be taken if a more advanced language acquisition course in this subject has previously been passed</i>	

<b>CHINESE 202</b>	<b>15 Points</b>
<b>Chinese for Heritage Speakers</b>	
Designed for students who have lived in a Mandarin-speaking environment, but who have limited ability to read and write in Mandarin. This course covers the basic	

vocabulary and grammatical structures of Modern Standard Chinese with a focus on reading and writing skills.

*Prerequisite:* Approval of Academic Head or nominee

*Restriction:* CHINESE 100, 101, 110, 200, 201. May not be taken if a more advanced language acquisition course in this subject has previously been passed

**CHINESE 203** **15 Points**  
**China on Screen**

The transformation of China's contemporary cultures and communities can be charted through film. This course uses films from the 1930s until this century to examine the development and contestation of the Chinese nation. Several films will be compared with their literary originals in translation.

*Prerequisite:* 15 points from ASIAN 100, CHINESE 130, COMMS 100, JAPANESE 150, KOREAN 120, MEDIA 101, 102 and 30 points passed

*Restriction:* CHINESE 303

**CHINESE 213** **15 Points**  
**Special Topic**

*Prerequisite:* CHINESE 101 or 110 or 130

**CHINESE 277** **15 Points**  
**Chinese Study Abroad 2A**

Formal study in Chinese in an approved overseas university. Enrolment requires the approval of the Programme Coordinator.

*Prerequisite:* Approval of Academic Head or nominee

**CHINESE 278** **15 Points**  
**Chinese Study Abroad 2B**

Formal study in Chinese in an approved overseas university. Enrolment requires the approval of the Programme Coordinator.

*Prerequisite:* Approval of Academic Head or nominee

### Stage III

**CHINESE 300** **15 Points**  
**Advanced Modern Chinese 1**

Further develops students' listening, speaking, reading and writing skills through exploring Chinese culture and society. Builds on previous study of Chinese with an emphasis on developing independent skills to operate confidently in a Chinese-speaking environment.

*Prerequisite:* CHINESE 201

*Restriction:* May not be taken if a more advanced language acquisition course in this subject has previously been passed

**CHINESE 301** **15 Points**  
**Advanced Modern Chinese 2**

Builds on the knowledge gained from prior Chinese study and helps develop independent and confident skills as a proficient user of Chinese. Texts covering various aspects of Chinese society, culture and literature will be read to strengthen knowledge of Chinese grammar and vocabulary, develop skills in both written and spoken Chinese, and provide a deeper understanding of contemporary Chinese culture.

*Prerequisite:* CHINESE 300

*Restriction:* May not be taken if a more advanced language acquisition course in this subject has previously been passed

**CHINESE 302** **15 Points**  
**Advanced Chinese Reading and Writing**

Designed for students studying Chinese language at an

advanced level, this course focuses on strengthening reading and writing skills.

*Prerequisite:* CHINESE 202 or 301 or approval by Academic Head or nominee

**CHINESE 303** **15 Points**  
**China on Screen**

The transformation of China's contemporary cultures and communities can be charted through film. This course uses films from the 1930s until this century to examine the development and contestation of the Chinese nation. Several films will be compared with their literary originals in translation.

*Prerequisite:* 30 points at Stage II in Asian Studies or Media, Film and Television, or CHINESE 130 and 15 points at Stage II in Asian Studies

*Restriction:* CHINESE 203

**CHINESE 306** **15 Points**  
**Chinese Translation**

Develops students' competence in translating between Chinese and English in a variety of subject areas, such as trade, tourism, law, literature, or finance, and in different text types. You will learn skills that will help you critically analyse and accurately translate more complex documents, preserving the essence and integrity of the text that require subject knowledge and in-depth research.

*Prerequisite:* CHINESE 301 or equivalent proficiency

*Restriction:* TRANSLAT 300, 716

**CHINESE 313** **15 Points**  
**Special Topic**

*Prerequisite:* 30 points at Stage II in Chinese

**CHINESE 339** **15 Points**  
**Chinese Linguistics**

Examining the key Chinese linguistic concepts relevant to the learning and teaching of Chinese as a foreign language, including but not limited to phonetics, phonology, morphology, syntax, writing systems, Chinese dialects and sociolinguistics.

*Prerequisite:* CHINESE 201 or approval by Academic Head or nominee

**CHINESE 377** **15 Points**  
**Chinese Study Abroad 3A**

Formal study in Chinese in an approved overseas university. Enrolment requires the approval of the Programme Coordinator.

*Prerequisite:* Approval of Academic Head or nominee

**CHINESE 378** **15 Points**  
**Chinese Study Abroad 3B**

Formal study in Chinese in an approved overseas university. Enrolment requires the approval of the Programme Coordinator.

*Prerequisite:* CHINESE 377 and approval of Academic Head or nominee

### Postgraduate 700 Level Courses

**CHINESE 724** **30 Points**  
**Chinese Film and Popular Culture**

Chinese feature films and other popular cultural phenomena (e.g., music, television, fashion, the internet) provide a medium for understanding a society undergoing rapid change. The emphasis is on contemporary developments, including youth cultures and Beijing from the 1960s to the present day. No knowledge of Chinese language required.

<b>CHINESE 729A</b>	<b>15 Points</b>
<b>CHINESE 729B</b>	<b>15 Points</b>
<b>Special Topic</b>	
<i>To complete this course students must enrol in CHINESE 729 A and B</i>	
<b>CHINESE 730</b>	<b>15 Points</b>
<b>CHINESE 730A</b>	<b>7.5 Points</b>
<b>CHINESE 730B</b>	<b>7.5 Points</b>
<b>Directed Study</b>	
<i>To complete this course students must enrol in CHINESE 730 A and B, or CHINESE 730</i>	
<b>CHINESE 731</b>	<b>45 Points</b>
<b>Research Essay - Level 9</b>	
<b>CHINESE 732</b>	<b>30 Points</b>
<b>Directed Study</b>	
<b>CHINESE 737</b>	<b>15 Points</b>
<b>Research Essay - Level 9</b>	
<b>CHINESE 739</b>	<b>15 Points</b>
<b>Educational Linguistics in Chinese</b>	
Systemically reviews the Chinese language system and key educational linguistic concepts for teaching and learning Chinese as a Second Language. The course will help students gain a solid understanding of the characteristics and development of the Chinese language, including but not limited to Chinese phonetics, dialects, characters, morphemes and words, lexical changes, sentence structures, stylistic issues and genres.	
<i>Prerequisite: CHINESE 301 or equivalent</i>	
<i>Restriction: CHINESE 707</i>	
<b>CHINESE 740</b>	<b>15 Points</b>
<b>Chinese Teaching Pedagogy</b>	
Critically investigates the pedagogical-content knowledge for teaching Chinese to speakers of other languages. Designed for students to develop practical pedagogical approaches to teach the following five content areas: pronunciation, characters, grammar, discourse and culture. Students will have opportunities to explore different strategies for engaging learners in Chinese language classrooms in schools, universities and the community.	
<i>Prerequisite: CHINESE 301 or equivalent</i>	
<i>Restriction: CHINESE 708</i>	
<b>CHINESE 741</b>	<b>15 Points</b>
<b>Acquisition of Chinese</b>	
Critically examines the most recent research on, and good practice in, the complex process of acquiring Chinese as a second language. Covers topics related to the relationship between Chinese and students' first language; individual students' different learning beliefs, motivation and autonomy; bilingualism; and the development of needs analyses for young and adult learners of Chinese.	
<i>Restriction: CHINESE 709</i>	
<b>CHINESE 742</b>	<b>15 Points</b>
<b>Professional Learning for Chinese Teachers</b>	
Explores advanced theories and practices relevant to teaching the Chinese language in different social and educational contexts. Focused on developing advanced intercultural competence and professional skills. Students will develop and apply new skills and techniques based on research and practice at the cutting-edge of the field.	
<i>Prerequisite: Must have attained a proficiency level in Chinese of at least HSK level 5 or its equivalent</i>	
<i>Restriction: CHINESE 710</i>	

<b>CHINESE 777</b>	<b>15 Points</b>
<b>Chinese Study Abroad I</b>	
Formal study in an approved overseas institution where instruction is in Chinese. This course is not suitable for native speakers of Chinese. Enrolment requires the approval of the Academic Head or nominee.	
<b>CHINESE 778</b>	<b>15 Points</b>
<b>Chinese Study Abroad II</b>	
Formal study in an approved overseas institution where instruction is in Chinese. This course is not suitable for native speakers of Chinese. Enrolment requires the approval of the Academic Head or nominee.	
<b>CHINESE 780</b>	<b>30 Points</b>
<b>CHINESE 780A</b>	<b>15 Points</b>
<b>CHINESE 780B</b>	<b>15 Points</b>
<b>Research Project - Level 9</b>	
<i>To complete this course students must enrol in CHINESE 780 A and B, or CHINESE 780</i>	
<b>CHINESE 782</b>	<b>30 Points</b>
<b>Research Essay - Level 9</b>	
<b>CHINESE 791</b>	<b>60 Points</b>
<b>Dissertation - Level 9</b>	
<b>CHINESE 792</b>	<b>45 Points</b>
<b>CHINESE 792A</b>	<b>22.5 Points</b>
<b>CHINESE 792B</b>	<b>22.5 Points</b>
<b>Dissertation - Level 9</b>	
<i>To complete this course students must enrol in CHINESE 792 A and B, or CHINESE 792</i>	
<b>CHINESE 793A</b>	<b>45 Points</b>
<b>CHINESE 793B</b>	<b>45 Points</b>
<b>Thesis - Level 9</b>	
<i>To complete this course students must enrol in CHINESE 793 A and B</i>	
<b>CHINESE 796A</b>	<b>60 Points</b>
<b>CHINESE 796B</b>	<b>60 Points</b>
<b>Thesis - Level 9</b>	
<i>To complete this course students must enrol in CHINESE 796 A and B</i>	
<b>CHINESE 797A</b>	<b>60 Points</b>
<b>CHINESE 797B</b>	<b>60 Points</b>
<b>Research Portfolio - Level 9</b>	
<i>To complete this course students must enrol in CHINESE 797 A and B</i>	

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## Classical Studies and Ancient History

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### Stage I

<b>ANCIENT 100</b>	<b>15 Points</b>
<b>Ancient Egyptian History</b>	
A broad overview of ancient Egyptian society and history. It encompasses the approximately 2000 years between the early period of formation of the state of Egypt and the end of the New Kingdom. A focus on political history forms the framework for discussions of the art, literature, and religion of the period.	
<i>Restriction: ANCHIST 100</i>	
<b>ANCIENT 102</b>	<b>15 Points</b>
<b>Ancient Greek History</b>	
An introduction to Greek history and civilisation from the	

Bronze Age to the death of Alexander the Great utilising both archaeological evidence and literary sources.

Restriction: ANCHIST 102

**ANCIENT 103** **Roman History** **15 Points**

An introduction to the civilisation and history of Ancient Rome, with particular reference to the Republic and Early Empire.

Restriction: ANCHIST 103

**ANCIENT 104** **The World of Cleopatra** **15 Points**

Explores the history and cultures of ancient Egypt, Greece, and Rome using Cleopatra VII as the anchor. It uses ancient evidence, from the newest archaeological discoveries to the works of classical literature and analyses the legacy and reception of Cleopatra.

Restriction: ANCHIST 110

**ANCIENT 110** **15 Points**

**ANCIENT 110G** **15 Points**

**Classical Mythology**

A study of ancient mythology – its gods, heroes and monsters – through the works of major writers and artists from Greece and either Rome or Egypt.

Restriction: CLASSICS 110, 110G

**ANCIENT 130** **Love and Death in Greek and Roman Literature** **15 Points**

A study of selected literary texts from ancient Greece and Rome that deal with two themes that continue to be relevant today.

Restriction: CLASSIC 130

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**Stage II**

**ANCIENT 200** **Greek and Roman Epic Poetry** **15 Points**

Examines several epics in translation to explore what made ancient Greek and Roman epics distinctive and how they fit within the wider history of epic poetry around the world. Topics will include oral composition and performance, themes and styles of different epics, and the roles that epics played in culture, mythology, and religion.

Prerequisite: 15 points at Stage I in Ancient History, Classical Studies, Classical Studies and Ancient History, or GREEK 101 or LATIN 101, and 30 points passed

Restriction: ANCIENT 300, CLASSICS 210, 310

**ANCIENT 201** **Special Topic** **15 Points**

**ANCIENT 210** **Egyptian Language 1A** **15 Points**

A study of the Egyptian language, hieroglyphic writing and selected documents up to Dynasty 18.

Prerequisite: 15 points at Stage I in Ancient History, Classical Studies or Classical Studies and Ancient History and 30 points passed

Restriction: ANCHIST 210

**ANCIENT 211** **Ancient Greek Language 1** **15 Points**

An introduction to the study and use of the Ancient Greek language.

Prerequisite: 15 points at Stage I in Ancient History, Classical Studies or Classical Studies and Ancient History and 30 points passed

Restriction: ANCIENT 221, 311, 321, GREEK 100-310

**ANCIENT 214** **15 Points**

**Special Topic: Ancient Barbarians and Others**

Examines the history of the idea of the barbarian in the ancient world, case-studies of late Roman barbarian kingdoms such as the Vandals and Goths, and modern receptions of ancient ideas about barbarians and barbarity from the nineteenth century to the present.

Prerequisite: 15 points at Stage I in Ancient History, Classical Studies, or Classical Studies and Ancient History, or GREEK 101 or LATIN 101, and 30 points passed

Restriction: ANCIENT 314, HISTORY 254, 354

**ANCIENT 215** **15 Points**

**Special Topic: Hellenistic Society**

Examines the Hellenistic Period from Alexander the Great to Cleopatra VII as an era of cultural contact and exchange. Considers the narrative of this dynamic period. Develops understanding of the intersection of Greek, Egyptian, Achaemenid, Near Eastern, and Roman traditions in the vast regions ruled by Alexander's successors through the lenses of structures, places, ideas, and anxieties.

Prerequisite: 15 points at Stage I in Ancient History, Classical Studies, or Classical Studies and Ancient History, or GREEK 101 or LATIN 101, and 30 points passed

Restriction: ANCIENT 315

**ANCIENT 216** **Sex and Power in Greece and Rome** **15 Points**

Many Greek and Roman literary works and historical sources deal with sex and power. This course will explore a range of ancient literary representations of women, men, femininity, masculinity, sexual practices and sexual prejudices. Students will study how ancient authors were influenced by the socio-political context and the constraints of different literary genres. All texts will be read in translation.

Prerequisite: 15 points at Stage I in Ancient History, Classical Studies, Classical Studies and Ancient History, Gender Studies, or GREEK 101 or LATIN 101, and 30 points passed

Restriction: ANCIENT 316, CLASSICS 216, 316

**ANCIENT 217** **Special Topic** **15 Points**

Prerequisite: 15 points at Stage I in Classical Studies and Ancient History, and 30 points passed

Restriction: ANCIENT 317

**ANCIENT 220** **Egyptian Language 1B** **15 Points**

Further study of the Egyptian language, hieroglyphic writing and selected documents up to Dynasty 18.

Prerequisite: ANCHIST 210 or ANCIENT 210

Restriction: ANCHIST 220

**ANCIENT 221** **Ancient Greek Language 2** **15 Points**

Builds on skills and approaches to the Ancient Greek language developed in ANCIENT 211.

Prerequisite: ANCIENT 211 or GREEK 100

Restriction: ANCIENT 311, 321, GREEK 100-310

**ANCIENT 251** **Ancient Egyptian Art: Icon and Narrative** **15 Points**

A chronological study of the art and architecture of ancient Egypt, from the predynastic period to the end of the New Kingdom, examining trends and styles in all forms of ancient art in Egypt.

Prerequisite: 15 points at Stage I in Ancient History, Classical Studies, Classical Studies and Ancient History or Art History, and 30 points passed

Restriction: ANCHIST 251, 351, ANCIENT 351

**ANCIENT 252** 15 Points  
**Egyptian Religion**

A study of ancient Egyptian religion from the Early Dynastic period through to the end of the Late Period. The course will examine religious practice as well as religious thought, and will consider the patterns of belief throughout the ancient period of Egypt's history.

*Prerequisite:* 15 points at Stage I in Ancient History, Classical Studies, or Classical Studies and Ancient History, and 30 points passed

*Restriction:* ANCHIST 252, 352, ANCIENT 352

**ANCIENT 253** 15 Points  
**Early Egypt**

Covers the earliest periods of Egypt's development from the prehistoric period to the end of the Old Kingdom. This course focuses on the lead-up to state formation and the great Pyramid Age that followed.

*Prerequisite:* 15 points at Stage I in Ancient History, Classical Studies, or Classical Studies and Ancient History, and 30 points passed

*Restriction:* ANCHIST 253, 353, ANCIENT 353

**ANCIENT 254** 15 Points  
**Early Rome**

A study of the earliest development of ancient Rome using written sources but with special emphasis on archaeological evidence.

*Prerequisite:* 15 points at Stage I in Ancient History, Classical Studies, or Classical Studies and Ancient History, and 30 points passed

*Restriction:* ANCHIST 254, 354, ANCIENT 354

**ANCIENT 255** 15 Points  
**The Later Roman Empire**

A study of the Roman empire between the third and sixth centuries CE. Topics covered include the social, economic and political crises of the period, encounters and struggles between Romans and barbarians, the conflict between Paganism and Christianity, and the emergence of the barbarian kingdoms in the West and the Byzantine empire in the East.

*Prerequisite:* 15 points at Stage I in Ancient History, Classical Studies, or Classical Studies and Ancient History, and 30 points passed

*Restriction:* ANCHIST 255, 355, ANCIENT 355

**ANCIENT 256** 15 Points  
**The Ancient World at War**

Provides an in-depth analysis of the role of the military in ancient Egypt, Greece and Rome. The physical evidence of warfare as well as chronological development of warfare within each society will be discussed. An additional theme will be the interweaving of the social and cultural impact of warfare and the army upon these civilisations.

*Prerequisite:* 15 points at Stage I in Ancient History, Classical Studies, or Classical Studies and Ancient History, and 30 points passed

*Restriction:* ANCHIST 256, 356, ANCIENT 356

**ANCIENT 260** 15 Points  
**Roman Revolutions**

Covers the history, politics, society and culture of Rome during the late Republic and early Imperial periods. Topics include the army, religion, family, sexuality, literature, art and the life of the provinces, set against the dramatic breakdown of old systems of government and their replacement with a new model of rule.

*Prerequisite:* 15 points at Stage I in Ancient History, Classical

Studies, or Classical Studies and Ancient History, and 30 points passed

*Restriction:* ANCHIST 203, 213, 260, 360, ANCIENT 360

**ANCIENT 280** 15 Points  
**Art and Society in Ancient Rome**

A study of the art and architecture of the ancient Romans. Emphasis will be placed on the role of the visual arts as vehicles for the expression of social values and political and imperial ideas.

*Prerequisite:* 15 points at Stage I in Ancient History, Classical Studies, Classical Studies and Ancient History, Art History, or GREEK 101 or LATIN 101, and 30 points passed

*Restriction:* ANCIENT 380, CLASSICS 280, 380

**ANCIENT 285** 15 Points  
**Classical Tragedy**

Tragedy as a concept, a means of interpreting events, and a literary genre, is central to the ancient Greeks' way of constructing their world. Through a close reading of a selection of ancient dramas, this course will explore the nature and interpretation of tragedy with particular reference to Aristotle's *Poetics*.

*Prerequisite:* 15 points at Stage I in Ancient History, Classical Studies, Classical Studies and Ancient History, Drama, or GREEK 101 or LATIN 101, and 30 points passed

*Restriction:* ANCIENT 385, CLASSICS 285, 385

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**Stage III****ANCIENT 300** 15 Points  
**Greek and Roman Epic Poetry**

Examines several epics in translation to explore what made ancient Greek and Roman epics distinctive and how they fit within the wider history of epic poetry around the world. Topics will include oral composition and performance, themes and styles of different epics, and the roles that epics played in culture, mythology, and religion.

*Prerequisite:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and Ancient History, or 30 points at Stage II in Greek or Latin

*Restriction:* ANCIENT 200, CLASSICS 210, 310

**ANCIENT 301** 15 Points  
**Special Topic****ANCIENT 304** 15 Points  
**Directed Study**

*Prerequisite:* 15 points at Stage II in Ancient History, Classical Studies or Classical Studies and Ancient History, or 30 points at Stage II in Greek or Latin

**ANCIENT 310** 15 Points  
**Egyptian Language 2A**

This course carries on from ANCIENT 220, with reading extended historical, narrative, and religious texts.

*Prerequisite:* ANCHIST 220 or ANCIENT 220

*Restriction:* ANCHIST 310, 340

**ANCIENT 311** 15 Points  
**Ancient Greek Language: Intermediate**

The analysis and description of Ancient Greek grammar, practice in the translation of Ancient Greek to and from English, vocabulary acquisition.

*Prerequisite:* ANCIENT 221 or GREEK 101

*Restriction:* ANCIENT 321, GREEK 200-310

**ANCIENT 314** 15 Points  
**Special Topic: Ancient Barbarians and Others**

Examines the history of the idea of the barbarian in the ancient world, case-studies of late Roman barbarian kingdoms such as the Vandals and Goths, and modern

receptions of ancient ideas about barbarians and barbarity from the nineteenth century to the present.

*Prerequisite:* 15 points at Stage II in Classical Studies, Ancient History or Classical Studies and Ancient History, or 30 points at Stage II in Greek or Latin

*Restriction:* ANCIENT 214, HISTORY 254, 354

**ANCIENT 315** 15 Points

**Special Topic: Hellenistic Society**

Examines the Hellenistic Period from Alexander the Great to Cleopatra VII as an era of cultural contact and exchange. Considers the narrative of this dynamic period. Develops understanding of the intersection of Greek, Egyptian, Achaemenid, Near Eastern, and Roman traditions in the vast regions ruled by Alexander's successors through the lenses of structures, places, ideas, and anxieties.

*Prerequisite:* 15 points at Stage II in Classical Studies, Ancient History or Classical Studies and Ancient History, or 30 points at Stage II in Greek or Latin

*Restriction:* ANCIENT 215

**ANCIENT 316** 15 Points

**Sex and Power in Greece and Rome**

Many Greek and Roman literary works and historical sources deal with sex and power. This course will explore a range of ancient literary representations of women, men, femininity, masculinity, sexual practices and sexual prejudices. Students will study how ancient authors were influenced by the socio-political context and the constraints of different literary genres. All texts will be read in translation.

*Prerequisite:* 15 points at Stage II in Classical Studies, Ancient History, Classical Studies and Ancient History, Gender Studies, Greek, or Latin

*Restriction:* ANCIENT 216, CLASSICS 216, 316

**ANCIENT 317** 15 Points

**Special Topic**

*Prerequisite:* 15 points at Stage II in Classical Studies and Ancient History, or 30 points at Stage II in Greek or Latin

*Restriction:* ANCIENT 217

**ANCIENT 321** 15 Points

**Ancient Greek Literary Texts**

Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.

*Prerequisite:* ANCIENT 311 or GREEK 200

**ANCIENT 351** 15 Points

**Ancient Egyptian Art: Icon and Narrative**

A chronological study of the art and architecture of ancient Egypt, from the predynastic period to the end of the New Kingdom, examining trends and styles in all forms of ancient art in Egypt.

*Prerequisite:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and Ancient History, or 30 points at Stage II in Art History or Greek

*Restriction:* ANCHIST 251, 351, ANCIENT 251

**ANCIENT 352** 15 Points

**Egyptian Religion**

A study of ancient Egyptian religion from the Early Dynastic period through to the end of the Late Period. The course will examine religious practice as well as religious thought, and will consider the patterns of belief throughout the ancient period of Egypt's history.

*Prerequisite:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and Ancient History

*Restriction:* ANCHIST 252, 352, ANCIENT 252

**ANCIENT 353** 15 Points

**Early Egypt**

Covers the earliest periods of Egypt's development from the prehistoric period to the end of the Old Kingdom. This course focuses on the lead-up to state formation and the great Pyramid Age that followed.

*Prerequisite:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and Ancient History

*Restriction:* ANCHIST 253, 353, ANCIENT 253

**ANCIENT 354** 15 Points

**Early Rome**

A study of the earliest development of ancient Rome, using written sources but with special emphasis on archaeological evidence.

*Prerequisite:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and Ancient History, or 30 points at Stage II in Latin

*Restriction:* ANCHIST 254, 354, ANCIENT 254

**ANCIENT 355** 15 Points

**The Later Roman Empire**

A study of the Roman Empire between the third and sixth centuries CE. Topics covered include the social, economic and political crises of the period, encounters and struggles between Romans and barbarians, the conflict between Paganism and Christianity, and the emergence of the barbarian kingdoms in the West and the Byzantine empire in the East.

*Prerequisite:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and Ancient History, or 30 points at Stage II in Greek or Latin

*Restriction:* ANCHIST 255, 355, ANCIENT 255

**ANCIENT 356** 15 Points

**The Ancient World at War**

Provides an in-depth analysis of the role of the military in ancient Egypt, Greece and Rome. The physical evidence of warfare as well as chronological development of warfare within each society will be discussed. An additional theme will be the interweaving of the social and cultural impact of warfare and the army upon these civilisations.

*Prerequisite:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and Ancient History

*Restriction:* ANCHIST 256, 356, ANCIENT 256

**ANCIENT 360** 15 Points

**Roman Revolutions**

Covers the history, politics, society and culture of Rome during the late Republic and early Imperial periods. Topics include the army, religion, family, sexuality, literature, art and the life of the provinces, set against the dramatic breakdown of old systems of government and their replacement with a new model of rule.

*Prerequisite:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and Ancient History, or 30 points at Stage II in Latin

*Restriction:* ANCHIST 260, 303, 313, 360, ANCIENT 260

**ANCIENT 377** 15 Points

**Study Abroad (Rome)**

Study abroad on archaeological sites in the Roman Empire.

*Prerequisite:* 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and Ancient History, and approval of Academic Head or nominee

*Restriction:* ANCHIST 377, CLASSICS 377

**ANCIENT 378** 15 Points

**Study Abroad (Greece)**

Study abroad on archaeological sites in Greece.

*Prerequisite:* 15 points at Stage II in Ancient History, Classical

*Studies, or Classical Studies and Ancient History, and approval of Academic Head or nominee*  
Restriction: ANCHIST 378, CLASSICS 378

**ANCIENT 379** 15 Points

### Study Abroad (Egypt)

Study abroad on archaeological sites in Egypt.

*Prerequisite: 15 points at Stage II in Ancient History, Classical Studies, or Classical Studies and Ancient History, and approval of Academic Head or nominee*

*Restriction: ANCHIST 379*

**ANCIENT 380** 15 Points

### Art and Society in Ancient Rome

A study of the art and architecture of the ancient Romans. Emphasis will be placed on the role of the visual arts as vehicles for the expression of social values and political and imperial ideas.

*Prerequisite: 15 points at Stage II in Classical Studies, Ancient History, or Classical Studies and Ancient History, or 30 points at Stage II in Latin or Art History*

*Restriction: ANCIENT 280, CLASSICS 280, 380*

**ANCIENT 385** 15 Points

### Classical Tragedy

Tragedy as a concept, a means of interpreting events, and a literary genre, is central to the ancient Greeks' way of constructing their world. Through a close reading of a selection of ancient dramas, this course will explore the nature and interpretation of tragedy with particular reference to Aristotle's *Poetics*.

*Prerequisite: 15 points at Stage II in Classical Studies, Ancient History, or Classical Studies and Ancient History, or 30 points at Stage II in Greek, Latin or Drama*

*Restriction: ANCIENT 285, CLASSICS 285, 385*

## Postgraduate 700 Level Courses

**ANCIENT 719** 30 Points

**ANCIENT 719A** 15 Points

**ANCIENT 719B** 15 Points

### Directed Study in Ancient Culture

Directed reading and individual study on a topic approved by the Graduate Adviser.

*Prerequisite: Approval of Academic Head or nominee*

*Restriction: ANCHIST 719*

*To complete this course students must enrol in ANCIENT 719 A and B, or ANCIENT 719*

**ANCIENT 727** 15 Points

**ANCIENT 727A** 7.5 Points

**ANCIENT 727B** 7.5 Points

### Directed Study in Ancient Culture

Directed reading and individual study on a topic approved by the Academic Head or nominee.

*Restriction: ANCHIST 727*

*To complete this course students must enrol in ANCIENT 727 A and B, or ANCIENT 727*

**ANCIENT 728** 15 Points

**ANCIENT 728A** 7.5 Points

**ANCIENT 728B** 7.5 Points

### Directed Study in Ancient Culture

Directed reading and individual study on a topic approved by the Academic Head or nominee.

*Restriction: ANCHIST 728*

*To complete this course students must enrol in ANCIENT 728 A and B, or ANCIENT 728*

**ANCIENT 729** 15 Points

**ANCIENT 729A** 7.5 Points

**ANCIENT 729B** 7.5 Points

### Egyptian Language (Higher)

Passages in the original language will be set for translation, study and interpretation.

*Prerequisite: ANCHIST 220 or ANCIENT 220 or placement test and approval of Academic Head or nominee*

*Restriction: ANCHIST 729*

*To complete this course students must enrol in ANCIENT 729 A and B, or ANCIENT 729*

**ANCIENT 739** 15 Points

**ANCIENT 739A** 7.5 Points

**ANCIENT 739B** 7.5 Points

### Greek Language (Higher)

Passages in the original language will be set for translation, study and interpretation.

*Prerequisite: ANCIENT 221 or GREEK 101, or placement test and approval of Academic Head or nominee*

*Restriction: ANCHIST 739, GREEK 200-310*

*To complete this course students must enrol in ANCIENT 739 A and B, or ANCIENT 739*

**ANCIENT 741** 15 Points

**ANCIENT 741A** 7.5 Points

**ANCIENT 741B** 7.5 Points

### Latin Language (Higher)

Passages in the original language will be set for translation, study and interpretation.

*Prerequisite: LATIN 101 or placement test and approval of Academic Head or nominee*

*Restriction: ANCHIST 741, LATIN 200-310*

*To complete this course students must enrol in ANCIENT 741 A and B, or ANCIENT 741*

**ANCIENT 742** 15 Points

**ANCIENT 742A** 7.5 Points

**ANCIENT 742B** 7.5 Points

### Greek Language (Higher II)

Passages in the original language will be set for translation, study and interpretation. The course will involve graduate level engagement with the content of the text, applying appropriate research techniques, and an intermediate level of incoming language competency.

*Prerequisite: ANCIENT 311 or GREEK 200, or placement test and approval of Academic Head or nominee*

*To complete this course students must enrol in ANCIENT 742 A and B, or ANCIENT 742*

**ANCIENT 743** 15 Points

**ANCIENT 743A** 7.5 Points

**ANCIENT 743B** 7.5 Points

### Latin Language (Higher II)

Passages in the original language will be set for translation, study and interpretation. The course will involve graduate level engagement with the content of the text, applying appropriate research techniques, and an intermediate level of incoming language competency.

*Prerequisite: LATIN 200 or placement test and approval of Academic Head or nominee*

*To complete this course students must enrol in ANCIENT 743 A and B, or ANCIENT 743*

**ANCIENT 744** 15 Points

**ANCIENT 744A** 7.5 Points

**ANCIENT 744B** 7.5 Points

### Greek Language (Higher III)

Passages in the original language will be set for translation,



study and interpretation. The course will involve graduate level engagement with the content of the text, applying appropriate research techniques, and an advanced level of incoming language competency.

*Prerequisite:* 30 points from ANCIENT 321, GREEK 201-205, or placement test and approval of Academic Head or nominee

*To complete this course students must enrol in ANCIENT 744 A and B, or ANCIENT 744*

**ANCIENT 745** 15 Points

**ANCIENT 745A** 7.5 Points

**ANCIENT 745B** 7.5 Points

### Latin Language (Higher III)

Passages in the original language will be set for translation, study and interpretation. The course will involve graduate level engagement with the content of the text, applying appropriate research techniques, and an advanced level of incoming language competency.

*Prerequisite:* 30 points from LATIN 201-205 or placement test and approval of Academic Head or nominee

*To complete this course students must enrol in ANCIENT 745 A and B, or ANCIENT 745*

**ANCIENT 749A** 15 Points

**ANCIENT 749B** 15 Points

### Themes and Issues in Ancient Culture

A study of themes and issues in ancient culture.

*Restriction:* ANCHIST 749

*To complete this course students must enrol in ANCIENT 749 A and B*

**ANCIENT 750A** 15 Points

**ANCIENT 750B** 15 Points

### Sources and Approaches for the Ancient World

A study of the evidence for the ancient world, as well as how to apply it.

*Restriction:* ANCHIST 750

*To complete this course students must enrol in ANCIENT 750 A and B*

**ANCIENT 751A** 15 Points

**ANCIENT 751B** 15 Points

### Ancient Societies in the Mediterranean World

A study of the societies which developed around the ancient Mediterranean.

*Restriction:* ANCHIST 751

*To complete this course students must enrol in ANCIENT 751 A and B*

**ANCIENT 756** 30 Points

### Research Essays in Ancient Culture

Guided individual study leading to essays in ancient culture.

*Prerequisite:* Approval of Academic Head or nominee

*Restriction:* ANCHIST 756

**ANCIENT 792** 45 Points

**ANCIENT 792A** 22.5 Points

**ANCIENT 792B** 22.5 Points

### Dissertation - Level 9

*Restriction:* ANCHIST 792

*To complete this course students must enrol in ANCIENT 792 A and B, or ANCIENT 792*

**ANCIENT 794A** 45 Points

**ANCIENT 794B** 45 Points

### Thesis - Level 9

*Restriction:* ANCHIST 793

*To complete this course students must enrol in ANCIENT 794 A and B*

**ANCIENT 796A** 60 Points

**ANCIENT 796B** 60 Points

### Thesis - Level 9

*Restriction:* ANCHIST 796

*To complete this course students must enrol in ANCIENT 796 A and B*

**ANCIENT 797A** 60 Points

**ANCIENT 797B** 60 Points

### Research Portfolio - Level 9

*Restriction:* ANCHIST 797

*To complete this course students must enrol in ANCIENT 797 A and B*

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## Communication

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### Stage I

**COMMS 100** 15 Points

### Communication, Technology and Culture

Explores the past, present and future of communication media. Examines communication media within their social context, and provides a particular focus on the interplay between technology and culture. Key concepts in the study of communication are introduced and various communication media are studied via specific case studies, with particular emphasis placed on new digital platforms including social and mobile media as well as older forms such as television and cinema.

**COMMS 101** 15 Points

### Understanding Communication in Māori and Pacific Worlds

Introduces principles and practices of communication relevant to the unique cultural landscape of Aotearoa. Students will explore communication in the context of te ao Māori and Pacific cultures, ethical issues related to bicultural communication, and the significance of Te Tiriti o Waitangi for communication practitioners.

**COMMS 104** 15 Points

### Advertising and Society

A critical examination of advertising and advertisements focusing on the role advertising plays in consumer culture. Advertisements from a diverse range of media are studied in order to analyse how advertisements construct and disseminate meaning. The course investigates how advertising engages with the logic of wider cultural and global transformations with consideration given to both consumer and industry perspectives.

**COMMS 106** 15 Points

### Communicating Your Way: Platforms, Organisations, Communities

Draws on key theories of communication and applies them to a selection of contemporary problems and issues in three key domains: communication and technology, communication and leadership and communication and social change. Enables students to consider how contemporary communication is shaped by and for particular platforms, organisations and communities.

*Restriction:* COMMS 102, 103, 105

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### Stage II

**COMMS 200** 15 Points

### Writing in the Workplace

Addresses written communication in the workplace across a range of discourses, environments, strategies and

audiences. Focusing on different kinds of writing used in contexts such as government, community organisations, consultancy, professions, NGOs and private business, students will analyse and produce key workplace text-types within a critical framework of workplace analysis and scholarship on labour and organisations.

*Prerequisite: 60 points at Stage I in BA courses*

#### COMMS 201 15 Points

##### **Journalism Studies**

Explores journalism and the news media, examining their histories and contemporary state. Students gain knowledge about how the news media influences culture and society and will examine how recent social, political, and technological shifts have impacted on journalism. This course is primarily theoretical but has a practical component that involves news writing.

*Prerequisite: 60 points at Stage I in BA courses*

#### COMMS 202 15 Points

##### **Audiences and Users**

Examines the ways that audiences have been conceived, addressed, measured and empowered in the context of the history and technologies of communication media. Theories of reception to be studied include uses and gratifications models, consumer behaviourism, passive versus active audiences, the rise of the 'prosumer', modes of engagement and fan discourses. Students will also learn about audience research methods.

*Prerequisite: 60 points at Stage I in BA courses*

#### COMMS 203 15 Points

##### **Television Journalism**

A practical course where students explore the production of current affairs journalism. Students learn to write, video, present and edit short news items in the field and integrate these into a multi-camera production recorded as live in the television studio. Studio skills include directing, production management, multi-cam scripting, vision switching, presenting and interviewing within a framework of current industry practice.

*Prerequisite: 60 points at Stage I in BA courses*

#### COMMS 205 15 Points

##### **Writing: Concept and Craft**

An exploration of written communication which connects writing as an object of analysis and critique to writing as a multi-faceted craft. Since writing systems, materials and tools create the worlds we live in, the course conceptualises the relation between world and word, image and text, technology and body, and addresses cultural, critical and digital literacies that organise lived experience.

*Prerequisite: 60 points at Stage I in BA courses*

*Restriction: ENGLISH 105, 257, 363*

#### COMMS 206 15 Points

##### **Special Topic: Persuasion and Power**

*Prerequisite: 60 points at Stage I in BA courses*

#### COMMS 207 15 Points

##### **Communication Research Methods**

Introduces students to a variety of research methods in communication studies. Students learn about the foundations of, and approaches to qualitative and quantitative methods and acquire an array of techniques to collect data, such as individual and focus group interviews, participant observation, and surveys, as well as different forms of data analysis.

*Prerequisite: 60 points at Stage I in BA or BC courses*

#### COMMS 208 15 Points

##### **Digital Communication Ethics**

Addresses applied ethical issues arising in digital journalism, social media, "big data" surveillance and privacy, algorithmic bias, and software design. As digital media expand beyond the personal computer, there is an increase of ethical issues pertaining to mobile devices, GPS navigation, biometric modelling, artificial intelligence, and the ever-expanding range of wired devices tracking us through the so-called 'internet of things'.

*Prerequisite: 60 points passed*

#### COMMS 209 15 Points

##### **Special Topic**

*Prerequisite: 60 points at Stage I in BA courses*

#### COMMS 210 15 Points

##### **Practicing Communication in Māori and Pacific Worlds**

Builds on COMMS 101 to develop students' cultural competencies and understanding of tikanga Māori and Pacific cultures. Particular emphasis is given to the concept of whakawhanaungatanga and protocols surrounding engagement, consultation and partnership with Māori and Pacific communities.

*Prerequisite: COMMS 101 and 45 points at Stage I in BA or BC courses*

#### COMMS 212 15 Points

##### **Narratives of Social Change**

Investigates how the presentation of information shapes public attitudes and behaviours. Explores how public communication via news, social media and public awareness campaigns influence public understanding, engagement and behaviour. Key ideas explored in this course include: discourse; framing; rhetoric; and the interplay of words, images and sounds in multimodal communication.

*Prerequisite: COMMS 102 and 45 points at Stage I in BA or BC courses*

#### COMMS 213 15 Points

##### **Communication and Persuasion**

Explores theories and practices of persuasive communication. Students will develop competencies through practical exercises and case study investigations. The course will also emphasise the ethics of persuasive communication, exploring themes such as the difference between persuasion and manipulation, and the relationship between persuasion and power.

*Prerequisite: 60 points at Stage I in BA or BC courses*

#### COMMS 214 15 Points

##### **Communication and Inclusive Leadership**

Explores principles and practices of inclusive leadership and communication in the context of diverse organisations. The course investigates key causes and consequences of inequalities and barriers to inclusion within organisations, including overt and covert biases and forms of discrimination based on gender, ethnicity and disabilities. It also explores leadership strategies and best practices for building and sustaining inclusive organisations.

*Prerequisite: 60 points at Stage I in BA or BC courses*

### **Stage III**

#### COMMS 303 15 Points

##### **Sports Media**

Examines the relationship between sport and the media. Topics include sports journalism; industry practice; the mediated game event; online communities of fandom;

commentary; issues of race and gender; and sports law. Students may have the opportunity to experience televised studio production at the University's television studio.

*Prerequisite:* 15 points from COMMS 200-208 and 15 points in BA courses

**COMMS 304 15 Points**

**Gender, Politics and the Media**

Addresses the theory, practice and representation of politics in the media from a gendered perspective. Analyses the relationship between the media and women and men in the public sphere.

*Prerequisite:* 15 points from COMMS 200-208, GENDER 208, and 15 points in BA courses

**COMMS 306 15 Points**

**Special Topic**

*Prerequisite:* 15 points from COMMS 200-208 and 15 points in BA courses

**COMMS 307 15 Points**

**Communication Internship**

Provides experiential learning opportunities in media, public relations, advertising, and corporate communication industries.

*Prerequisite:* Approval of Academic Head or nominee

*Restriction:* ARTSGEN 301, CAREER 300

**COMMS 308 15 Points**

**Special Topic**

*Prerequisite:* 60 points at Stage I in BA courses

**COMMS 310 15 Points**

**Special Topic**

*Prerequisite:* 60 points at Stage I in BA courses

**COMMS 311 15 Points**

**Problems and Issues in Contemporary Communication**

A seminar exploring a major theme or issue in contemporary communication to be determined by the convenor.

*Prerequisite:* 60 points at Stage II in BA or BC courses

**COMMS 312 15 Points**

**Documentary and Social Change**

Investigates the close alignment between documentary film and social and political transformation. The course will explore documentaries associated with political movements from anti-fascism to LGBTI issues. Students will produce a 'mini-documentary' as part of their coursework.

*Prerequisite:* 60 points at Stage II in BA or BC courses

*Restriction:* COMMS 306

**COMMS 313 15 Points**

**Principles and Practices of Social Communication**

Develops students' skills in communicating effectively and ethically to promote positive social change. Students will develop a critical understanding of different media and produce communication strategies relating to real-world social issues. The course also looks at processes for evaluating the effectiveness of social communication, such as carrying out stakeholder consultation and audience testing.

*Prerequisite:* COMMS 212 and 45 points at Stage II in BA or BC courses

**COMMS 314 15 Points**

**Risk, Crisis and Disaster Communication**

Explores how governmental and non-governmental organisations communicate in the context of social risks such as environmental hazards and public health emergencies. The course also investigates communication in the wake of disasters. Concepts explored in the course

include: mis- and disinformation; public engagement and risk perceptions; framings and narratives of disaster and risk.

*Prerequisite:* 60 points passed at Stage II

**COMMS 315 15 Points**

**Environmental Communication**

Investigates how environmental challenges and policies are communicated in contemporary society. Particular emphasis is given to the relationship between science communication and popular media narratives.

*Prerequisite:* 60 points passed at Stage II

**COMMS 316 15 Points**

**Decolonising Technology and Data**

Explores Indigenous perspectives on technology and data. Policy, activism and design are explored in relation to decolonisation, equity and rangatiratanga (sovereignty).

*Prerequisite:* 60 points passed at Stage II

**COMMS 317 15 Points**

**Design for Equity, Accessibility and Justice**

Examines principles and practices of inclusive technology design. Considers how technologies can be designed to empower rather than disadvantage members of socially marginalised communities.

*Prerequisite:* COMMS 208 and 45 points passed at Stage II

**COMMS 318 15 Points**

**Technology Futures**

Considers the place of digital technologies in diverse and contested visions of the future, from Silicon Valley futurism to surveillance dystopias, and from ecological critiques of high-technology to projects for building a digital commons.

*Prerequisite:* 60 points passed at Stage II

*Restriction:* COMMS 300

**COMMS 319 15 Points**

**Communication Strategies in the Workplace**

Addresses principles and best practices for effective communication within workplaces and organisations. Focuses on students' skills in key areas including: professionalism in communication; listening skills; conflict resolution; and negotiation skills. Particular emphasis is given to the skills required for developing coherent and consistent communication strategies.

*Prerequisite:* COMMS 214 and 45 points passed at Stage II

**COMMS 320 15 Points**

**Communication Project**

Students complete a practical or academic project, involving individual or group-based work.

*Prerequisite:* 60 points at Stage II in BC courses

**COMMS 321 15 Points**

**News and Journalism in the Digital Age**

Examines the changing nature of news and journalism in the digital age. Themes covered include: news values and news cycles; journalistic principles and practices; the interface between journalism and news sources, including public relations industries; journalism's 'fourth estate' role and the evolving relationship between news and public opinion in the digital age; and the political economy of contemporary journalism.

*Prerequisite:* 60 points passed at Stage II

**COMMS 322 15 Points**

**Designing Visual Communication**

Examines the core principles and skills for effective visual communication. Explores the role of visual

design in engaging diverse audiences across a variety of communicative contexts.

*Prerequisite: 60 points at Stage II in BC courses*

**COMMS 323 15 Points**  
**Digital Communication and Practice**

Offers a practical and creative approach to digital communication with critical context. Students navigate the capacities, affordances and limitations of a variety of digital tools and formats by developing skills to create platform-specific outputs, such as GIFs, interactive bots, vlogs, data visualisations, and more.

*Prerequisite: 60 points at Stage II*

*Restriction: COMMS 103, 301*

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**Postgraduate 700 Level Courses**

**COMMS 700 30 Points**  
**Digital Futures**

Considers emerging communication and media technologies and potential future consequences for individuals, societies, and the world at large. Key areas of interest include robotics and AI; ubiquitous computing and the Internet of Things (IoT); 3D printing; virtual, augmented and mixed reality technologies. Issues examined include automation; future of employment; surveillance; new modes of experience; transformed human relationships; and ecological consequences.

*Restriction: MEDIA 717*

**COMMS 701 30 Points**  
**Communication and Data**

Explores the implications for communication in an age of big data, where code and algorithms curate, evaluate, and profile users' data. The course addresses issues such as archives, clouds, privacy, identity, algorithmic bias and discrimination, complexity, informational capitalism, and affective labour, while also considering possibilities for rethinking the past and predicting the future through the analysis and visualisation of data.

**COMMS 702 30 Points**  
**Communication Excess and Avoidance**

Silences and absences make communication possible. Each medium, whether spoken or printed, projected or computed, has peculiar silences ranging from elegant to tragic, comic to painful, fleeting to eternal. Superabundant digital media raise acute questions about communicative excess and possible needs to disconnect. Such questions will be addressed alongside the cultural and technological history of communication excess and absence.

*Restriction: MEDIA 745*

**COMMS 703 30 Points**  
**Popular Communication and Politics**

Explores popular communication across a range of media, genres, texts and technologies to consider the political nature of the cultures, patterns of use, and modes of interpretation that emerge around them. The course will examine the cultural appropriation, adoption, adaptation and distribution of communicative media as well as the political economy of communication, consumer culture and varying forms of fandom.

**COMMS 704 30 Points**  
**Communication and Culture**

Explores the mutually constitutive relationship between communication and culture through analyses of the cultural forms and meanings of social interaction. Acquaints students with classic and contemporary readings and

introduces students to ways in which they can adopt a cultural approach toward communication phenomena in interpersonal, organisational, and intercultural settings.

**COMMS 705 30 Points**  
**Communication Perspectives**

Critical review of key debates and perspectives in the Communication field, with a particular emphasis on social change communication. Balances broad coverage of dominant approaches in the field with the study of under-represented perspectives including through studies of Indigenous scholarship and research from the Global South.

**COMMS 706 30 Points**  
**Communication Case Studies**

Explores how research in the Communication field can be applied to address complex challenges of the contemporary world and contribute to the development of solutions. Themes and topics will vary from year to year in line with changing societal issues and the research projects of contributing staff.

**COMMS 707 30 Points**  
**Research Methods and Design**

Critical survey of methodological approaches in the Communication field. Students will also be guided through a process for defining their own research problem and establishing an appropriate methodological design. Prepares students to undertake a dissertation as well as covering skills transferable to professional contexts.

**COMMS 708 15 Points**  
**Communication Internship**

Provides experiential learning opportunities within professional communication organisations, such as media, public relations, advertising, non-governmental organisations and corporate communication industries.

**COMMS 709 30 Points**  
**Special Topic: Communication and Cultural Work**

Combines theories of cultural and communication work with real-world case studies and lived experience. Combining theory and practice, it enables students to reflect critically on their own experiences of working in communication and cultural fields and/or their aspirations of working in these fields. It draws on research and experiences both from within Aotearoa New Zealand, and beyond.

**COMMS 710 30 Points**  
**Special Topic**

**COMMS 714 15 Points**  
**Directed Study**

**COMMS 715 30 Points**  
**Directed Study**

**COMMS 748 30 Points**  
**Special Topic**

**COMMS 793 60 Points**  
**Dissertation - Level 9**

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**Comparative Literature**

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**Stage II**

**COMPLIT 200 15 Points**  
**World Literatures I: Life, Death, War, Peace, Love**

Myths, epics, bawdy tales, satires, songs, and plays make up traditions of ancient, medieval, early modern cultures.

Compares cultural stories worldwide, from early writing to French Revolution. Includes Gilgamesh, Aztec myths, Roland, *Tale of Genji*, Scandinavian tales, Shakespeare's *Tempest*, Blake's poetry. Introduces skills for reading narratives by genre, theme, poetics. Texts are in English, with attention to texts' original languages.

*Prerequisite: 60 points passed*

**COMPLIT 202** 15 Points

### **Interpreting Folktales**

An introduction to the study and interpretation of folktales. Tales from many cultures will be examined. Contrasting theories on the origins and meaning of folktales will be explored.

*Prerequisite: 60 points passed*

*Restriction: COMPLIT 303*

**COMPLIT 203** 15 Points

### **Special Topic**

*Prerequisite: 60 points passed*

**COMPLIT 206** 15 Points

### **When East Meets West**

Western readers have encountered the literatures of East and South Asia, and Asian readers have encountered Western literature, in a variety of political and cultural contexts, including: colonial expansion, spiritual inquiry, modernisation, warfare, migration, and globalisation. A selection of works from East and West, which have played a key role in these encounters, especially in the modern period, will be studied.

*Prerequisite: 60 points passed*

*Restriction: COMPLIT 302*

**COMPLIT 207** 15 Points

### **Special Topic**

*Prerequisite: 60 points passed*

**COMPLIT 208** 15 Points

### **Directed Study in Comparative Literature**

A directed reading and individual study course in a selected topic or topics, approved by the Academic Head or nominee.

*Prerequisite: 60 points, and approval of Programme Coordinator*

**COMPLIT 210** 15 Points

### **World Literatures 2: Machines and Modernities**

Examines changing cultures and powerful ideas reflected in new literatures from the Industrial Revolution to the contemporary global era. Analyses and compares texts by genre, theme, and poetics. Includes poetry, narratives of European-Indigenous contacts, new culture movements in China and Japan, world drama, migrant writing, travel narratives. Texts are in English, with attention to texts' original languages.

*Prerequisite: 60 points passed*

## **Stage III**

**COMPLIT 302** 15 Points

### **When East Meets West**

Western readers have encountered the literatures of East and South Asia, and Asian readers have encountered Western literature, in a variety of political and cultural contexts, including: colonial expansion, spiritual inquiry, modernisation, warfare, migration, and globalisation. A selection of works from East and West, which have played

a key role in these encounters, especially in the modern period, will be studied.

*Prerequisite: 30 points at Stage II*

*Restriction: COMPLIT 206*

**COMPLIT 303** 15 Points

### **Interpreting Folktales**

An introduction to the study of folktales, including collection and classification, oral and literary tales, structure, interpretative frameworks, revisions and film versions. Tales from many cultures will be examined. Contrasting theories on the origins and meanings of folktales will be explored.

*Prerequisite: 30 points at Stage II*

*Restriction: COMPLIT 202*

**COMPLIT 305** 15 Points

### **Special Topic**

*Prerequisite: 60 points at Stage II*

**COMPLIT 306** 15 Points

### **Directed Reading and Research**

Supervised research projects.

*Prerequisite: 60 points passed at Stage II, and approval of Programme Coordinator*

## **Postgraduate 700 Level Courses**

**COMPLIT 704** 15 Points

### **Special Topic**

**COMPLIT 705** 15 Points

### **Reading Across Cultures**

An advanced level review of approaches to the study of literature across cultures. Tests the potential and limits of theories of literature in the study of literary texts from many cultures and periods. Includes cross-cultural perspectives on authorship, intertextuality, reader-centred theories, literary translation, post-colonial literature, gender and sexuality, as well as reading across disciplines.

*Restriction: COMPLIT 700, 709*

**COMPLIT 707** 30 Points

### **Special Topic**

**COMPLIT 708** 30 Points

### **Special Topic**

**COMPLIT 709** 30 Points

### **Reading Across Cultures**

An advanced level review of approaches to the study of literature across cultures. Tests the potential and limits of theories of literature in the study of literary texts from many cultures and periods. Includes cross-cultural perspectives on authorship, intertextuality, reader-centred theories, literary translation, post-colonial literature, gender and sexuality, as well as reading across disciplines.

*Restriction: COMPLIT 705*

**COMPLIT 710** 15 Points

### **Special Topic**

**COMPLIT 711** 15 Points

### **Rethinking Literary Translation**

Literary translation has come to be theorised as a dynamic and problematic process, central to comparative literature and shedding light on cross-cultural encounter, colonisation and the post-colonial. Alongside such theoretical considerations, students will undertake a practical translation project between languages in which they have expertise.

**COMPLIT 750** 15 Points  
**Directed Study**  
Supervised research essays on a topic or topics approved by the Programme Coordinator.

**COMPLIT 751** 30 Points  
**Directed Study**  
Supervised research essays on a topic or topics approved by the Programme Coordinator.

**COMPLIT 777** 15 Points  
**Study Abroad**  
Formal study in Comparative Literature in an approved overseas university. Enrolment requires the approval of the Programme Coordinator.  
*Prerequisite: Permission of Programme Coordinator*

**COMPLIT 778** 15 Points  
**Study Abroad**  
Formal study in Comparative Literature in an approved overseas university. Enrolment requires the approval of the Programme Coordinator.  
*Prerequisite: Permission of Programme Coordinator*

**COMPLIT 780** 30 Points  
**COMPLIT 780A** 15 Points  
**COMPLIT 780B** 15 Points  
**Research Project - Level 9**  
*To complete this course students must enrol in COMPLIT 780 A and B, or COMPLIT 780*

**COMPLIT 790** 60 Points  
**COMPLIT 790A** 30 Points  
**COMPLIT 790B** 30 Points  
**Dissertation - Level 9**  
*To complete this course students must enrol in COMPLIT 790 A and B, or COMPLIT 790*

**COMPLIT 792** 45 Points  
**COMPLIT 792A** 22.5 Points  
**COMPLIT 792B** 22.5 Points  
**Dissertation - Level 9**  
*To complete this course students must enrol in COMPLIT 792 A and B, or COMPLIT 792*

**COMPLIT 793A** 45 Points  
**COMPLIT 793B** 45 Points  
**Thesis - Level 9**  
*To complete this course students must enrol in COMPLIT 793 A and B*

**COMPLIT 797A** 60 Points  
**COMPLIT 797B** 60 Points  
**Research Portfolio - Level 9**  
*To complete this course students must enrol in COMPLIT 797 A and B*

## Cook Islands Māori

### Stage I

**COOKIS 101** 15 Points  
**COOKIS 101G** 15 Points  
**Introduction to Cook Islands Māori**  
Gives students an introduction to the structure of Cook Islands Māori as well as allowing them to develop basic skills in listening, speaking, reading and writing. Designed for students with little or no knowledge of the language,

and for those with some fluency wishing to understand simple sentence structure and composition.

*Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed*

### Stage II

**COOKIS 201** 15 Points  
**Cook Islands Māori Language 2**  
Further consolidates skills in listening, speaking, reading and writing in Cook Islands Māori. Students will also deepen their experience and knowledge of Cook Islands Māori culture through their participation in a dramatised re-enactment of a Cook Islands myth or legend, with its accompanying chants and songs.  
*Prerequisite: COOKIS 101*  
*Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed*

**COOKIS 204** 15 Points  
**Special Topic**

### Stage III

**COOKIS 300** 15 Points  
**Special Topic**

**COOKIS 301** 15 Points  
**Cook Islands Māori Language 3**  
Students will develop their language skills to an advanced level, through examining, discussing and analysing, in Cook Islands Māori, selected oral and written texts in various genres, as a model for their own compositions. They will also study traditional oratory as a means of further expressing the richness of Cook Islands culture and history.  
*Prerequisite: COOKIS 201*

## Creative Writing

### Postgraduate 700 Level Courses

**CREWRIT 797A** 60 Points  
**CREWRIT 797B** 60 Points  
**Creative Writing - Level 9**

Students will work on a large-scale creative writing project: a novel, short story collection, full-length work of creative nonfiction, or poetry collection. The course includes weekly workshops and seminars, as well as supervision and masterclasses.

*Restriction: ENGLISH 763*

*To complete this course students must enrol in CREWRIT 797 A and B*

## Criminology

### Stage I

**CRIM 100** 15 Points  
**Big Ideas in Criminology**  
Introduces a range of big ideas in criminology that inform contemporary research and justice, both locally and globally. Presents the main concepts and theoretical foundations that inform the field. Critically analyses topical issues and debates related to crime, justice, deviance and social harm.  
*Restriction: CRIM 201*

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**Stage II****CRIM 200 15 Points**  
**Cultural Criminology**

Exposes students to the major concepts and methodological approaches within cultural criminology, a field that is unique in its exploration of the meanings associated with crime and deviance. The course also considers the broader contexts of crime, how powerful groups and media influence criminal justice policies, and the relationship between popular discourses and the nature of social control.

*Prerequisite: 60 points passed from BA courses*

**CRIM 202 15 Points**  
**Contemporary Issues in Punishment**

The focus is on contemporary issues in punishment, considering both its purposes and effectiveness. The course explores a range of perspectives drawing on longstanding criminological, sociological and philosophical literatures.

*Prerequisite: 60 points passed from BA courses*

**CRIM 203 15 Points**  
**The Criminal Mind: Crime and Individual Differences**

Examines the phenomena of crime and punishment from a psychological perspective. Particular attention is paid to psychological explanations of crime, the relationship between mental illness and crime, and the role of psychology in law enforcement, the courts, and corrections.

*Prerequisite: 60 points passed from BA courses*

**CRIM 204 15 Points**  
**Critical Studies in Policing**

Explores policing in New Zealand and beyond, including its legal and theoretical underpinnings. Critically examine media representations of the police, policing and inequality; police culture, power and accountability; the effects of human rights claims on policing methods and emerging threats to policing both locally and globally.

*Prerequisite: 60 points passed from BA courses*

**CRIM 205 15 Points**  
**Crime, Media and Society**

The relationship between crime and the media is complex and contradictory. This course investigates this relationship by encouraging students to develop an understanding of how the media help to influence the public views of crime and criminalisation. It will do this by focusing on media portrayals of crime and criminal behaviour, media effects, and theories of media and communication.

*Prerequisite: 60 points passed from BA courses*

**CRIM 206 15 Points**  
**Special Topic**

*Prerequisite: 60 points passed from BA courses*

**CRIM 207 15 Points**  
**Criminology: Indigenous and Global**

Are we all equal before the law? Or are groups treated differently by the criminal justice system? With particular emphasis on indigenous peoples in New Zealand, Australia and Canada, this course examines the impact of differential practices on inequalities and collective efforts to achieve social change. Concepts of restorative justice are central to this course.

*Prerequisite: 60 points passed from BA or BGlobalSt courses*  
*Restriction: CRIM 302*

**CRIM 208 15 Points**  
**Hate Crime**

Provides an overview of 'hate' and prejudice-motivated crime using a variety of criminological perspectives.

Examines the causes, consequences and manifestations of hate, as well as the social context in which hate crimes occur. Engages with questions around the impact of and responses to hate crime, as well as the link between online and offline hate.

*Prerequisite: 60 points passed from BA courses*

**CRIM 209 15 Points**  
**Special Topic**

*Prerequisite: 60 points passed from BA courses*

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**Stage III****CRIM 301 15 Points**  
**Issues in Criminal Justice**

Discusses the workings of the criminal justice system and explores and contextualises classical and emergent approaches to criminal justice, including their legal underpinnings. Practical and theoretical issues will be considered using a case study approach. Emphasis is given to the developing synthesis of criminal and social justice.

*Prerequisite: 90 points passed from BA courses, including 30 points at Stage II*

**CRIM 304 15 Points**  
**Key Issues in Restorative Justice**

Provides a critical analysis of the restorative justice process as a response to offender behaviour, which will aid an understanding of its place within the wider criminal justice system. A variety of perspectives on restorative justice will be considered, as well as the various practices associated with it, and its effectiveness according to different stakeholders.

*Prerequisite: 90 points passed in BA courses, including 30 points at Stage II*

**CRIM 305 15 Points**  
**Victims and Victimology**

Explores patterns and theories of victimisation, the position of victims and victimology within criminology, and the representation of victims in the media. Includes case studies of specific types of victimisation such as racial hate crimes and family and sexual violence. Victims' rights and the position of victims in the criminal justice system and restorative justice will also be examined.

*Prerequisite: 90 points passed in BA courses, including 30 points at Stage II*

**CRIM 306 15 Points**  
**Special Topic**

*Prerequisite: 90 points passed in BA courses, including 30 points at Stage II*

**CRIM 307 15 Points**  
**Doing Time: Incarceration and Punishment**

Examines punishment and incarceration as a complex social institution informed by a range of social relations and cultural meanings. Explores the way political, social and economic factors shape notions of law and order. Topics include: history of punishment and theories of incarceration, experiences of imprisonment and prison cultures, and various controversial issues in imprisonment, for example, privatisation, the use of solitary confinement, immigration detention, and prison abolition.

*Prerequisite: 30 points at Stage II from Criminology, Global Politics and Human Rights*  
*Restriction: SOCIOL 337*

**CRIM 308 15 Points**  
**Special Topic**

**CRIM 309** 15 Points  
**Critical Research in Criminology**  
 Introduces critical research methodology. Begins with the problems of epistemology (knowledge) and ontology (reality), then explores data (what is data?) and specific methods of data analysis, such as semiotics, discourse analysis and, amongst others, hermeneutics. Recommended to pursue postgraduate study in criminology.  
*Prerequisite: 90 points passed from BA courses, including 30 points at Stage II*

**CRIM 310** 15 Points  
**Paradoxes of Crime Technology**  
 Explores the limits and contradictions of crime prevention technologies. Focuses on the tension between the promises of such technologies and their consequences. Limits are explored via critical analyses of DNA typing, fingerprint comparison, forecasting or prediction, security technologies, and environmental controls, such as 'target hardening', 'guardianship' and 'environmental design'.  
*Prerequisite: 90 points passed from BA courses, including 30 points at Stage II*

### Postgraduate 700 Level Courses

**CRIM 700** 30 Points  
**Research in Criminology**  
 Examines the methods of research frequently employed in the field of criminology, and the various epistemological and ethical questions that arise in criminological research, and the connection between theory and research and quantitative and qualitative analytic strategies. Students will complete a research project under supervision.  
*Restriction: CRIM 309*

**CRIM 701** 30 Points  
**Criminological Theory**  
 An examination of classical and contemporary theories of crime, including sociological, psychological, medical, rational-choice and critical perspectives on criminology. Attention will be given to the construction of theory as it is informed by social science research; to the social, cultural and political contexts in which these theories have emerged; and to the influence of theories in criminal justice policies.

**CRIM 702** 30 Points  
**Advanced Issues in Penology**  
 A survey of issues in penology, describing and interpreting specific penal reform strategies in terms of their historical, social, political and economic context. An appreciation of the main themes within penology will allow a greater understanding of the role that punishment regimes play in society and specifically in the criminal justice system.

**CRIM 703** 30 Points  
**Contemporary Criminology**  
 An examination of critical approaches to the study of crime and crime control. Attention will be given to understanding how these approaches critically assess social problems surrounding crime and crime control strategies; the political, social and historical development of varying critical perspectives; and the ways in which such approaches may lead to changes in criminal justice policies and practices.

**CRIM 704** 30 Points  
**State Crime**  
 Considers a range of theoretical approaches to criminal acts committed by state officials in pursuit of their jobs

as representatives of the state, and state organisational deviance that involves the violation of human rights and is liable to sanction. The course offers a series of case studies of such state crime.

**CRIM 705** 30 Points  
**Special Topic: Quantitative Criminology**  
 Focuses on criminological quantitative data, and its analysis and interpretation. Students will engage with the basics of survey research and will be guided through statistical techniques to analyse a quantitative dataset. Students gain hands-on experience using software (i.e., SPSS) to run statistical tests, learn how to interpret results, and engage in quantitative reasoning and its application to criminological problems.

**CRIM 706** 30 Points  
**Special Topic: Critical Political Economy of Mass Incarceration**  
 In the latter half of the 20th century, the mode of punishment in the capitalist world transformed into one based on imprisonment on an ever-increasing scale. Focusing on the experience of New Zealand, this course applies new developments in Marxist economic science to explain how mass incarceration arose, why capitalism requires it, and how it can be destroyed.

**CRIM 707** 30 Points  
**Special Topic**

**CRIM 708** 30 Points  
**Directed Study**

**CRIM 709** 30 Points  
**Special Topic**

**CRIM 710** 30 Points  
**Cybercrime**  
 Exploration of cybercrime and its economic and social impact. The course aims to encourage critical thinking, exploring a range of key theoretical perspectives in criminal justice and their application to cybercrime. It analyses how the Internet may promote criminal behaviour and contribute to the globalisation of crime. It also outlines the challenges of policing cybercrime, evaluating current approaches.

**CRIM 711** 30 Points  
**Gender, Crime and Social Control**  
 Advanced study of the importance of examining crime, criminal justice and social control through gendered and intersectional lenses. This course critically analyses traditional explanations for crime drawing on feminist and queer criminological theory before examining the gendered operation of the criminal justice system and other forms of social control, and exploring alternative approaches to tackling gendered social harm.  
*Restriction: CRIM 303*

**CRIM 780** 30 Points  
**CRIM 780A** 15 Points  
**CRIM 780B** 15 Points  
**Research Project**  
*To complete this course students must enrol in CRIM 780 A and B, or CRIM 780*



**CRIM 793** 60 Points  
**CRIM 793A** 30 Points  
**CRIM 793B** 30 Points  
**Dissertation - Level 9**  
 To complete this course students must enrol in CRIM 793 A and B, or CRIM 793

**CRIM 796A** 60 Points  
**CRIM 796B** 60 Points  
**Thesis - Level 9**  
 To complete this course students must enrol in CRIM 796 A and B

**CRIM 797A** 60 Points  
**CRIM 797B** 60 Points  
**Research Portfolio - Level 9**  
 To complete this course students must enrol in CRIM 797 A and B

## Dance Studies

### Stage I

**DANCE 101** 15 Points  
**DANCE 101G** 15 Points

#### Introduction to Dance and Creative Processes

To develop an understanding of our moving bodies through movement awareness, dance improvisation, choreography and creative and analytic writing. Students will undertake both theoretical and practical classes focusing on a range of practices that dancers and movement practitioners use to facilitate kinaesthetic awareness, experimentation, communication and choreography. Students will explore somatic theory and practice, improvisation scores, choreography and dance analysis. DANCE 101 not available for BDanceSt.

**DANCE 107** 15 Points  
**Dance History and Contexts**  
 Study of the historical development in western theatre dance from the nineteenth century to the beginning of the twentieth century.

**DANCE 110** 15 Points  
**Contemporary Dance and Choreography 1**  
 A study of contemporary dance practices through the choreography, creative facilitation and techniques of contemporary dance makers. For BDanceSt students only.

**DANCE 112** 15 Points  
**Dance Kinesiology**  
 Introduction to physiological and kinesiological analysis of dance movements. The study of skeletal alignment, muscular balance and mechanical efficiency.

**DANCE 120** 15 Points  
**Dance Vocabulary I**  
 Introducing the study of diverse dance vocabulary including ballet, contemporary dance and the field of somatics. Students will examine specific technical requirements of identified dance vocabulary.

**DANCE 121** 15 Points  
**Dance Technique**  
 Continuation of work undertaken in DANCE 120 with exploration of skills, repertoire, and merging dance styles.  
*Prerequisite: DANCE 120*

**DANCE 131** 15 Points  
**Dance Education**  
 The study of dance education practice and theory that shapes teaching and learning of dance in school and community contexts. Note: this course does not meet the requirements for teacher registration in New Zealand.

### Stage II

**DANCE 200** 15 Points  
**Dance and Culture**  
 Examines the interrelationship between dance and wider political and cultural movements through practical dance classes and theoretical investigations into diverse cultural environments around the world. Students physically and theoretically engage in the study of various dance forms such as Tango, Salsa, Dabkeh, traditional Chinese dance and Bharata Natyam.  
*Prerequisite: 60 points passed*

**DANCE 201** 15 Points  
**Dance and Interdisciplinarity**  
 Building integrated connections with other arts disciplines such as music, literature, art.  
*Prerequisite: DANCE 101 or 110*

**DANCE 207** 15 Points  
**Choreography and Performance**  
 Focuses on the development and consolidation of choreographic and performance skills.  
*Prerequisite: Any 30 points at Stage I in Dance Studies*

**DANCE 210** 15 Points  
**Contemporary Dance and Choreography 2**  
 Study of contemporary choreography practice and theory. Students create choreography that may be shared through film and/or live performances.  
*Prerequisite: DANCE 101 or 110*

**DANCE 211** 15 Points  
**Special Topic**  
*Prerequisite: Any 30 points at Stage I in Dance Studies*

**DANCE 212** 15 Points  
**New Zealand Dance Contexts and History**  
 Emphasis is on the socio-historical developments of dance in the twentieth century. Choreographers, dancers, designers and composers who have created, influenced and shaped dance in New Zealand will be studied via lectures, videos, scores, and reconstructions.  
*Prerequisite: DANCE 107*

**DANCE 215** 15 Points  
**Special Topic: Styles and Techniques: Street Dance and Jazz**  
*Prerequisite: Any 30 points at Stage I in Dance Studies*

**DANCE 216** 15 Points  
**Indigenous Dance: Aotearoa and Te-Moana-Nui-a-Kiwa**  
 Develops knowledge of foundational creative dance praxis pertaining to the Contexts of Aotearoa and Moana-Nui-a-Kiwa. Explores cultural and kinaesthetic expressions, traditions, protocols and artists' elements in relation to indigenous concepts and methodologies of dance practices.  
*Prerequisite: MĀORI 190, PACIFIC 110*

**DANCE 220** 15 Points  
**Dance Vocabulary II**  
 Exploring and analysing contemporary dance practices and

techniques. Movement skills and performance skills will be developed integrating personal movement with techniques.  
*Prerequisite: DANCE 120*

**DANCE 222 15 Points**  
**Safe Dance Practices**

Establishing the theory and practice of safe dance practices within education, performance and health related contexts. Anatomy, kinesiology and dance conditioning methodologies will be studied in relation to dance practice.  
*Prerequisite: DANCE 112*

**DANCE 231 15 Points**  
**Community Dance**

Entering diverse community settings and teaching and learning dance; analysing the roles and functions of dance in your own and others' communities. Note: this course does not meet the requirements for teacher registration in New Zealand.  
*Prerequisite: DANCE 131*

**DANCE 250 15 Points**  
**Special Topic: Social Dance**

*Prerequisite: Any 30 points at Stage I in Dance Studies*

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**Stage III**

**DANCE 300 15 Points**  
**Dance Project**

Resident/Guest Artist project that gives students an intensive experience of a particular choreographic vocabulary and repertoire. Not available to BA students.  
*Prerequisite: 30 points at Stage II in Dance Studies*

**DANCE 301 15 Points**  
**Dance and Improvisation**

Developing an embodied personal practice, and understanding of the theory and practice of contact improvisation and its influence in dance, education and community contexts.  
*Prerequisite: Any 30 points at Stage II in Dance Studies*

**DANCE 302 15 Points**  
**Dance in Aotearoa New Zealand**

An examination of dance in New Zealand including Māori, Pacific Island, European, and Asian influences. Emphasis will be on developments during the twentieth century of traditional form into contemporary practice, indigenous forms in NZ society, the developments in ballet, contemporary and popular dance.  
*Prerequisite: DANCE 212, or DANCE 200 for students in Transnational Cultures and Creative Practice*

**DANCE 310 15 Points**  
**Contemporary Dance and Choreography 3**

The study of contemporary dance practices through the choreography and techniques of contemporary dance makers.  
*Prerequisite: DANCE 210*

**DANCE 312 15 Points**  
**Dance Production**

Dance works are choreographed on the students by leading dance professionals in their chosen genre, resulting in a dance production. Not available to BA students.  
*Prerequisite: Any 45 points at Stage II in Dance Studies*

**DANCE 314 15 Points**  
**Dance and Technology**

Project based study of the interaction between technology

and dance. Including hands-on practice with video, digital photography and the study of dance for film.  
*Prerequisite: Any 30 points at Stage II in Dance Studies*

**DANCE 315 15 Points**  
**Dance Composition**

Studio based course developing improvisational and compositional skills. Choreographic principles are studied as guidelines for structure and design in movement.  
*Prerequisite: Any 30 points at Stage II in Dance Studies*

**DANCE 316 15 Points**  
**He mana Motuhake o te-Moana-Nui-a-kiwa: Contemporary Indigenous Dance**

Explores the artistic relationality of Vā and Whakapapa through indigenous dance praxis. Storytelling through complex choreographic methodological and theoretical concepts will navigate the importance of people to place. Offers an insight into distinct Oceania values as it pertains to the Creative Arts in Aotearoa and wider te-moana-nui-a-kiwa.  
*Prerequisite: DANCE 216*

**DANCE 320 15 Points**  
**Dance Vocabulary III**

Refining and deepening dance practices and pedagogy strategies specific to contemporary dance. Choreographic research methods are introduced with emphasis upon articulating key questions and processes for problem solving.  
*Prerequisite: Any 30 points at Stage II in Dance Studies*

**DANCE 322 15 Points**  
**Professional Practices**

Developing skills and knowledge in planning and managing for careers in the diverse dance professions. Students will develop arts management and financial business skills, such as learning to write grant applications, CVs and personal plans that relate to employment and funding issues.  
*Prerequisite: DANCE 222*

**DANCE 331 15 Points**  
**Dance Education Research**

Analysis of dance teaching and learning philosophies, issues and theories as they are translated from texts and curriculum into classroom and community practice. This course does not meet the requirements for teacher registration in New Zealand.  
*Prerequisite: DANCE 231*

**DANCE 350 15 Points**  
**Special Topic: Indigenous Contemporary Dance o te Moana Nui a Kiwa**

*Prerequisite: Any 30 points at Stage II in Dance Studies*

**DANCE 351 15 Points**  
**Special Topic: Advanced Performance**

*Prerequisite: Any 30 points at Stage II in Dance Studies*

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**Postgraduate 700 Level Courses**

**DANCE 720 30 Points**  
**Choreography and Performance Research**

Investigates choreographic practice and dance creation as a location for artistic production and academic research. Students will reflect on their own choreographic and performance practice through studio-based activities, while examining choreographic and performance theory.  
*Restriction: DANCE 733, 735, 760*

<b>DANCE 722</b> <b>Dance in Community and Education Research</b> Examines issues and philosophies of dance to the development of dance education in formal and informal contexts in New Zealand and internationally. Personal pedagogical practices are reviewed and dominant discourses critiqued. <i>Restriction: DANCE 734</i>	<b>30 Points</b>	developing key diagnostic and reporting tools in dance movement therapy.	
<b>DANCE 724</b> <b>Research Methods and Critical Analysis in Dance Studies</b> Examines diverse qualitative research methods, critical theory and research ethics. Through practical investigations students will source and critically review literature relevant to their personal research directions. <i>Restriction: DANCE 751</i>	<b>30 Points</b>	<b>DANCE 777A</b> <b>DANCE 777B</b> <b>Practicum in Dance Movement Therapy</b> Advanced practicum placements in dance therapy settings are supervised by experienced dance therapists. Students will extend their practical knowledge and develop their experience in observing, reporting and facilitating dance movement therapy at a professional level. <i>Prerequisite: B average or higher in Part I</i> <i>Corequisite: DANCE 797</i> <i>To complete this course students must enrol in DANCE 777 A and B</i>	<b>15 Points</b> <b>15 Points</b>
<b>DANCE 730</b> <b>Dance Intensive</b> Advanced practice in the physicality and creation of dance.	<b>30 Points</b>	<b>DANCE 791</b> <b>Research Project - Level 9</b>	<b>30 Points</b>
<b>DANCE 761</b> <b>Special Topic</b> <i>Prerequisite: Departmental approval required</i>	<b>15 Points</b>	<b>DANCE 792A</b> <b>DANCE 792B</b> <b>Thesis - Level 9</b> <i>To complete this course students must enrol in DANCE 792 A and B</i>	<b>30 Points</b> <b>60 Points</b>
<b>DANCE 764</b> <b>Special Topic</b> <i>Prerequisite: Departmental approval required</i>	<b>15 Points</b>	<b>DANCE 795A</b> <b>DANCE 795B</b> <b>Thesis in Community Dance - Level 9</b> An independent research study focused on a topic associated with community dance. <i>To complete this course students must enrol in DANCE 795 A and B</i>	<b>60 Points</b> <b>60 Points</b>
<b>DANCE 770</b> <b>Dance Project</b>	<b>30 Points</b>	<b>DANCE 796A</b> <b>DANCE 796B</b> <b>Thesis - Level 9</b> <i>Prerequisite: Departmental approval required</i> <i>Restriction: DANCE 794</i> <i>To complete this course students must enrol in DANCE 796 A and B</i>	<b>60 Points</b> <b>60 Points</b>
<b>DANCE 772</b> <b>Dance Therapy, Theory and Practice I</b> Students will develop their knowledge of dance therapy through theoretical and practical approaches to understanding the conceptual and theoretical foundations that underpin concepts of therapy, well-being, therapist/client relationships and clinical health care systems.	<b>15 Points</b>	<b>DANCE 797A</b> <b>DANCE 797B</b> <b>Thesis in Dance Movement Therapy - Level 9</b> <i>Prerequisite: B average or higher in Part I</i> <i>Corequisite: DANCE 777</i> <i>To complete this course students must enrol in DANCE 797 A and B</i>	<b>45 Points</b> <b>45 Points</b>
<b>DANCE 773</b> <b>Dance Therapy, Theory and Practice II</b> Builds on DANCE 772. Focuses on deepening theoretical and practical understanding of the needs of a variety of client populations in regard to different ages, issues and settings, in individual and group work. <i>Prerequisite: DANCE 772</i>	<b>15 Points</b>		
<b>DANCE 774</b> <b>Psychology in Dance Movement Therapy</b> Focuses on fundamental skills required for professional clinical settings, including counselling and psychological theories and practice including accurate observation and listening techniques, development of the individual and group therapeutic relationship. Key areas covered include abnormal psychology, developmental psychology, group process and advanced counselling skills.	<b>15 Points</b>		
<b>DANCE 775</b> <b>Therapeutic Modalities of DMT</b> Practicums in dance therapy contexts are supervised by experienced dance therapists. Students will extend their real world knowledge and develop their experience in observing, reporting and facilitating dance movement therapy.	<b>30 Points</b>		
<b>DANCE 776</b> <b>Awareness and Analysis in DMT</b> Anatomy and kinesiology will involve the study of the structures and systems of the body through both somatic and scientific approaches. Movement observation involves	<b>15 Points</b>		

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## Development Studies

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### Postgraduate 700 Level Courses

<b>DEVELOP 703</b>	<b>30 Points</b>
<b>DEVELOP 703A</b>	<b>15 Points</b>
<b>DEVELOP 703B</b>	<b>15 Points</b>
<b>Independent Research</b> Supervised study on a topic or topics approved by the Academic Head or nominee. <i>To complete this course students must enrol in DEVELOP 703 A and B, or DEVELOP 703</i>	
<b>DEVELOP 706</b>	<b>15 Points</b>
<b>DEVELOP 706A</b>	<b>7.5 Points</b>
<b>DEVELOP 706B</b>	<b>7.5 Points</b>
<b>Internship in Development</b> Involves students in the operation of a development organisation, enables them to put into practice development theory and methods, provides experience of researching and writing a report or proposal to be used	

by the organisation, and assists them to reflect on the process in the light of development and other social science research literature.

*Prerequisite: Approval of Specialisation leader*

*To complete this course students must enrol in DEVELOP 706 A and B, or DEVELOP 706*

**DEVELOP 708** 15 Points  
**Special Topic**

**DEVELOP 710** 15 Points  
**Development Policies and Institutions**

Provides students with in-depth knowledge of policy approaches to alleviate poverty, enhance social justice and achieve sustainability. Contemporary development policies carried out by governments, donor agencies and UN organisations will be scrutinised. Examples of policies that will be covered in the course are land reform and migration policies, gender policies, climate adaptation and mitigation as well as ethical trade policies.

*Restriction: DEVELOP 700*

**DEVELOP 712** 15 Points  
**Research Methods in Development - Level 9**

Provides a critical review of the phases of development research, including theoretically grounded research design and the unique ethical considerations surrounding development fieldwork. Equips students with advanced skills of employing qualitative and participatory research methodologies in challenging social and cultural settings and develops highly specialised knowledge in applying qualitative data analysis software, presenting findings and developing a postgraduate research proposal.

**DEVELOP 713** 15 Points  
**Ethics and Governance in International Development**

Addresses challenges to ethics and governance that arise in international development processes. Examines the competing demands of various stakeholders in the development of appropriate governance mechanisms and the values and judgements that inform societal choices and political decision-making. Students shall be familiarised with ethical debates in international development and engaged in ethically informed conversations on contemporary development challenges.

**DEVELOP 715** 15 Points  
**Independent Research**  
Supervised study on a topic approved by the Academic Head or nominee.

**DEVELOP 716** 15 Points  
**Global Health and Development**

Introduces a social science approach to the study of health and globalisation, tracing various historical genealogies from colonial hygiene movements, to international public health in the development sector, up through contemporary global health institutions and their governance structure. Current issues in health and development, including the increasing role of NGOs and human rights frameworks, are critically analysed.

**DEVELOP 717** 15 Points  
**Humanitarian Interventions**

Traces the rise of the humanitarian narrative and examines how humanitarianism – along with other key words such as crisis, emergency, and intervention – has become one of the organising categories of political action and order. The course explores the possibilities and limits of intervening

in the lives of individuals and communities grounded upon discourses of compassion.

**DEVELOP 780** 30 Points

**DEVELOP 780A** 15 Points

**DEVELOP 780B** 15 Points

**Research Project - Level 9**

*To complete this course students must enrol in DEVELOP 780 A and B, or DEVELOP 780*

**DEVELOP 791** 60 Points  
**Dissertation - Level 9**

**DEVELOP 792** 45 Points

**DEVELOP 792A** 22.5 Points

**DEVELOP 792B** 22.5 Points

**Dissertation - Level 9**

*To complete this course students must enrol in DEVELOP 792 A and B, or DEVELOP 792*

**DEVELOP 793** 45 Points

**DEVELOP 793A** 22.5 Points

**DEVELOP 793B** 22.5 Points

**Research Portfolio**

*Prerequisite: Approval of the Academic Head or nominee*

*To complete this course students must enrol in DEVELOP 793 A and B, or DEVELOP 793*

**DEVELOP 794A** 45 Points

**DEVELOP 794B** 45 Points

**Thesis - Level 9**

*Prerequisite: A BA(Hons) in Development Studies with at least Second Class Honours, First Division, or equivalent*

*To complete this course students must enrol in DEVELOP 794 A and B*

**DEVELOP 796A** 60 Points

**DEVELOP 796B** 60 Points

**Thesis - Level 9**

*Prerequisite: A BA(Hons) in Development Studies with at least Second Class Honours, First Division, or equivalent*

*To complete this course students must enrol in DEVELOP 796 A and B*

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## Disability Studies

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### Stage I

**DISABLT 113G** 15 Points

**Making Disabilities: The Construction of Ideas**

Examines the expression of social and cultural ideas of disability in popular culture through film, television and print media. The course aims to develop skills to examine the construction and maintenance of concepts of disability and disabling identities in popular culture. The consequences of these processes are also discussed and their implications for perpetuating social devaluation, discrimination, and disadvantage.

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## Drama

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### Stage I

**DRAMA 100** 15 Points

**DRAMA 100G** 15 Points

**Presentation and Performance Skills: Taking the Stage**

Focuses on enhancing oral communication and performance skills through interactive workshops with speakers and performers highlighting the transferable skills of acting in

three main areas: public speaking, improvising and group-devised performance.

### Stage II

**DRAMA 202A** 15 Points

**DRAMA 202B** 30 Points

#### History and Performance

Explores a range of major plays from ancient Greek tragedy to contemporary New Zealand drama. This course examines plays in their historical context and as texts for performance. In Semester Two, students learn skills in theatre production by staging a full-length play, directed by an outside professional director.

*Prerequisite:* 60 points passed including DRAMA 100

*Restriction:* DRAMA 204

*To complete this course students must enrol in DRAMA 202 A and B*

**DRAMA 203** 15 Points

#### Drama of Aotearoa New Zealand and the Pacific

An overview of the development of modern and contemporary drama, theatre and playwriting in Aotearoa New Zealand. Topics include: experimental theatre, feminist drama and Māori drama. Some plays by Pacific writers will be considered.

*Prerequisite:* 60 points passed

*Restriction:* DRAMA 303

**DRAMA 205** 15 Points

#### Special Topic

*Prerequisite:* 60 points passed

### Stage III

**DRAMA 301** 15 Points

#### Drama: Topics and Themes

Building on the principles and practical skills from DRAMA 202 and 204, the course will focus more narrowly on topics of theatrical practice and dramatic representation. Classes involve theatrical workshops and collaborative projects.

*Prerequisite:* DRAMA 202 or 204

**DRAMA 302** 15 Points

#### Performance Skills

Classes in stage acting, improvisation, movement, voice and character, taught by professional tutors. Students will present a solo or duo short performance.

*Prerequisite:* 30 points at Stage II

*Restriction:* DRAMA 719

**DRAMA 303** 15 Points

#### Drama of Aotearoa New Zealand and the Pacific

An overview of the development of modern and contemporary drama, theatre and playwriting in Aotearoa New Zealand. Topics include: experimental theatre, feminist drama and Māori drama. Some plays by Pacific writers will be considered.

*Prerequisite:* 30 points at Stage II

*Restriction:* DRAMA 203

**DRAMA 304** 15 Points

#### Contemporary Theatre Practice

A survey of current trends in theatre practice, including: devised and dance-theatre, participatory and immersive theatre, autobiographical performance, applied theatre and documentary theatre, intermedial and virtual theatre, and new musical theatre. Students will select focus areas

and engage in critical and creative research towards two key performance outcomes.

*Prerequisite:* 30 points at Stage II

**DRAMA 305** 15 Points

#### Drama Tools

Develops the skills that are essential in theatre-making, including acting and storytelling, by staging a public performance. During the intensive three-week rehearsal period, under the guidance of an experienced director, students work in a collaborative fashion through ongoing group discussion and theatrical practice. Other transferable skills include effective communication, team-work and problem solving in an active and creative manner.

*Prerequisite:* 30 points at Stage II

**DRAMA 306** 15 Points

#### Production and Management Skills

Introduces students to multiple roles and skills needed for the management of productions, companies and other organisations in the performing-arts, specifically drama, but also dance, music and other performance art. Skills discussed include planning and creating schedules and budgets, procuring and managing resources, arts organisation infrastructure and liaison, donor and benefactor development, social marketing and networking, crowdfunding, and outcome reporting.

*Prerequisite:* DRAMA 202 or 204

**DRAMA 307** 15 Points

#### Special Topic

*Prerequisite:* 30 points at Stage II

### Postgraduate 700 Level Courses

**DRAMA 708** 30 Points

#### Drama and the Mind

Examines a selection of modern British and Irish dramatic texts that involve mind-body relationships and the representation of unconscious processes. Perspectives include Freudian psychoanalysis, neuroscience, and theories of acting.

**DRAMA 709** 45 Points

#### DRAMA 709A

22.5 Points

#### DRAMA 709B

22.5 Points

#### Studio - Level 9

A practical, explorative theatre or drama project, with written reflection, nominated by the student or a small group of students. Projects must be approved and supervised.

*To complete this course students must enrol in DRAMA 709 A and B, or DRAMA 709*

**DRAMA 710** 30 Points

#### Semester One Production

Students participate in a full-scale, public production of a full-length play. As far as possible all roles from acting to lighting to design to stage-management to front of house etc will be taken by students enrolled in the course. Direction will be by teaching staff or guest director.

*Restriction:* DRAMA 703

*For students currently enrolled in a postgraduate programme in Drama.*

**DRAMA 711** 30 Points

#### Semester Two Production

Students participate in a full-scale public production of a full-length play. As far as possible all roles from acting to lighting to design to stage-management to front of

house etc will be taken by students enrolled in the course. Direction will be by teaching staff or guest director.  
*Restriction: DRAMA 703*

**DRAMA 716** 15 Points  
**Directed Study in Playwriting**

A study of playwriting or workshopping or dramaturgy or a short writing project, either original or adaptation.

**DRAMA 717A** 30 Points

**DRAMA 717B** 30 Points  
**Long Play**

The writing of a complete play for live performance between one hour and two hours in length.

*Restriction: DRAMA 715*

*To complete this course students must enrol in DRAMA 717 A and B*

**DRAMA 718** 30 Points  
**Playwriting**

A series of exercises in the basic building blocks of dramatic writing, incorporating guest visits from practising and established dramatists.

*Restriction: DRAMA 714*

**DRAMA 719** 15 Points  
**Performance Skills**

Classes in stage acting, improvisation, movement, voice and character. Students will present a solo performance and a short study in performance training theory.

*Restriction: DRAMA 302, 702*

**DRAMA 720** 30 Points

**DRAMA 720A** 15 Points

**DRAMA 720B** 15 Points

**Advanced Playwriting**

Develops skills in playwriting with each student working under supervision.

*To complete this course students must enrol in DRAMA 720 A and B, or DRAMA 720*

**DRAMA 721** 15 Points  
**Directed Study in Drama 1**

**DRAMA 722** 15 Points  
**Directed Study in Drama 2**

**DRAMA 723** 30 Points

**DRAMA 723A** 15 Points

**DRAMA 723B** 15 Points

**Special Topic**

*To complete this course students must enrol in DRAMA 723 A and B, or DRAMA 723*

**DRAMA 724** 30 Points

**DRAMA 724A** 15 Points

**DRAMA 724B** 15 Points

**Special Topic**

*To complete this course students must enrol in DRAMA 724 A and B, or DRAMA 724*

**DRAMA 725** 15 Points  
**Special Topic in Drama**

**DRAMA 726** 30 Points  
**Special Topic**

**DRAMA 728** 30 Points  
**Research Principles for Theatre**

Outlines the principles of research for theatre. Combines critical enquiry, theory and practical exercises to explore best practice in scholarly and creative performance

research. Topics include developing a subject, refining a research question, scholarly research practices, using the creative process as research methodology, and framing research findings. Examines impact of language, culture and gender on theatre research.

**DRAMA 730** 30 Points

**DRAMA 730A** 15 Points

**DRAMA 730B** 15 Points

**Studio/Project in Practical Drama**

Students may undertake a supervised practical project in drama of a limited scale, either as an individual or in a small group.

*To complete this course students must enrol in DRAMA 730 A and B, or DRAMA 730*

**DRAMA 770** 60 Points

**DRAMA 770A** 30 Points

**DRAMA 770B** 30 Points

**Studio/Project in Drama - Level 9**

Substantial individual and group project(s), including some public presentation of project work.

*To complete this course students must enrol in DRAMA 770 A and B, or DRAMA 770*

**DRAMA 783** 60 Points

**DRAMA 783A** 30 Points

**DRAMA 783B** 30 Points

**Dissertation - Level 9**

*To complete this course students must enrol in DRAMA 783 A and B, or DRAMA 783*

**DRAMA 790** 30 Points

**DRAMA 790A** 15 Points

**DRAMA 790B** 15 Points

**Research Project - Level 9**

*To complete this course students must enrol in DRAMA 790 A and B, or DRAMA 790*

**DRAMA 792** 45 Points

**DRAMA 792A** 22.5 Points

**DRAMA 792B** 22.5 Points

**Dissertation - Level 9**

*To complete this course students must enrol in DRAMA 792 A and B, or DRAMA 792*

**DRAMA 793A** 45 Points

**DRAMA 793B** 45 Points

**Thesis - Level 9**

*To complete this course students must enrol in DRAMA 793 A and B*

**DRAMA 795A** 30 Points

**DRAMA 795B** 60 Points

**Thesis - Level 9**

*To complete this course students must enrol in DRAMA 795 A and B*

**DRAMA 796A** 60 Points

**DRAMA 796B** 60 Points

**Thesis - Level 9**

*To complete this course students must enrol in DRAMA 796 A and B*

**DRAMA 797A** 60 Points

**DRAMA 797B** 60 Points

**Research Portfolio - Level 9**

*To complete this course students must enrol in DRAMA 797 A and B*

## Education

### Stage I

**EDUC 100** 15 Points

**EDUC 100G** 15 Points

#### The Creative Process

Theories and practices of creativity will be examined and practically explored through a variety of disciplines, such as the arts, biology, psychology, sociology, philosophy and education. What is creativity? Can creativity be learnt? What happens in the brain when we are creative? These are some of the questions addressed in this course.

**EDUC 105** 15 Points

**EDUC 105G** 15 Points

#### Teaching: Tales and Traditions

Introduces key ideas on teachers and teaching. Explores teaching traditions, their origins, stories of teaching in New Zealand; stories of teachers that generate change; and how teaching and teachers are understood in diverse contexts such as early childhood, schooling and our wider communities. Considers the following: How should we teach? What counts as knowledge? What contradictions do teachers encounter?

**EDUC 106** 15 Points

#### History of Education and Society

Introduces the study of education from sociological, historical and philosophical perspectives. Examines the forces that have shaped education in Aotearoa New Zealand with a view to understanding and theorising issues of equity, social justice, and diversity in education over time.

*Restriction: EDUC 118*

**EDUC 113** 15 Points

#### Current Issues in Education

Educational issues are pressing concerns in our society. The course will help develop understanding of the background of today's public debates around schooling and will introduce ways in which educational thought and research address big topics.

*Restriction: EDUC 118*

**EDUC 114** 15 Points

#### Introduction to Māori Education

An introduction to Māori education and to the education of Māori in Aotearoa. A range of critical issues related to Māori experiences both in and as a result of schooling and education in Aotearoa, and Māori educational interventions that have emerged, are examined.

*Restriction: EDPFST 100*

**EDUC 115** 15 Points

#### Introduction to Child and Adolescent Development

Study of factors influencing children's development and socialisation within the culturally and linguistically diverse context of New Zealand. Research from developmental psychology and from family and parenting will be drawn upon to explore physical, emotional, social, cognitive and language development during childhood and adolescence.

**EDUC 116** 15 Points

#### Introduction to Educational Thought

Why do we go to school? What is the purpose of schooling in society and do good grades translate into good jobs? An introduction to the study of education from sociological, historical and philosophical perspectives with reference to the forces that have shaped the development of

education, especially in New Zealand. Understanding social inequalities in education relating to ethnicity, gender and class form a central concern of this course.

**EDUC 117** 15 Points

#### Teaching and Learning: An Educational Psychological Perspective

Includes an examination of core aspects of educational psychology that include thinking, learning, and behaving. An analysis of relevant theory and research within psychology in education: topics include behaviour analysis, measurement and assessment, cognition, socialisation, and individual differences. Students will explore these in relation to different educational settings and contexts, for example, culture, community, school, and classroom.

*Restriction: EDUC 111, 119, 121, 121G*

**EDUC 118** 15 Points

#### History and Society in New Zealand Education

Examines the wider context of New Zealand education through a historical and contemporary overview. Draws on a critical sociological analysis of selected issues in society. Some emphasis is given to learners and their communities, including Māori, Pasifika, new migrants, and people with disabilities.

*Restriction: EDUC 111, 112, 113, 140, EDUCM 140*

**EDUC 119** 15 Points

#### Development, Learning and Teaching

Presents an introduction to developmental and psychological theory and research and its application to teaching and learning within a variety of educational settings. Understandings for creating effective learning environments which foster high levels of motivation for all learners will be identified through an exploration of typical and atypical development; and behavioural, cognitive, constructivist and social approaches to teaching and learning.

*Restriction: EDUC 117*

**EDUC 121** 15 Points

**EDUC 121G** 15 Points

#### How People Learn

Focuses on learning in formal and informal settings and addresses such questions as: why do some things seem easier to learn than others, why do we forget things we once knew, and why do some people learn faster or better than others? Examines the nature of intelligence and how to help personal learning or the learning of others.

**EDUC 122** 15 Points

#### Learning Sexualities

How and what do we learn about sexualities in New Zealand? Learning about sexualities is viewed as occurring both formally (e.g., through sexuality education) and informally (e.g., through the media) in a diversity of social sites. Schools are examined as one significant site where students are offered sexual meanings. The historical derivation and current context of contemporary education about sexuality along with its social effects are investigated.

**EDUC 142** 15 Points

#### Health and Physical Education in a Diverse Society

Introduces students to thinking critically about Health and Physical Education. Examines discourses about health and physical activity from historical and sociological perspectives. Introduces diversity as it relates to educational opportunity in Health and Physical Education. Addresses such questions as: How are notions about health

and physical education and difference constructed and supported?

*Restriction: EDUC 141, EDUCM 141*

## Stage II

### EDUC 200 15 Points Youth Mentoring

A theoretical and applied study of youth mentoring. Students will develop an understanding of theories of youth and youth mentoring, examine current issues in youth mentoring such as cultural perspectives, developmental considerations, and contexts of youth mentoring. Students will also engage in a mentoring internship where they will demonstrate their ability to integrate and apply their developed knowledge and skills.

*Prerequisite: Any 60 points passed and approval from the Course Director*

### EDUC 201 15 Points History of Education

An examination of the nature of historical inquiry with reference to New Zealand's educational past; questions why education has been analysed largely as something planned rather than something experienced and introduces oral history as methodology. Selected aspects of the educational histories of other countries will be discussed for comparative analysis.

*Prerequisite: Any 60 points passed*

### EDUC 203 15 Points Pasifika Education and Diversity

Analyses how experiences and outcomes for learners in contemporary education contexts are shaped by social constructions informed by class, ethnicity, culture, gender, sexuality, and (dis)ability. Examines the role of education policies and socio-historical context on teacher responsiveness to diversity and difference. Explores a range of transformative approaches. Particular attention is given to Pasifika learners.

*Prerequisite: EDUC 106*

### EDUC 204 15 Points Philosophy and Sociology of Education

An exploration of key educational themes and questions from philosophical and sociological perspectives.

*Prerequisite: Any 60 points passed*

### EDUC 207 15 Points Decolonising Education

An examination of the interaction of the state and indigenous peoples in the contested area of education and schooling; a focus on de/colonisation develops an understanding of the origins and philosophies of contemporary educational structures such as kōhanga reo, kura kaupapa Māori and wānanga in Aotearoa New Zealand, together with examples of other indigenous educational issues and initiatives.

*Prerequisite: Any 60 points passed*

### EDUC 209 15 Points The Learning Society

Takes students beyond the classroom to public educative spaces: museums and galleries, libraries, virtual worlds and the street. Students will explore the idea of public pedagogy and its educative reach in the diverse, urban space of Auckland city.

*Prerequisite: 60 points passed*

### EDUC 211 15 Points Schooling Ethnic Diversity

A critical examination of research on ethnic diversity in New Zealand schools. The course discusses equity, 'race', ethnicity, biculturalism, 'multicultural education', equal opportunity, and other theories, structures and strategies developed in New Zealand and overseas in response to ethnic diversity.

*Prerequisite: Any 60 points passed*

### EDUC 212 15 Points Global Education Policy for All?

Interrogates how and why education is positioned in contemporary times as a key vehicle for promoting sustainable development and as a fundamental human right. Specific attention is given to the politics and power dynamics behind global educational policies and frameworks, and the impacts these have on learners, educators, communities and societies throughout Oceania and beyond.

### EDUC 213 15 Points Education and Social Justice

Can education contribute to social justice? A critical examination of the contemporary concern with social justice in education. Drawing on local and international research, this course explores debates about the nature of power, and the ways that gender and sexuality, ethnicity, indigeneity, social class, and other social identities are taken up in the pursuit of social justice within education.

*Prerequisite: Any 60 points passed*

### EDUC 214 15 Points Children: Rights and Justice

Provides an in-depth understanding of children and young people's rights, covering legal, educational, social, and ethical aspects. It examines New Zealand and global children's rights frameworks, legal instruments, and youth justice issues including how young offenders are treated in Aotearoa's youth justice system. Students learn how these rights may be promoted and protected in formal and informal settings.

### EDUC 221 15 Points Child Development

A study of key issues in development, with a focus on early and middle childhood. Topics include family, peer, cultural, and media influences on typical and atypical development.

*Prerequisite: Any 60 points passed*

### EDUC 223 15 Points Educational Psychology

An introduction to new ways of thinking about learning in educational settings: how students can develop their learning abilities, be more strategic in their learning, and increase their motivation. These questions and themes can be applied to educational, family and work settings, and to students with different learning needs. A foundation to advanced courses in psychological studies in education.

*Prerequisite: Any 60 points passed*

### EDUC 224 15 Points Assessment and Evaluation in Education

An examination of the theoretical and practical dimensions of designing, administering, and interpreting curriculum-aligned assessment and evaluation practices and policy including an introduction to valid and reliable data collection and interpretation practices. Recent New Zealand assessment policy and practice will also be analysed.

*Prerequisite: Any 60 points passed*



**EDUC 283** 15 Points  
**Pedagogy – Beyond Skills and Methods**  
 Examines personal experiences and views of teaching and learning and the impact of theories of learning on classroom practices. The course also includes discussion of the relationship between pedagogy and race, class and gender; Māori pedagogy; pedagogy and student achievement; and New Zealand and international examples.  
*Prerequisite: Any 60 points passed*

### Stage III

**EDUC 300** 15 Points  
**Understanding Childhood**  
 Investigates children's cultural and social worlds in local and global contexts. 'The course gives a voice to children's views and understandings of their childhoods. Topics include: What is 'childhood'? What roles do place and space have in children's lives? How do children's rights invite children to participate in their own lives?  
*Prerequisite: 45 points at Stage II*

**EDUC 304** 15 Points  
**Educational Philosophy and Policy**  
 Examines the competing ideologies of individualism and community, their influence in recent educational reforms in New Zealand, and their wider implications for education, society and culture. Introduces the basic concepts and themes of classical liberalism, comparing and contrasting them with versions of neo-liberalism, and outlines the case for a community-based social policy and the renewal of social democracy.  
*Prerequisite: Any 45 points passed at Stage II*

**EDUC 308** 15 Points  
**The Return of the Teacher**  
 Examines the development of teaching and of the role of 'teacher' over time. Draws on examples of teachers from different time periods and cultures to analyse what teaching means and how and why it is valued. Explores implications of different perceptions of the role of teaching and teachers.  
*Prerequisite: Any 45 points passed at Stage II*

**EDUC 313** 15 Points  
**Special Study in Education**  
 Supervised inquiry in an area of education approved by the Head of the Liberal Arts Programme in the Faculty of Education and Social Work.  
*Prerequisite: Any 45 points at Stage II and Departmental approval*

**EDUC 314** 15 Points  
**Special Topic**  
*Prerequisite: Any 45 points passed at Stage II*

**EDUC 316** 15 Points  
**Gifted Education**  
 An analysis of the gifted education movement and of the need for appropriate educational provision for gifted and talented students. The course draws on current research to assist with the identification of gifted and talented students and with the development of strategies to meet their learning and emotional needs.  
*Prerequisite: Any 45 points passed at Stage II*

**EDUC 318** 15 Points  
**Teaching Languages in Schools**  
 Students who have a working knowledge of a second language will study and apply strategies for classroom

teaching of second languages in schools. Following critical reflection on different teaching models used in schools, students will prepare teaching materials, plan class lessons and apply information and communication technology in teaching and learning second languages.  
*Prerequisite: Any 45 points passed at Stage II*

**EDUC 319** 15 Points  
**Special Topic**  
*Prerequisite: Any 45 points passed at Stage II*

**EDUC 321** 15 Points  
**Politics, Philosophy and Education**  
 Investigates the relationship between local, national and global politics and education in Aotearoa New Zealand. Explores philosophical perspectives on teaching and the relationship between educational theory and practice.  
*Prerequisite: EDUC 118 or 140 or 142 or EDUCM 118*  
*Restriction: EDUC 320, EDUCM 320*

**EDUC 322** 15 Points  
**Re-thinking Pasifika Education**  
 A critical examination of current issues and debates relating to the education and development of Pasifika communities of Aotearoa New Zealand. Theoretical frameworks that enable the identification and critique of multiple perspectives and relations of power will be introduced and explored.  
*Prerequisite: Any 45 points passed at Stage II*

**EDUC 323** 15 Points  
**Contemporary Topics in Educational Psychology**  
 A study of the latest topics in Educational Psychology. Supports engagement with contemporary Educational Psychology research and facilitates critical thinking.  
*Prerequisite: 45 points at Stage II*  
*Restriction: EDUC 342*

**EDUC 324** 15 Points  
**Inclusive Education and Philosophy**  
 Critically appraises philosophical perspectives on education to enable students to articulate a developing philosophy and practice of teaching including the relationship between local, national and global politics and inclusive education in Aotearoa New Zealand. Highlights concepts of social justice, equity and diversity and relates these concepts to competing discourses of ability, (dis)ability and inclusion.  
*Prerequisite: EDUC 203*

**EDUC 341** 15 Points  
**Introduction to Counselling in the Community**  
 An examination of the application of basic principles of counselling to the needs of individual children and adults and to couples, families and other groups.  
*Prerequisite: Any 45 points passed at Stage II*

**EDUC 347** 15 Points  
**Ideas of the University Student**  
 Offers a multi-disciplinary exploration of the 'idea of the university student' through history, popular culture, and social theory to show how that idea has changed over time and who it has included and excluded along the way. Students will critically reflect on their own diverse positions and experiences as university students in relation to these powerful but shifting ideas about university education and its imagined student.  
*Prerequisite: Any 45 points passed at Stage II*

**EDUC 351** 15 Points  
**Understanding Behaviour in Classrooms**  
 The contribution of social psychological theories and

methods to educators' understanding and management of learning and instruction in New Zealand classrooms.

*Prerequisite: Any 45 points passed at Stage II*

**EDUC 352 15 Points**  
**Adolescence**

Selected aspects of adolescent psychology including theories of development and an examination of contemporary issues in development such as positive youth development, cognitive transitions, family and peer contexts, sexuality, identity, and psychosocial problems.

*Prerequisite: Any 45 points passed at Stage II*

**EDUC 360 15 Points**  
**Treaty Politics in Education**

A critical examination of the emergence of the Treaty of Waitangi in education, and the tensions and convergences that exist between Māori aspirations and state policies. Key themes, initiatives, relationships and policies in education are considered within the broader question of the place of the Treaty in Aotearoa New Zealand.

*Prerequisite: Any 45 points passed at Stage II*

**EDUC 380 15 Points**  
**Methods of Research in Education**

A grounding in some of the main research and evaluation methods, both quantitative and qualitative, that are useful for educational and social science researchers, and in some of the arguments about their power and legitimacy.

*Prerequisite: Any 45 points passed at Stage II*

**Stage IV**

**EDUC 400 15 Points**  
**Professional Development**

Covers topics related to professional and personal development. Discusses the status and challenges of teaching as a profession and includes the varying roles of teachers in keeping up with the rapid changes and expectations required of them. Continuing education for self-improvement is also given emphasis.

*Prerequisite: Student must be enrolled in BEd(TESOL)*

**Diploma Courses**

**EDUC 603 15 Points**  
**EDUC 603A 7.5 Points**  
**EDUC 603B 7.5 Points**

**Education after Society**

Critically examines the conceptions that inform education in Aotearoa New Zealand. The course provides critical frameworks for making sense of the complexity of educational issues and prepares students to see themselves as significant actors within education. The course will focus on specific themes and issues that will become the basis for professional inquiry.

*Restriction: EDPROFST 612*

*To complete this course students must enrol in EDUC 603 A and B, or EDUC 603*

**Postgraduate 700 Level Courses**

**EDUC 702 30 Points**  
**Historical Research in Educational Settings**

Explores and applies historical research methods to the field of education. Using documentary sources, oral and/or visual evidence, students will be expected to design and carry out a supervised inquiry.

**EDUC 703 30 Points**

**Educational Philosophy**

Current themes in the philosophy of education in the light of broader tendencies in modern and post-modern thought.

**EDUC 705 30 Points**

**Education and Global Policymaking**

Explores the following topics and themes: policy analysis and formulation in the context of development; the impact of the globalisation on, and the role of international agencies in, education for development; human capital theory and human resource development; education and aid; research and consultancy strategies and ethics; New Zealand's ODA policy towards Oceania; global and local intersections in Oceanic education.

*Restriction: EDUC 766*

**EDUC 706 30 Points**

**EDUC 706A 15 Points**

**EDUC 706B 15 Points**

**Measurement and Advanced Statistics**

Instruction in measurement will cover theories, principles, uses, and techniques for estimating statistical and practical significance, causation, instrument validity, reliability, and error. Principles and methods of factor analysis, structural equation modelling, hierarchical level modelling, missing value analysis, and propensity score analysis will be covered to statistically analyse educational data that are latent, nested, repeated, longitudinal, incomplete, and highly interconnected.

*To complete this course students must enrol in EDUC 706 A and B, or EDUC 706*

**EDUC 709 30 Points**

**Re-claiming Pasifika Education**

A critique of education policy, practice and research as experienced by Pacific-heritage communities throughout Aotearoa New Zealand. Socio-cultural and historical perspectives are utilised. Pacific/Pasifika pedagogical frameworks and research approaches are examined in terms of underlying knowledges, philosophies and discourses and how these might position teachers and researchers in partnership with Pasifika communities, to enhance outcomes for Pasifika learners.

**EDUC 710 30 Points**

**Issues in Indigenous Education**

Applied critical studies of selected, topical educational questions of international importance to indigenous peoples. May include the politics and practices of language regeneration, social and educational transformative initiatives, indigenous educational leadership, training and professional practice for indigenous educators, indigenous knowledge and curricula. The course assumes experience or knowledge of indigenous education contexts.

**EDUC 712 30 Points**

**Race, Ethnicity and Education**

An examination of discourses of race and theories of ethnicity in bicultural and multicultural educational contexts in Aotearoa New Zealand.

**EDUC 713 30 Points**

**Global Childhoods - Level 9**

Critically investigates existing and emerging problems in the field of global childhoods. Using theoretical perspectives at the forefront of critical childhood studies and early childhood education, this course develops highly specialised knowledge addressing questions such as: How

are concepts, such as sustainability, technology, media, and pandemic, affecting concepts of childhoods? How do global childhoods impact on curriculum, pedagogy and education?

**EDUC 716** **Education and Diversity - Level 9** **30 Points**

How do we best teach for the increasing diversity in our educational settings? This course is an advanced study in educational approaches to ethnic, cultural, and linguistic diversity. Independent critical engagement with antiracist education, bilingual education, cosmopolitan education and critical multiculturalism will occur alongside an examination of educational theory, policy and practice, and in relation to debates in Māori education.

**EDUC 717** **30 Points**

**EDUC 717A** **15 Points**

**EDUC 717B** **15 Points**

**Special Study**

Supervised inquiry in an area of education approved by the Head of the Liberal Arts Programme in the Faculty of Education and Social Work.

To complete this course students must enrol in EDUC 717 A and B, or EDUC 717

**EDUC 726** **30 Points**

**Special Topic**

**EDUC 731** **30 Points**

**Special Topic**

**EDUC 732** **30 Points**

**Culturally Sustaining Leadership**

An examination of culturally authentic leadership practices in Aotearoa. This course is designed to increase understanding of why there is a need to have culturally aligned leadership and the implications this might have on culturally sustaining that leadership across a range of contexts.

**EDUC 733** **30 Points**

**Teaching in Bilingual/Immersion Settings**

Critically examines research on and practice in bilingual/immersion education, with an emphasis on the implications for educational practice and curriculum development. Includes a focus on the impact of policy on practice in bilingual/immersion settings.

Restriction: EDPROFST 710

**EDUC 734** **30 Points**

**Māori/Indigenous Language Revitalisation**

Examines efforts to revitalise Māori language and selected indigenous languages through education. Includes interventions by both government and indigenous groups in policy, practices, and language rights. The approach is interdisciplinary, drawing on sociolinguistics, political theory, sociology, law and education, and international, with examples from Aotearoa, Europe, North America and the Pacific.

Restriction: EDPROFST 711

**EDUC 735** **30 Points**

**Researching Educational Settings**

A detailed examination of the assumptions underlying, and processes and practices in different research traditions. The development of understandings of how to conduct research and to analyse, interpret and synthesise research-based information in educational or community settings.

Restriction: EDPROFST 756

**EDUC 737** **30 Points**

**Special Topic: Arts in Communities**

Community arts involve people in creative processes that have both artistic and social aims. Through practice and critical analysis students will examine arts in justice, development, health and youth settings, and specific sites such as museums. These practices will be analysed in relation to key political and aesthetic debates about the arts and social change.

**EDUC 738** **30 Points**

**Gifted Learners: Meeting their Needs**

Covers a range of approaches to identify and provide for the diverse needs of gifted learners in different sectors and interest groups. Acceleration and enrichment strategies will be considered in conjunction with social and emotional implications.

Restriction: EDPROFST 773

**EDUC 741** **30 Points**

**Educational Psychology**

An advanced study of cognitive, motivational and social factors influencing learning.

**EDUC 742** **30 Points**

**Child Developmental Psychology**

An advanced examination of theory and research in selected topics in child development.

**EDUC 747** **30 Points**

**Leadership in Youth Development - Level 9**

An advanced study of the theories of adolescence and positive youth development, including a critical examination of research dealing with issues which affect adolescents in a variety of contexts. Includes collaborating with and supporting a campus-based therapeutic youth mentoring programme to advance understanding of youth development leadership and practice skills.

Prerequisite: Course Coordinator approval

Restriction: PROFPCOUN 700, SOCYOUTH 300

**EDUC 750** **30 Points**

**Special Topic**

**EDUC 755** **30 Points**

**Social Psychology of the Classroom - Level 9**

A critical examination of key social psychological constructs as they relate to the classroom, student-teacher relationships and learning. Topics such as motivation, stereotyping, class climate, teacher expectation, and teacher and student self-beliefs will be explored in order to critically challenge current teaching practices. Through systematic inquiry students will be expected to identify ways in which a problem of practice can be addressed.

**EDUC 756** **30 Points**

**Applied Theatre: Performance of Hope**

Applied theatre describes a range of performance practices that address significant social issues. Students will engage with practical approaches to applying theatre in diverse community contexts. Building on an historical overview of applied theatre, students will critically consider political, ethical, aesthetic and pedagogic problems and possibilities inherent to theatre practices that actively contribute to social change.

**EDUC 758** **30 Points**

**Winners and Losers? Social Theories of Education**

Examines education as a contested site by applying selected critical social theories to current practice and policy issues in a range of educational sectors, from early

childhood to tertiary education. Asks whose interests are being most served in the ways in which we currently arrange education and imagines how education could be arranged otherwise.

**EDUC 759 30 Points**  
**Inclusive Practices for Neurodiversity**

A critical analysis and application of educational approaches to neurodiversity centred on children and young people's inclusion, belonging and learning across education settings. Provides an opportunity to critically examine concepts and ideas relating to neurodiversity and their implications for and application to education policy, teaching practice, and approaches to learning support.

**EDUC 763 30 Points**  
**Special Study**

An advanced study in a topical area of educational inquiry.

**EDUC 764 15 Points**  
**Special Study**

An advanced study in a topical area of educational inquiry.

**EDUC 765 30 Points**  
**Critical Inquiries in Educational Settings**

Research in critical studies of education is vibrant and wide-ranging. This course focuses on an education topic of pressing political and social concern. Students will have opportunities to engage in small research projects through a range of theoretical and/or disciplinary approaches, using a student cohort plus academic supervisor model.

**EDUC 766 15 Points**  
**Education and International Development**

Examines the role of education within the process of economic, political, social and cultural change within the 'developing' world, with a particular focus on the small island states of the Pacific. Theories, concepts and models of 'development' and how these influence educational policy and practice are explored.

*Restriction: EDUC 705*

**EDUC 767 30 Points**  
**Childhood Studies - Level 9**

An advanced study of childhood from a range of perspectives using interdisciplinary approaches of pedagogy, sociology, philosophy, psychology and other disciplines. Independent critical engagement with theories and constructs related to practices across a range of social sciences and humanities will provide students with specialist knowledge and skills to liaise with and inform key agencies of specific issues within the field.

**EDUC 768 15 Points**  
**Special Topic**

**EDUC 769 15 Points**  
**Special Topic**

**EDUC 776 30 Points**  
**Education, Culture and Knowledge**

An examination of sociological theories concerning the role of culture and knowledge within educational settings. Discusses questions such as: How have globalised forces influenced cultural movements in New Zealand education since the 1970s? How do culture movements influence knowledge production and reproduction, educational policies and professional practices?

*Restriction: EDPROFST 776*

**EDUC 777 30 Points**

**Māori-Pākehā Educational Relationships**

An examination of schooling in New Zealand as an indigenous project. Historical and contemporary expressions of the educational relationship between Māori and Pākehā are studied, including the impact of the Treaty of Waitangi on the development of New Zealand schooling. The course offers an opportunity for students to examine the position of other groups in relation to the Māori-Pākehā relationship.

**EDUC 784 30 Points**

**EDUC 784A 15 Points**

**EDUC 784B 15 Points**

**Research Topic in Education**

Supervised inquiry in an area of education approved by the Head of the Liberal Arts Programme in the Faculty of Education and Social Work.

*To complete this course students must enrol in EDUC 784 A and B, or EDUC 784*

**EDUC 787 30 Points**

**EDUC 787A 15 Points**

**EDUC 787B 15 Points**

**Māori and Indigenous Research**

An examination of how best to approach research with, by and for Māori, Pasifika and other Indigenous groups. The course has relevance for all researchers in the education, community and social service sectors. Includes kaupapa Māori and other Indigenous methodologies and the practicalities and ethics of this research. Particular attention is given to the development of advanced writing skills for research.

*Restriction: EDPRAC 751, EDPROFST 700, 754, 757, EDUC 735, 787, EDUCSW 700, HIGHED 704, SOCWORK 718*

*To complete this course students must enrol in EDUC 787 A and B, or EDUC 787*

**EDUC 790 30 Points**

**EDUC 790A 15 Points**

**EDUC 790B 15 Points**

**Research Project - Level 9**

*Restriction: EDUC 796*

*To complete this course students must enrol in EDUC 790 A and B, or EDUC 790*

**EDUC 791 30 Points**

**Socio-cultural Examination of Sport and Exercise**

Critical examination of the cultural meanings and social significance of sport and exercise. Analyses how different sociological approaches have applied key concepts in examining and understanding the importance of sport and exercise practices in contemporary society.

**EDUC 792A 60 Points**

**EDUC 792B 30 Points**

**Thesis - Level 9**

*Corequisite: 30 points from EDUC 735, 787, EDPRAC 751, EDPROFST 700, 754, 757*

*To complete this course students must enrol in EDUC 792 A and B*

**EDUC 794A 30 Points**

**EDUC 794B 60 Points**

**Thesis - Level 9**

*Corequisite: 30 points from EDUC 735, 787, EDPRAC 751, EDPROFST 700, 754, 757*

*To complete this course students must enrol in EDUC 794 A and B*

EDUC 796A	60 Points
EDUC 796B	60 Points
<b>Thesis - Level 9</b>	
<i>To complete this course students must enrol in EDUC 796 A and B</i>	
EDUC 797A	60 Points
EDUC 797B	60 Points
<b>Research Portfolio - Level 9</b>	
<i>To complete this course students must enrol in EDUC 797 A and B</i>	

### Named Doctoral Courses

EDUC 801	30 Points
<b>Literature Review</b>	
An advanced examination of students' thesis topic through a rigorous review of the existing literature. The craft of advanced academic writing is developed through literature synthesis and critique, identifying research gaps to explore in their thesis work, developing an academic argument, exploring positionality, and drafting research questions for the thesis.	

EDUC 802	30 Points
<b>Theoretical Framework</b>	
An advanced examination of the role of theoretical frameworks as the system of concepts, assumptions, expectations and beliefs that supports and informs education research. The craft of advanced academic writing is developed through a detailed description of the chosen theoretical framework, with attention to how the framework informs the study design and research questions.	

EDUC 803	30 Points
<b>Study Design</b>	
An advanced examination of research methods best suited to undertake the proposed thesis investigation. The craft of advanced academic writing is developed through a discussion of and rationale for the proposed methods including a description of study design, participants, sampling plan, study setting, data collection and analysis techniques. Reliability and validity constraints are also explored.	

EDUC 804	30 Points
<b>Thesis Proposal</b>	
The craft of advanced academic writing is further developed through refinement of the literature review to present a cogent rationale for the proposed investigation, a clear explanation of how the theoretical framework will guide the study and complete articulation of the proposed methods.	

### Education and Social Work

#### Stage I

EDUCSW 199	0 Points
EDUCSW 199A	0 Points
EDUCSW 199B	0 Points
<b>English Language Competency</b>	
To complete this course students must attain a level of competency in the English language as determined by the Faculty of Education and Social Work.	
<i>To complete this course students must enrol in EDUCSW 199 A and B, or EDUCSW 199</i>	

#### Stage II

EDUCSW 201	15 Points
<b>Diversity in Aotearoa/New Zealand</b>	
Explores diversity in Aotearoa New Zealand, focusing on its bicultural history and contemporary public policy. Questions power relations relating to the Treaty of Waitangi and biculturalism, extending to the nation's increasing ethnic, cultural and linguistic diversities. Critiques intersectionalities of culture, race, ethnicity, gender, socio-economic location, sexuality, disability, age and examines policy implications. Tamaki Makaurau (Auckland) is a key illustrative setting.	
<i>Prerequisite: EDUCSW 101 or EDPROFM 100</i>	
<i>Restriction: EDUC 118, SOCWORK 113, 114</i>	

EDUCSW 202	15 Points
<b>New Cultures of Learning</b>	
Examines the current 'learning revolution' that has emerged from widespread economic, social, technological and environmental changes in today's globalised world. Questions the what, why and how of learning and recognises that 'formal' education represents only one aspect of 'learning'. Provides an overview of theories and practices of new cultures of learning, which students can relate to their own learning experiences.	

#### Stage III

EDUCSW 302	15 Points
<b>Service Learning</b>	
A service-learning experience during which students will develop specialist knowledge and skills. With supervision, students will engage in culturally-responsive, reflective practice that is of direct benefit to others. Professional and ethical relationship management, effective communication skills, critical reflection and evidence-based decision making will be emphasised.	
<i>Prerequisite: Students are required to consent to the disclosure of criminal convictions and safety checks as required by the Children's Act 2014</i>	

EDUCSW 303	15 Points
<b>Research and Professional Practice</b>	
Develops knowledge and understanding of a range of research paradigms and how research informs professional practice. Critically examines the scope and nature of research. Designs a valid, ethical, and appropriate inquiry of a professional practice topic.	
<i>Prerequisite: 45 points at Stage II</i>	
<i>Restriction: EDCURRIC 335</i>	

### Diploma Courses

EDUCSW 600	15 Points
<b>Special Study</b>	
Students undertake a supervised study into an aspect of the New Zealand curriculum, or relevant to education in New Zealand or the wider context. Key questions are formulated and specified outcomes addressed.	
<i>Prerequisite: Head of Programme approval</i>	

### Postgraduate 700 Level Courses

EDUCSW 700	30 Points
<b>Research Methodologies</b>	
Students explore two content strands. The first strand focuses on philosophical and theoretical questions about how we use and produce knowledge. The course takes a high-level view of methodological assumptions underlying	

different research traditions including Māori, Pasifika and other Indigenous research. The second strand focuses on understanding how to collect, interpret and synthesise research information in education and social services.

*Restriction: EDPRAC 751, EDPROFST 700, 754, 757, EDUC 735, 787, EDUCSW 701, HIGHED 704, SOCWORK 718*

**EDUCSW 701**  
**Special Study**

**30 Points**

## Education Curriculum Māori

### Stage I

**EDCURRM 102** **15 Points**

#### **Te Reo Matatini Te Pihinga**

Develops the knowledge, skills and attitudes associated with planning, teaching and assessing for students' literacy learning across ngā Marautanga Māori. Addresses questions such as: What do teachers need to know to teach literacy effectively? How do teachers' literacy competencies affect student learning? How do teachers balance the needs of the curriculum and the needs of learners?

*Restriction: EDCURRIC 102*

**EDCURRM 108** **15 Points**

#### **Pāngarau: He Whakatakinga**

Develops knowledge and understanding of the discipline of Pāngarau and its relevance and purpose. Understands how the discipline is manifested in the form of curricula documents and guides. Considers questions such as what does it mean for children to know pāngarau and the associated debates and related theory. Examines the specific pāngarau education discourse in te reo Māori.

*Restriction: EDCURRM 104*

**EDCURRM 109** **15 Points**

#### **Te reo Matatini 1: Te Pihinga**

Develops knowledge, skills and attitudes associated with planning, teaching and assessing for learners' literacy learning across Marautanga. Examines a range of pedagogical practices and beliefs, including second language learning theory and pedagogy to teach literacy effectively and to improve outcomes for learners.

*Restriction: EDCURRM 102*

**EDCURRM 111** **15 Points**

#### **Hauora**

Develops understanding of hauora, its whakapapa, philosophies and practices that support learning and teaching. Examines how teachers implement quality learning experiences based on ngā akoranga koiri me ngā mātauranga hauora to ensure effective learning for a diverse range of learners. Focuses on how learning is monitored and assessed. Examines the specific te reo Māori discourse in hauora education.

*Restriction: EDCURRM 103*

**EDCURRM 114** **15 Points**

#### **Pūtaiao - He Whakatakinga**

Demonstrates knowledge of the relevance of pūtaiao for students, community, and society. Develops understanding of pūtaiao as a discipline. Demonstrates and develops knowledge of the pūtaiao learning areas, planning, teaching and assessment, other relevant progressions, and support materials. Examines how teachers design quality learning environments for positive engagement and effective learning in pūtaiao for a diverse range of learners.

*Restriction: EDCURRM 113*

**EDCURRM 117** **15 Points**

#### **Ngā Toi: He Whakatakinga**

Inquires into the place of Ngā Toi in education, and develops capability and understanding through experiences in each of the three Ngā Toi disciplines: Toi Ataata; Ngā Mahi a te Rēhia; and Toi Puoro. Designs for learning by applying pedagogical, curriculum and content knowledge to select approaches and resources for Ngā Toi learning experiences for valued outcomes for learners.

*Restriction: EDCURRM 101*

**EDCURRM 119** **15 Points**

#### **Tikanga ā-iwi: He Whakatakinga**

Develops students' knowledge and skills associated with planning for teaching and learning in tikanga ā iwi. Examines the history, nature and purpose of tikanga ā iwi education. Develops students' knowledge of curriculum requirements, social inquiry and resources to plan for students' diverse needs. Examines how learning is monitored and assessed. Examines the specific tikanga ā iwi discourse of te reo Māori.

### Stage II

**EDCURRM 201** **15 Points**

#### **Pāngarau: He Puāwaitanga**

Develops understanding of pāngarau and pedagogical content knowledge for teaching and learning. Designs quality programmes based on knowledge of dispositions, learning and teaching approaches, resources and curricula, and assessment activities. Uses an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning. Communicates using the specific pāngarau education discourse in te reo Māori.

*Prerequisite: EDCURRM 108*

*Restriction: EDCURRM 204*

**EDCURRM 203** **15 Points**

#### **Te Reo Matatini 2: Te Puanga**

Further develops the knowledge, skills and attitudes associated with planning, teaching and assessing for learners' language proficiency and literacy learning across te Marautanga Māori. Examines a range of pedagogical practices and beliefs, including second language learning theory and pedagogy to improve outcomes for learners.

*Prerequisite: EDCURRM 109*

*Restriction: EDCURRM 202*

**EDCURRM 205** **15 Points**

#### **Hangarau me te Pūtaiao - He Whakawhanaketanga**

Develops knowledge in the planning, teaching and assessing of children's learning in the hangarau and pūtaiao curricula as well as knowledge of relevant progressions and support guidelines. Examines how teachers design quality learning environments for positive engagement and effective learning in hangarau and pūtaiao for a diverse range of learners.

*Prerequisite: EDCURRM 113*

*Restriction: EDCURRM 105, 107*

**EDCURRM 207** **15 Points**

#### **Hangarau - He Whakatakinga**

Demonstrates knowledge of the relevance of Hangarau for students, community, and society. Develops understanding of Hangarau as a discipline. Demonstrates and develops knowledge of the Hangarau learning areas, planning, teaching and assessment, other relevant progressions, and support materials. Examines how teachers design

quality learning environments for positive engagement and effective learning in Hangarau for a diverse range of learners.

*Restriction: EDCURRM 205*

**EDCURRM 220** **15 Points**  
**Special Topic**

### Stage III

**EDCURRM 320** **15 Points**  
**Special Topic**

**EDCURRM 321** **15 Points**  
**Special Topic**

## Education Curriculum Pasifika

### Stage I

**EDCURRPK 111** **15 Points**  
**Ng ue'aki e Tekinolosia**

Develops knowledge and understanding of components of technological literacy as it relates to young children, including Pasifika children. Develops understanding of appropriate pedagogy to enhance learning in technology in Pasifika and general ECE settings. What is technological literacy? How can technological literacy be developed through drawing upon Pasifika languages and cultures? What environments encourage children's exploration of technological experiences?

*Restriction: EDCURRIC 111*

**EDCURRPK 115** **15 Points**  
**Apīi taieni I nga mataiti mua**

Develops an appreciation of the nature of science, which supports conceptual understandings and quality teaching and learning approaches to science education in Pasifika ECE settings. How do teachers foster quality learning environments for infants, toddlers and young children based on the ECE curriculum so that learning in science can occur for diverse learners? How can science literacy be developed through Pasifika languages and cultures?

*Restriction: EDCURRIC 115*

**EDCURRPK 116** **15 Points**  
**LafilafiagaTau tufuga Pasifika**

Explores Pasifika perspectives on the four distinct disciplines of dance, drama, music and visual arts within the Arts. Students are encouraged to express ideas, feelings, beliefs and values that foster understanding of others. Theoretical and philosophical perspectives will be examined within the context of Pasifika Arts Education. How are Pasifika Arts interpreted within Early Childhood Education settings?

*Restriction: EDCURRIC 116*

**EDCURRPK 120** **15 Points**  
**Na i vakarau ni vuli ka ena Pasifika**

Examines Te Whāriki Early Childhood Curriculum with specific reference to Pasifika learners. Pasifika pedagogies will be explored in relation to the principles, strands and goals of the curriculum. What do teachers need to know about the philosophical, theoretical and socio-cultural basis of Te Whāriki? How do Pasifika pedagogies, including teaching through language and culture, relate to the principles, strands and goals of Te Whāriki? Explores social sciences in Te Whāriki and other examples in Pasifika and general ECE settings.

**EDCURRPK 121** **15 Points**  
**Moui olaola**

An introduction to human development from conception to old age and death within a holistic framework. Pasifika and other theoretical perspectives will be discussed in relation to understanding child development in the early years. Students will explore social theories to inform and develop effective teaching and learning strategies inclusive of Pasifika. How can Pasifika languages and cultures boost holistic development in Pasifika and general ECE?

### Stage II

**EDCURRPK 210** **15 Points**  
**Aoaoga o fanau laiti**

Critically examines influences of historical and contemporary theory and practice for infants/toddlers in Pasifika and general ECE settings. Develops pedagogies responsive to early learners. How do such pedagogies address a responsive infant/toddler curriculum with Pasifika learners? How do relationship-based pedagogies address issues for teachers of infants and toddlers? What is the tension between education and care from Pasifika cultural perspectives?

*Restriction: EDCURRIC 210*

**EDCURRPK 211** **15 Points**  
**Gagana ma lana matafaioi**

Develops knowledge, skills, dispositions associated with assessing, planning and teaching for children's learning in Pasifika languages and critical literacies. Addresses such questions as: What do teachers need to know to teach learners in Pasifika ECE settings, and with fanau and communities? What educational resources and strategies might be used so all children become competent, confident communicators in Aotearoa New Zealand?

*Restriction: EDCURRIC 211*

**EDCURRPK 212** **15 Points**  
**Fika 'i he Fanau Iiki**

Develops knowledge and understanding of early mathematical concepts and their relationship with holistic learning environments in Pasifika ECE and general settings. What are early mathematical concepts as evident in Pasifika cultures? What is effective planning for mathematical possibilities drawing upon Pasifika languages and cultures within a play based ECE programme? What constitutes a holistic approach to mathematics learning?

*Restriction: EDCURRIC 212*

### Stage III

**EDCURRPK 313** **15 Points**  
**Tuvatuva vakarautaki ena vuli me qito**

Develops a critical understanding of play within a broader context of learning and teaching in Pasifika and general ECE settings. How do Pasifika and other theoretical and philosophical perspectives on play impact on personal pedagogy? What are the pedagogical implications of play interfacing between individual freedom, fanau and community? What is the significance of play for adult creativity, communication and citizenship?

**EDCURRPK 322** **15 Points**  
**Moui fakaagaga i loto he tau Aoga Fanau Ikiiki he Pasifika**

Explores and critically analyses the notion of spiritual development, spirituality and culture within the context of Pasifika ECE education. Students will explore how to utilise cultural and spiritual knowledge to enhance Pasifika

children's learning. What are the implications of spirituality, cultural knowledge and practices for pedagogy and curriculum that enhance holistic development?

*Restriction: EDCURRPK 122*

#### **EDCURRPK 353 15 Points**

##### **Su'esu'ega loloto i le faaagaina o gagana**

Develops a critical understanding of the place of bilingualism/biliteracy in relation to policy and practice of the ECE curriculum Te Whāriki, the New Zealand Curriculum and Pasifika languages. Learning and teaching in the medium of Pasifika languages involves knowledge and skills from the bilingual professional education field. Students are expected to critique the best of local and international bilingual and immersion theory and practice.

*Restriction: EDCURRPK 253*

## **Education Curriculum Secondary Diploma**

### **Diploma Courses**

#### **EDCURSEC 601 15 Points**

##### **Teaching Years 7-10 Mathematics and Statistics**

Develops knowledge and understanding of mathematics and statistics learning and teaching in the middle school by considering the questions: What is mathematical and statistical thinking? What are the components of, and key concepts and learning progressions in, the national curriculum? What is quality learning in mathematics and statistics? What constitutes effective teaching practices in mathematics and statistics?

*Restriction: EDCURSEC 605, 606, EDCURR 607, 631*

#### **EDCURSEC 602 15 Points**

##### **Teaching Years 9-11 Mathematics and Statistics**

Develops the knowledge, skills and understanding for designing quality learning experiences in mathematics and statistics for diverse learners by considering the questions related to secondary school mathematics and statistics education: What are the key concepts and learning progressions in the national curriculum? What theoretical models best inform as to the growth of understanding? What constitutes effective teaching and assessment practices?

*Prerequisite: EDCURSEC 601*

*Restriction: EDCURSEC 605, 606, EDCURR 607, 631*

#### **EDCURSEC 603 15 Points**

##### **EDCURSEC 603A 7.5 Points**

##### **EDCURSEC 603B 7.5 Points**

##### **Curriculum Statistics Education 2**

Develops the knowledge, skills and understanding for designing quality learning experiences and internal national assessment tasks in statistics for diverse learners by considering the questions related to senior secondary school statistics education: What are the concepts and learning progressions in the national curriculum? What statistical ideas pose greatest difficulty for learners? What constitutes effective teaching and assessment practices?

*Corequisite: EDCURSEC 601 or 687*

*Restriction: EDCURR 607, 631, EDCURSEC 605, 606*

*To complete this course students must enrol in EDCURSEC 603 A and B, or EDCURSEC 603*

#### **EDCURSEC 604 15 Points**

##### **EDCURSEC 604A 7.5 Points**

##### **EDCURSEC 604B 7.5 Points**

##### **Senior Mathematics Education**

Develops the knowledge, skills and understanding for

designing quality learning experiences and internal national assessment tasks in mathematics for diverse learners by considering the questions related to senior secondary school mathematics education: What are the concepts and learning progressions in the national curriculum? What mathematical ideas pose greatest difficulty for learners? What constitutes effective teaching and assessment practices?

*Corequisite: EDCURSEC 602 or 687*

*Restriction: EDCURR 607, 631, EDCURSEC 605, 606*

*To complete this course students must enrol in EDCURSEC 604 A and B, or EDCURSEC 604*

#### **EDCURSEC 607 15 Points**

##### **Physical Education Practice**

Develops the practical pedagogical content knowledge, skills and attitudes associated with planning, teaching and assessing physical education in learning contexts related to teaching Years 9-11. Addresses questions such as: How do teachers plan lessons in, through and about movement? What do teachers need to know to teach in movement-based learning contexts effectively?

#### **EDCURSEC 608 15 Points**

##### **EDCURSEC 608A 7.5 Points**

##### **EDCURSEC 608B 7.5 Points**

##### **Physical Education Curriculum**

Develops the curriculum knowledge associated with planning, teaching and assessing physical education in secondary schools. Addresses questions such as: What is physical education and why is it important? How are units and programmes planned using the curriculum and national assessment requirements? How do teachers accommodate assessment qualification requirements in their planning?

*Corequisite: EDCURSEC 607 or 687*

*To complete this course students must enrol in EDCURSEC 608 A and B, or EDCURSEC 608*

#### **EDCURSEC 611 15 Points**

##### **Teaching Health Education 1**

Integrates multidisciplinary-based knowledge and pedagogical content knowledge with developing understanding, skills, attitudes and values associated with teaching in health education across the secondary school. Addresses questions such as: Why is health education important? How are teachers informed in this subject? How is health education taught ethically and effectively for a diverse range of learners?

*Restriction: EDCURR 648*

#### **EDCURSEC 612 15 Points**

##### **EDCURSEC 612A 7.5 Points**

##### **EDCURSEC 612B 7.5 Points**

##### **Teaching Health Education 2**

Examines further the theories, concepts and research central to the teaching of health education. Addresses questions such as: What do teachers need to know to teach and assess learning in health education? What is authentic health education assessment and how do we determine and monitor success? How does knowledge of curriculum concepts determine learning at senior school levels?

*Corequisite: EDCURSEC 611 or 687*

*Restriction: EDCURR 648*

*To complete this course students must enrol in EDCURSEC 612 A and B, or EDCURSEC 612*

#### **EDCURSEC 613 15 Points**

##### **Teaching and Learning Science 1**

Develops the content knowledge, skills and understanding



consistent with relevant curriculum requirements to enable effective teaching and learning approaches in intermediate and secondary science education. Addresses questions such as: How do teachers design quality learning environments that support positive engagement and effective learning for a diverse range of learners? How is achievement determined and monitored?

*Prerequisite:* Departmental approval

*Restriction:* EDCURSEC 619, 620

**EDCURSEC 614** 15 Points

**EDCURSEC 614A** 7.5 Points

**EDCURSEC 614B** 7.5 Points

### Teaching and Learning Science 2

Integrates research, theory and practical experience in examining secondary school science learning contexts. Addresses questions such as: Why is Science important? What is scientific literacy? What pedagogical content knowledge is needed to teach science effectively? How is achievement determined and monitored?

*Corequisite:* EDCURSEC 613 or 687

*Restriction:* EDCURSEC 619, 620, EDCURR 608, 633

*To complete this course students must enrol in EDCURSEC 614 A and B, or EDCURSEC 614*

**EDCURSEC 615** 15 Points

### Teaching and Learning Science 3

Develops the content knowledge, skills and understanding consistent with relevant curriculum requirements to enable effective teaching and learning approaches in senior secondary science education. Addresses questions such as: How do teachers design quality learning environments that support positive engagement and effective learning for a diverse range of learners? How is achievement determined and monitored?

*Restriction:* EDCURSEC 619, 620, EDCURR 608, 633

**EDCURSEC 616A** 7.5 Points

**EDCURSEC 616B** 7.5 Points

### Teaching Chemistry Education

Develops the content knowledge, skills and understanding consistent with relevant curriculum requirements to enable effective teaching and learning approaches in senior chemistry education. Addresses questions such as: How do teachers design quality learning environments that support positive engagement and effective learning for senior secondary students? How is achievement determined and monitored?

*Corequisite:* EDCURSEC 613, 615 or 619, 620 or 687

*Restriction:* EDCURR 638

*To complete this course students must enrol in EDCURSEC 616 A and B*

**EDCURSEC 617A** 7.5 Points

**EDCURSEC 617B** 7.5 Points

### Teaching Biology Education

Develops the content knowledge, skills and understanding consistent with relevant curriculum requirements to enable effective teaching and learning approaches in senior biology education. Addresses questions such as: How do teachers design quality learning environments that support positive engagement and effective learning for senior secondary students? How is achievement determined and monitored?

*Corequisite:* EDCURSEC 613, 615 or 619, 620 or 687

*Restriction:* EDCURR 636

*To complete this course students must enrol in EDCURSEC 617 A and B*

**EDCURSEC 618A** 7.5 Points

**EDCURSEC 618B** 7.5 Points

### Teaching Physics Education

Develops the content knowledge, skills and understanding consistent with relevant curriculum requirements to enable effective teaching and learning approaches in senior physics education. Addresses questions such as: How do teachers design quality learning environments that support positive engagement and effective learning for senior secondary students? How is achievement determined and monitored?

*Corequisite:* EDCURSEC 613, 615 or 619, 620 or 687

*Restriction:* EDCURR 637

*To complete this course students must enrol in EDCURSEC 618 A and B*

**EDCURSEC 624** 15 Points

**EDCURSEC 624A** 7.5 Points

**EDCURSEC 624B** 7.5 Points

### Social Studies Education 1

Develops the knowledge and skills associated with planning, teaching, learning and assessing Social Studies. Addresses questions such as: What do teachers need to know and understand about the purpose and nature of Social Studies education? What methodologies, management strategies and resources can be used to maximise student motivation and address the diverse needs of students?

*Restriction:* EDCURR 641

*To complete this course students must enrol in EDCURSEC 624 A and B, or EDCURSEC 624*

**EDCURSEC 625** 15 Points

### Social Studies Education 2

Develops the knowledge and skills associated with planning and teaching Social Studies and includes methodologies for addressing national assessment for Years 11-13. Addresses questions such as: How do teachers plan and implement learning experiences, units and programmes that meet national requirements? How can students be challenged to debate and consider social issues?

*Prerequisite:* EDCURSEC 624

*Restriction:* EDCURR 619, 681

**EDCURSEC 626** 15 Points

**EDCURSEC 626A** 7.5 Points

**EDCURSEC 626B** 7.5 Points

### Geography for Teaching 1

Integrates expertise in the discipline of geography with expertise in planning, teaching and assessing the subject in schools. Develops the conceptual knowledge and skills that are central to the geography curriculum and addresses questions such as: Why is geography important? What do teachers need to know to teach and assess geography effectively? What resources and strategies maximise motivation and learning?

*Corequisite:* EDCURSEC 624 or 687

*Restriction:* EDCURR 604, 628, EDCURSEC 628, 629

*To complete this course students must enrol in EDCURSEC 626 A and B, or EDCURSEC 626*

**EDCURSEC 627** 15 Points

**EDCURSEC 627A** 7.5 Points

**EDCURSEC 627B** 7.5 Points

### Geography for Teaching 2

Enhances the integration of expertise in the discipline of geography with expertise in planning, teaching and assessing the subject in schools. Deepens understanding of the conceptual knowledge and skills that are central to the geography curriculum and addresses questions such as:

How do teachers determine and monitor success? How do teachers address common difficulties that students face?

*Corequisite: EDCURSEC 626 or 687*

*Restriction: EDCURR 604, 628, EDCURSEC 628, 629*

*To complete this course students must enrol in EDCURSEC 627 A and B, or EDCURSEC 627*

**EDCURSEC 630** 15 Points

**EDCURSEC 630A** 7.5 Points

**EDCURSEC 630B** 7.5 Points

### **History for Teaching 1**

Integrates disciplinary expertise in relation to History content and historiography while developing the knowledge and skills associated with planning, teaching and assessing the subject. Addresses questions such as: Why is History an important subject? How can History be taught and assessed effectively? What resources and strategies can be used to maximise student motivation in learning History?

*Corequisite: EDCURSEC 624 or 687*

*Restriction: EDCURR 605, 629, EDCURR 632, 633*

*To complete this course students must enrol in EDCURSEC 630 A and B, or EDCURSEC 630*

**EDCURSEC 631** 15 Points

**EDCURSEC 631A** 7.5 Points

**EDCURSEC 631B** 7.5 Points

### **History for Teaching 2**

Enhances disciplinary expertise in relation to developing an appropriate knowledge of content and historiography for Years 11 to 13 History, while further developing the knowledge and skills associated with planning, teaching and assessing the subject. Addresses questions such as: How can teachers challenge students to explore historical issues, understand and develop the methodologies employed by historians?

*Corequisite: EDCURSEC 630 or 687*

*Restriction: EDCURR 605, 629, EDCURSEC 632, 633*

*To complete this course students must enrol in EDCURSEC 631 A and B, or EDCURSEC 631*

**EDCURSEC 634** 15 Points

**EDCURSEC 634A** 7.5 Points

**EDCURSEC 634B** 7.5 Points

### **Economics Education**

Develops knowledge and skills associated with planning for teaching and learning in Economics. Addresses questions such as: What are important principles, concepts and skills associated with Economics education? What do teachers need to know and understand about teaching methodologies, management strategies and resources to successfully plan for the diverse needs of students?

*Restriction: EDCURR 611, 635*

*To complete this course students must enrol in EDCURSEC 634 A and B, or EDCURSEC 634*

**EDCURSEC 636A** 7.5 Points

**EDCURSEC 636B** 7.5 Points

### **Accounting Education**

Develops knowledge and skills associated with planning for teaching and learning in Accounting. Addresses questions such as: What are important principles, concepts and skills associated with Accounting education? What do teachers need to know and understand about teaching methodologies, management strategies and resources to successfully plan for the diverse needs of students?

*Restriction: EDCURR 602, 624*

*To complete this course students must enrol in EDCURSEC 636 A and B*

**EDCURSEC 638A** 7.5 Points

**EDCURSEC 638B** 7.5 Points

### **Business Studies 1**

Integrates disciplinary based content knowledge, theory and research with developing knowledge, skills and attitudes associated with planning and assessment in Business Studies. Addresses questions such as: Why is this subject important? What do teachers need to know to teach this subject effectively? What motivates students in the subject and what resources and strategies maximise motivation?

*To complete this course students must enrol in EDCURSEC 638 A and B*

**EDCURSEC 639** 15 Points

### **The Learning Area of Technology**

Develops the knowledge, understanding and issues associated with Technology education in the New Zealand Curriculum. Explores current and seminal theory to address questions such as: What is technology? Why is this Learning Area important? What are the important principles and concepts underpinning Technology in the New Zealand Curriculum?

**EDCURSEC 641** 15 Points

**EDCURSEC 641A** 7.5 Points

**EDCURSEC 641B** 7.5 Points

### **Teaching Specialist Technological Practice**

Develops pedagogical content knowledge; skills and attitudes associated with specialist domains of practice in technology. Addresses questions such as: What is technological practice? How does industry practice relate to classroom practice? What strategies are effective for teaching technology to diverse learners? How does specialist knowledge contribute to classroom practice? What teaching methodologies and resources maximise student success?

*Corequisite: EDCURSEC 639 or 687*

*To complete this course students must enrol in EDCURSEC 641 A and B, or EDCURSEC 641*

**EDCURSEC 642** 15 Points

### **Implementing Technology Education**

Develops pedagogical content knowledge, skills and methodology for designing quality learning experiences and senior assessment tasks in Technology education. Addresses: How are units of work and programmes planned using the curriculum and national assessment requirements? What teaching methodologies, management strategies and resources maximise success for diverse learners? How do teachers determine and monitor success?

*Corequisite: EDCURSEC 639 or 687*

**EDCURSEC 643** 15 Points

**EDCURSEC 643A** 7.5 Points

**EDCURSEC 643B** 7.5 Points

### **Educating for Visual Communication**

Develops pedagogical content knowledge, skills and attitudes for quality visual communication across the Curriculum. Addresses questions such as: What is the value of learning to communicate visually? What are the important principles, concepts and skills in Visual Communication? How can visual communication contribute to children's learning in a range of curriculum areas? How do teachers encourage effective visual communication?

*To complete this course students must enrol in EDCURSEC 643 A and B, or EDCURSEC 643*

<b>EDCURSEC 644A</b>	<b>7.5 Points</b>	<b>EDCURSEC 649</b>	<b>15 Points</b>
<b>EDCURSEC 644B</b>	<b>7.5 Points</b>	<b>Visual Arts Education 2</b>	
<b>Design and Visual Communication</b>		Develops pedagogical content knowledge, skills, and attitudes for planning, teaching and assessing visual arts education. Addresses questions such as: What are the important principles, concepts and skills for teaching the visual arts discipline in the arts curriculum? How do visual arts programmes promote development of practical knowledge, exploration and expression of ideas, and understanding of the contexts of art?	
Develops pedagogical content knowledge, methodologies and skills underpinned by theory to design quality learning experiences and assessment tasks in Design and Visual Communication. Addresses: What are the important design principles, historical influences and ways of thinking and communicating in Design and Visual Communication? How are units and programmes planned using the curriculum and national assessment requirements?		<i>Corequisite: EDCURSEC 648</i>	
<i>To complete this course students must enrol in EDCURSEC 644 A and B</i>		<b>EDCURSEC 650</b>	<b>15 Points</b>
<b>EDCURSEC 645</b>	<b>15 Points</b>	<b>EDCURSEC 650A</b>	<b>7.5 Points</b>
<b>Music Education 1</b>		<b>EDCURSEC 650B</b>	<b>7.5 Points</b>
Integrates disciplinary-based content knowledge and scholarship with developing knowledge, skills and attitudes associated with planning, teaching and assessing Music. Addresses questions such as: What musical experiences are important to adolescent cognitive and affective development? What do teachers need to know to teach Music effectively? What strategies and resources maximise motivation and learning in Music?		<b>Visual Arts Education 3</b>	
<i>Restriction: EDCURR 646, 661, 662</i>		Develops pedagogical content knowledge, skills, and attitudes for planning, teaching and assessing visual arts education in the senior school. Addresses questions such as: What are the important principles, concepts and skills for teaching the specialist disciplines in the visual arts curriculum? How are programmes for senior students planned, resourced, managed and implemented to meet national curriculum and assessment requirements?	
<b>EDCURSEC 646</b>	<b>15 Points</b>	<i>Corequisite: EDCURSEC 648, 649 or 687</i>	
<b>Music Education 2</b>		<i>To complete this course students must enrol in EDCURSEC 650 A and B, or EDCURSEC 650</i>	
Enhances the integration of disciplinary-based content knowledge and scholarship with the knowledge, skills and attitudes required to teach and assess Music in the New Zealand curriculum. Addresses questions such as: What principles, strategies and understandings are necessary to plan, teach and assess music effectively in senior secondary environments? How can these be scaffolded and monitored?		<b>EDCURSEC 651</b>	<b>15 Points</b>
<i>Corequisite: EDCURSEC 645</i>		<b>Teaching Drama 1</b>	
<i>Restriction: EDCURR 646, 661, 662</i>		Develops pedagogical and content knowledge and skills for planning, teaching and assessing drama. Addresses questions such as: What important principles, skills, teaching methodologies and strategies support teaching drama in the secondary school? How can drama education address needs of diverse students? How do drama programmes extend practical knowledge, developing ideas, performance and interpretation and understanding of drama contexts?	
<b>EDCURSEC 647</b>	<b>15 Points</b>	<i>Restriction: EDCURSEC 661</i>	
<b>EDCURSEC 647A</b>	<b>7.5 Points</b>	<b>EDCURSEC 652</b>	<b>15 Points</b>
<b>EDCURSEC 647B</b>	<b>7.5 Points</b>	<b>EDCURSEC 652A</b>	<b>7.5 Points</b>
<b>Music Education Research</b>		<b>EDCURSEC 652B</b>	<b>7.5 Points</b>
Provides an opportunity for students to engage in research into an area of the Music curriculum. Addresses the question: What teaching methodologies, management strategies and resources best inform and maximise teacher and student success in secondary music education? Critically evaluates music education in contemporary societies in order to reach an informed understanding of how music education in New Zealand secondary schools might be structured and framed.		<b>Teaching Drama 2</b>	
<i>Corequisite: EDCURSEC 646 or 687</i>		Develops pedagogical and content knowledge, skills and attitudes for planning teaching and assessing drama education in the senior school. Addresses questions such as: What are the important principles, concepts and teaching skills that support specialist drama programmes in the senior secondary school? How are programmes for senior students planned, resourced, and implemented for national curriculum and assessment requirements?	
<i>Restriction: EDCURR 646, 661, 662</i>		<i>Corequisite: EDCURSEC 651 or 687</i>	
<i>To complete this course students must enrol in EDCURSEC 647 A and B, or EDCURSEC 647</i>		<i>Restriction: EDCURR 679, EDCURSEC 661</i>	
<b>EDCURSEC 648</b>	<b>15 Points</b>	<i>To complete this course students must enrol in EDCURSEC 652 A and B, or EDCURSEC 652</i>	
<b>Visual Arts Education 1</b>		<b>EDCURSEC 653</b>	<b>15 Points</b>
Develops pedagogical content knowledge, skills, and attitudes for planning, teaching and assessing visual arts education. Addresses questions such as: What is the relationship between art, culture, New Zealand society and the curriculum? How can visual arts education address the needs of ethnically and culturally diverse students? What teaching methodologies, management strategies and resources motivate students and maximise achievement?		<b>EDCURSEC 653A</b>	<b>7.5 Points</b>
<i>Corequisite: EDCURSEC 649</i>		<b>EDCURSEC 653B</b>	<b>7.5 Points</b>
		<b>Teaching Dance Education 1</b>	
		Develops pedagogical and content knowledge and skills for planning, teaching and assessing dance. Addresses questions such as: What important principles, skills, teaching methodologies and strategies support teaching dance in the arts curriculum? How can dance education address the needs of diverse students? How do dance	

programmes extend practical knowledge, dance making, performance and interpretation, and understanding of dance contexts?

*Restriction:* EDCURR 679

*To complete this course students must enrol in EDCURSEC 653 A and B, or EDCURSEC 653*

<b>EDCURSEC 654</b>	<b>15 Points</b>
<b>EDCURSEC 654A</b>	<b>7.5 Points</b>
<b>EDCURSEC 654B</b>	<b>7.5 Points</b>

### Teaching Dance Education 2

Develops pedagogical and content knowledge, skills and attitudes for planning teaching and assessing dance education in the senior school. Addresses questions such as: What are the important principles, concepts and teaching skills that support specialist dance programmes in the senior secondary school? How are programmes for senior students planned, resourced, and implemented for national curriculum and assessment requirements?

*Corequisite:* EDCURSEC 653 or 687

*Restriction:* EDCURR 679

*To complete this course students must enrol in EDCURSEC 654 A and B, or EDCURSEC 654*

<b>EDCURSEC 655A</b>	<b>7.5 Points</b>
<b>EDCURSEC 655B</b>	<b>7.5 Points</b>

### Art History Education

Develops pedagogical content knowledge, skills, and attitudes for planning, teaching and assessing art history education. Addresses questions such as: What are the important principles, concepts and skills for teaching art history? How can studies in language and visual literacy be maximised for student achievement? How are programmes planned, resourced, managed and implemented to meet national curriculum and assessment requirements?

*To complete this course students must enrol in EDCURSEC 655 A and B*

<b>EDCURSEC 656</b>	<b>15 Points</b>
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### Teaching and Learning English 1

Develops the pedagogical content knowledge, skills and attitudes associated with planning, teaching and assessing English. Addresses questions such as: Why is this subject important? What are the important principles, concepts and skills in this subject? How can the diverse needs of students be addressed? How do teachers plan lessons? What teaching methodologies, management strategies and resources maximise success?

*Corequisite:* EDCURSEC 657

*Restriction:* EDCURSEC 659, 660, EDCURR 603, 626

<b>EDCURSEC 657</b>	<b>15 Points</b>
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### Teaching and Learning English 2

Develops the pedagogical content knowledge, skills and attitudes associated with planning, teaching and assessing English. Addresses questions such as: How are units and programmes planned using the curriculum and national assessment requirements? How is success determined for the beginning stages of national qualifications?

*Corequisite:* EDCURSEC 656

*Restriction:* EDCURSEC 659, 660, EDCURR 603, 626

<b>EDCURSEC 658</b>	<b>15 Points</b>
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### Teaching and Learning English 3

Develops the pedagogical content knowledge, skills and attitudes associated with planning, teaching and assessing English. Addresses questions such as: What are the important principles, concepts and skills for teaching the senior curriculum? How are senior curriculum units

and programmes planned using national qualification assessment requirements? What teaching methodologies, management strategies and resources maximise student success? How is student success determined?

*Prerequisite:* EDCURSEC 656, 657 or 687

*Restriction:* EDCURSEC 659, 660, EDCURR 603, 626

<b>EDCURSEC 663</b>	<b>15 Points</b>
<b>EDCURSEC 663A</b>	<b>7.5 Points</b>
<b>EDCURSEC 663B</b>	<b>7.5 Points</b>

### Teaching Media Studies 1

Integrates disciplinary-based content knowledge and scholarship with developing the knowledge, skills and understandings associated with planning, teaching and assessing diverse learners in Media Studies at Years 12 and 13. Addresses questions such as: What do teachers need to know to teach and assess for national qualifications? What strategies and resources maximise motivation and learning in Media Studies?

*Restriction:* EDCURR 632, 682, EDCURSEC 662

*To complete this course students must enrol in EDCURSEC 663 A and B, or EDCURSEC 663*

<b>EDCURSEC 664</b>	<b>15 Points</b>
<b>EDCURSEC 664A</b>	<b>7.5 Points</b>
<b>EDCURSEC 664B</b>	<b>7.5 Points</b>

### Teaching Media Studies 2

Enhances the integration of disciplinary-based content knowledge and scholarship with the knowledge, skills and understandings associated with planning, teaching and assessing diverse learners in Media Studies. Addresses questions such as: How do teachers structure programmes for students Years 9-13 in Media Studies? What knowledge, skills and understandings are central to this subject? How do teachers determine and monitor success?

*Corequisite:* EDCURSEC 663 or 687

*Restriction:* EDCURSEC 662, EDCURR 632, 682

*To complete this course students must enrol in EDCURSEC 664 A and B, or EDCURSEC 664*

<b>EDCURSEC 665</b>	<b>15 Points</b>
<b>EDCURSEC 665A</b>	<b>7.5 Points</b>
<b>EDCURSEC 665B</b>	<b>7.5 Points</b>

### Teaching ESSOL 1

Develops the pedagogical content knowledge, skills and attitudes associated with planning, teaching and assessing ESSOL. Addresses questions such as: Why is this subject important? What are the important principles, concepts and skills in this subject? How can the diverse needs of students be addressed? How do teachers plan lessons? What teaching methodologies, management strategies and resources maximise success?

*Corequisite:* EDCURSEC 687

*Restriction:* EDCURR 627

*To complete this course students must enrol in EDCURSEC 665 A and B, or EDCURSEC 665*

<b>EDCURSEC 666</b>	<b>15 Points</b>
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### Teaching ESSOL 2

Develops the pedagogical content knowledge, skills and attitudes associated with planning, teaching and assessing ESSOL. Addresses questions such as: How are units and programmes planned using the curriculum and national assessment requirements? How is success determined for the beginning stages of high stakes assessment?

*Corequisite:* EDCURSEC 665 or 687

*Restriction:* EDCURR 627

**EDCURSEC 667A** 15 Points**EDCURSEC 667B** 15 Points**Teaching Languages**

Addresses the methodologies for teaching languages by developing the knowledge, skills and attitudes associated with planning, teaching and assessing Languages. Addresses questions such as: Why is language learning important? What do teachers need to know to teach languages effectively? What strategies and resources maximise student motivation and language acquisition when learning a language?

*Restriction: EDCURR 665, 678, 680*

*To complete this course students must enrol in EDCURSEC 667 A and B*

**EDCURSEC 668A** 7.5 Points**EDCURSEC 668B** 7.5 Points**Teaching Chinese**

Integrates content knowledge and scholarship with the knowledge, skills and attitudes associated with planning, teaching and assessing Chinese. Addresses questions such as: Why is it important to learn Chinese? What do teachers need to know to teach Chinese effectively? What strategies and resources maximise motivation and language acquisition in learning Chinese?

*Corequisite: EDCURSEC 667 or 687*

*Restriction: EDCURR 601, 623, 649, 663*

*To complete this course students must enrol in EDCURSEC 668 A and B*

**EDCURSEC 669A** 7.5 Points**EDCURSEC 669B** 7.5 Points**Teaching French**

Integrates content knowledge and scholarship with the knowledge, skills and attitudes associated with planning, teaching and assessing French. Addresses questions such as: Why is it important to learn French? What do teachers need to know to teach French effectively? What strategies and resources maximise motivation and language acquisition in learning French?

*Corequisite: EDCURSEC 667 or 687*

*Restriction: EDCURR 650, 664*

*To complete this course students must enrol in EDCURSEC 669 A and B*

**EDCURSEC 670A** 7.5 Points**EDCURSEC 670B** 7.5 Points**Teaching German**

Integrates content knowledge and scholarship with the knowledge, skills and attitudes associated with planning, teaching and assessing German. Addresses questions such as: Why is it important to learn German? What do teachers need to know to teach German effectively? What strategies and resources maximise motivation and language acquisition in learning German?

*Corequisite: EDCURSEC 667 or 687*

*Restriction: EDCURR 601, 623, 680*

*To complete this course students must enrol in EDCURSEC 670 A and B*

**EDCURSEC 671A** 7.5 Points**EDCURSEC 671B** 7.5 Points**Teaching Japanese**

Integrates content knowledge and scholarship with the knowledge, skills and attitudes associated with planning, teaching and assessing Japanese. Addresses questions such as: Why is it important to learn Japanese? What do teachers need to know to teach Japanese effectively? What

strategies and resources maximise motivation and language acquisition in learning Japanese?

*Corequisite: EDCURSEC 667 or 687*

*Restriction: EDCURR 612, 639*

*To complete this course students must enrol in EDCURSEC 671 A and B*

**EDCURSEC 674A** 7.5 Points**EDCURSEC 674B** 7.5 Points**Teaching Samoan**

Integrates content knowledge and scholarship with the knowledge, skills and attitudes associated with planning, teaching and assessing Samoan. Addresses questions such as: Why is it important to learn Samoan? What do teachers need to know to teach Samoan effectively? What strategies and resources maximise motivation and language acquisition in learning Samoan?

*Corequisite: EDCURSEC 667 or 687*

*Restriction: EDCURR 647, 665*

*To complete this course students must enrol in EDCURSEC 674 A and B*

**EDCURSEC 675A** 7.5 Points**EDCURSEC 675B** 7.5 Points**Teaching Spanish**

Integrates content knowledge and scholarship with the knowledge, skills and attitudes associated with planning, teaching and assessing Spanish. Addresses questions such as: Why is it important to learn Spanish? What do teachers need to know to teach Spanish effectively? What strategies and resources maximise motivation and language acquisition in learning Spanish?

*Corequisite: EDCURSEC 667 or 687*

*Restriction: EDCURR 613, 640*

*To complete this course students must enrol in EDCURSEC 675 A and B*

**EDCURSEC 676** 15 Points**Teaching Religious Education**

Develops the pedagogical content and subject matter knowledge; skills and attitudes associated with planning, teaching and assessing Religious Education in Catholic/Christian schools. Addresses questions such as: Why is this subject important? What do teachers need to know to teach RE effectively? How can diverse needs of students be addressed? What teaching methodologies, management strategies and resources maximise success?

*Restriction: EDPROFST 760*

**EDCURSEC 677A** 7.5 Points**EDCURSEC 677B** 7.5 Points**Teaching Classical Studies**

Integrates disciplinary-based content knowledge and scholarship with the knowledge, skills and attitudes associated with planning, teaching and assessing Classical Studies. Addresses questions such as: Why is it important to study Classical Studies? What do teachers need to know to teach and assess for senior qualifications? What strategies and resources maximise motivation and learning in Classical Studies?

*Restriction: EDCURR 620, 622*

*To complete this course students must enrol in EDCURSEC 677 A and B*

**EDCURSEC 678** 15 Points**EDCURSEC 678A** 7.5 Points**EDCURSEC 678B** 7.5 Points**Te Whakapuakitanga**

Integrates content knowledge with knowledge, skills and

attitudes associated with planning, teaching and assessing te reo Māori at Years 7-10. Addresses such questions as: Why is it important to learn te reo Māori? What do teachers need to know to teach te reo Māori effectively? What strategies and resources maximise motivation and language acquisition in learning te reo Māori?

*Restriction: EDCURR 606, 630, EDCURRM 320*

*To complete this course students must enrol in EDCURSEC 678 A and B, or EDCURSEC 678*

**EDCURSEC 679** 15 Points

**EDCURSEC 679A** 7.5 Points

**EDCURSEC 679B** 7.5 Points

#### **Te Whakawhanaketanga**

Develops the pedagogical content knowledge, skills and attitudes associated with planning, teaching and assessing te reo Māori in Years 11-13. Addresses such questions as: What key factors contribute to the teaching of senior students? How are curriculum units and programmes planned in order to meet high stakes assessment requirements? How do teachers formatively assess student learning?

*Corequisite: EDCURSEC 678 or 687*

*Restriction: EDCURR 606, 630*

*To complete this course students must enrol in EDCURSEC 679 A and B, or EDCURSEC 679*

**EDCURSEC 681** 10 Points

#### **Special Study**

Students undertake a supervised study into an aspect of the New Zealand curriculum, or relevant to education in New Zealand or the wider context. Key questions are formulated and specified outcomes addressed.

**EDCURSEC 684** 15 Points

**EDCURSEC 684A** 7.5 Points

**EDCURSEC 684B** 7.5 Points

#### **Junior Commerce Education**

Develops the content knowledge and understanding required to teach a selected subject and the pedagogical knowledge and skills associated with planning, teaching and assessing the subject, consistent with curriculum requirements. Addresses questions such as: What do teachers need to know to teach this subject effectively? What resources and strategies maximise the motivation and learning of students in this subject?

*To complete this course students must enrol in EDCURSEC 684 A and B, or EDCURSEC 684*

**EDCURSEC 687A** 15 Points

**EDCURSEC 687B** 15 Points

#### **Studies in Curriculum and Pedagogy**

Develops the content knowledge and understanding required to teach a selected subject and the pedagogical knowledge and skills associated with planning, teaching and assessing the subject, consistent with curriculum requirements. Addresses questions such as: What do teachers need to know to teach this subject effectively? What resources and strategies maximise the motivation and learning of students in this subject?

*To complete this course students must enrol in EDCURSEC 687 A and B*

**EDCURSEC 688** 30 Points

#### **Special Topic**

**EDCURSEC 689** 15 Points

**EDCURSEC 689A** 7.5 Points

**EDCURSEC 689B** 7.5 Points

#### **Environmental Education**

Develops the content knowledge, skills and understanding consistent with the environmental education guidelines to enable effective teaching and learning approaches about, for and within the environment. Addresses questions such as: How do teachers design quality learning experiences for a diverse range of learners? How can social sciences, science and technology education enhance the potential of this educational focus?

*To complete this course students must enrol in EDCURSEC 689 A and B, or EDCURSEC 689*

**EDCURSEC 690** 15 Points

#### **Multi-disciplinary Approaches**

Develops pedagogical knowledge, skills and attitudes associated with teaching in multi-disciplinary contexts incorporating information and communication technologies. Addresses questions such as: What are the important principles, concepts and skills associated with multi-disciplinary teaching? How do teachers plan for cross-curricular projects? How can multi-disciplinary teams operate effectively? How can the use of ICT contribute to effective learning?

*Restriction: EDCURR 625*

**EDCURSEC 691** 15 Points

**EDCURSEC 691A** 7.5 Points

**EDCURSEC 691B** 7.5 Points

#### **Teaching Subject Specialism**

Develops the knowledge and skills required to teach a specific secondary school subject. This includes adapting content knowledge for teaching and developing subject specific pedagogical skills. The course addresses questions such as: What do teachers need to know to teach this subject effectively? What resources and strategies maximise the motivation and learning of diverse learners in this subject?

*Restriction: EDCURSEC 601-690*

*To complete this course students must enrol in EDCURSEC 691 A and B, or EDCURSEC 691*

**EDCURSEC 692** 45 Points

**EDCURSEC 692A** 30 Points

**EDCURSEC 692B** 15 Points

#### **Design for Learning**

Develops understanding of the national curriculum document and the structure and content of the Learning Area, including content, pedagogical knowledge and pedagogical content knowledge required for developing effective learning environments. Develops planning, teaching, and assessment design consistent with national curriculum requirements and with theory and research within the Learning Area. Reflects critically on how responsive pedagogies impact on learning.

*Restriction: EDCURSEC 687*

*To complete this course students must enrol in EDCURSEC 692 A and B, or EDCURSEC 692*

### **Postgraduate 700 Level Courses**

**EDCURSEC 700** 30 Points

#### **Responsive Pedagogies**

Within a curriculum specialism this course examines responsive pedagogies and how these enhance engagement and achievement of priority learners. Through classroom

practice students reflect critically on how responsive pedagogies impact on learning.

**EDCURSEC 701** 30 Points

### Enacting Core Practices

Examines evidenced-based core practices that have the potential to improve student achievement. Within the context of curriculum areas, students will enact these practices and inquire into the impact of their teaching on priority learners.

**EDCURSEC 709** 15 Points

### Curriculum, Teaching, and Learning

Critically explores the New Zealand Curriculum and secondary school qualifications, and develops pedagogical content knowledge of planning, teaching and assessment in specialist learning areas. A short teaching practice enables students to apply knowledge to practice, and critically examine its relationship to relevant theory and research.

**EDCURSEC 719A** 15 Points

**EDCURSEC 719B** 15 Points

### Learning Area Inquiry

Within the context of concurrent field-based teaching, critically reflects on effective teaching practices, and theory and research evidence that underpin them. Develops pedagogical content knowledge, and understanding and use of inquiry within a specialist learning area. Students demonstrate evidence of self-awareness, awareness of learning through use of individualised student data, problem solving skills, and an understanding of culturally responsive pedagogy.

To complete this course students must enrol in EDCURSEC 719 A and B

## Education Curriculum Studies

### Stage 1

**EDCURRIC 101** 15 Points

### Arts Education Primary

Develops students' knowledge, skills and attitudes associated with planning, teaching and assessing children's learning in the arts: dance, drama, music and visual art. Addresses questions such as: Why are the arts important to children's learning? How do teachers design quality learning experiences that encourage individual responses from a diverse range of learners? How do we monitor and assess learning?

Restriction: EDCURR 106, 206, EDCURRM 101

**EDCURRIC 102** 15 Points

### Language and Literacy Education Primary 1

Develops the knowledge, skills and attitudes associated with planning, teaching and assessing for students' learning in the English curriculum. Addresses questions such as: What do teachers need to know to teach the curriculum effectively? How do teachers' literacy competencies affect student learning? How do teachers balance the needs of the curriculum and the needs of learners?

Restriction: EDCURR 202, EDCURRM 102

**EDCURRIC 103** 15 Points

### Health and Physical Education

Develops understandings of the theories, concepts and practices that support learning and teaching in health and physical education. Addresses questions such as: How do teachers implement quality learning experiences based on the health and physical education curriculum for effective

learning to occur for a diverse range of learners? How is learning monitored and assessed?

Restriction: EDCURR 108, EDCURRM 103

**EDCURRIC 104** 15 Points

### Primary Mathematics and Statistics Education 1

Develops knowledge and understanding of the nature of mathematics and statistics. Considers questions related to primary school mathematics and statistics education such as: What is the purpose and role of mathematics and statistics in the New Zealand Curriculum Framework? What is meant by thinking mathematically and statistically? What are the components of, and key concepts in, the national curriculum?

Restriction: EDCURR 203, EDCURRM 104

**EDCURRIC 105** 15 Points

### Science Education Primary

Develops an appreciation of the nature of science that supports conceptual understandings and quality teaching and learning approaches in science education. Addresses questions such as: How do teachers design quality learning experiences based on the science curriculum so that positive engagement and effective learning can occur for a diverse range of learners? How is learning monitored and assessed?

Restriction: EDCURR 204, EDCURRM 105

**EDCURRIC 106** 15 Points

### Social Studies Education Primary

Develops students' knowledge and skills associated with planning for teaching and learning in Social Studies. Addresses questions such as: What do teachers need to know and understand about the history, nature and purpose of Social Studies education? How are curriculum requirements, teaching methodologies, management strategies and resources used to plan for students' diverse needs? How is learning monitored and assessed?

Restriction: EDCURR 107

**EDCURRIC 107** 15 Points

### Technology Education Primary

Develops knowledge, skills and attitudes associated with planning, teaching and assessing for children's learning in Technology Education. Addresses questions such as: What do teachers need to know about the nature and purpose of Technology Education? How do teachers design quality learning experiences for a diverse range of learners? How is learning monitored and assessed?

Restriction: EDCURR 106, 209, EDCURRM 107

**EDCURRIC 108** 15 Points

### Mathematics and Statistics Education 1

Explores what it means to be a learner of mathematics and statistics, with respect to relevant theory and curricula. Develops knowledge, understandings and skills that will enable students to identify, discuss and reflect on how diverse learners most effectively learn mathematics and statistics.

Restriction: EDCURRIC 104

**EDCURRIC 109** 15 Points

### Languages and Literacies Education 1

Examines beliefs and pedagogical practices about languages and literacies.

Restriction: EDCURRIC 102

**EDCURRIC 110** 15 Points

### Dance/Drama in the Early Years

Develops fundamental knowledge, skills and attitudes

associated with planning, teaching and assessing children's dance and drama learning in early childhood. Addresses questions such as: Why are dance and drama important to children's learning? How do teachers design quality learning experiences that encourage individual responses from a diverse range of learners? How do we assess children's learning?

**EDCURRIC 111 15 Points**  
**Experiencing Technology**

Develops knowledge and understanding of the components of technological literacy as it relates to young children. Develops understanding of appropriate pedagogical strategies to enhance children's learning in technology. Addresses questions such as: What is technological literacy? How can we develop technological literacy in young children? What environments encourage children's exploration of technological experiences?

**EDCURRIC 112 15 Points**  
**Hauora: Early Years Movement**

Develops knowledge and understanding of the place of movement in childhood development, growth and learning. Examines questions such as: What is the nature and purpose of physical activity in the early years? What learning and teaching strategies, teacher disposition and practices ensure quality experiences for learning of, through and about movement for diverse learners?

**EDCURRIC 113 15 Points**  
**Science and Technology Education 1**

Through inquiry, develop an appreciation of the role of science and technology in education and society. Apply pedagogical, curriculum and content knowledge to select appropriate approaches and resources for science and technology learning experiences to achieve valued outcomes for diverse akonga.

*Restriction: EDCURRIC 105, 107*

**EDCURRIC 114 15 Points**  
**Music in the Early Years**

Develops fundamental understanding of knowledge, skills, and attitudes required to assess, plan, and facilitate children's learning through listening, singing, moving, playing and creating with music. Addresses questions such as: What is the value of music in early childhood? How do teachers design quality-learning experiences that motivate and enhance children's learning through music?

**EDCURRIC 115 15 Points**  
**Science in the Early Years**

Develops an appreciation of the nature of science, which supports conceptual understandings and quality teaching and learning approaches to science education. Examines questions such as: How do teachers foster quality learning environments for infants, toddlers and young children based on the early childhood curriculum so that effective learning in science can occur for a diverse range of learners?

**EDCURRIC 116 15 Points**  
**Visual Arts in the Early Years**

Develops fundamental knowledge, skills and attitudes associated with planning, teaching and assessing children's visual arts learning in early childhood. Addresses questions such as: Why is visual arts important to children's learning? What are effective design features of quality learning experiences that encourage individual responses from a diverse range of learners? How do we assess for children's learning?

**EDCURRIC 117 15 Points**  
**Arts Education**

Inquire into the place of The Arts in education and develop capability and understanding through experiences in each of the four arts disciplines. Design for learning by applying pedagogical, curriculum, content and assessment knowledge to select approaches and resources for Arts learning experiences for valued outcomes for diverse akonga.

*Restriction: EDCURRIC 101*

**EDCURRIC 118 15 Points**  
**Early Childhood Curriculum**

Explores the notion of early childhood curriculum in early childhood education including the New Zealand curriculum. Introduces principles and theoretical perspectives of early childhood assessment aimed at empowering children to be competent and confident. Considers pedagogical implications of assessment for children's curriculum experiences within early learning environments.

**EDCURRIC 119 15 Points**  
**Health and Physical Education and Social Studies Education 1**

Explores the aims and purposes of Health and Physical Education and Social Studies Education. Pedagogies and practices that support learning and teaching in these areas are experienced and reflected on. Selection of content and development of appropriate planning decisions is practised

*Restriction: EDCURRIC 103, 106*

**Stage II**

**EDCURRIC 201 15 Points**  
**Mathematics and Statistics Education 2**

Develops knowledge, understandings and skills that are effective in the successful teaching of mathematics and statistics. Engage with planning, teaching and assessing mathematics and statistics in responsive ways designed to improve engagement and success for diverse learners of mathematics.

*Prerequisite: EDCURRIC 108*

*Restriction: EDCURRIC 204*

**EDCURRIC 202 15 Points**  
**Languages and Literacy Education Primary 2**

Deepens the knowledge, skills and attitudes associated with planning, teaching and assessing for individual students' learning in the English curriculum. Addresses questions such as: What are effective literacy practices for working with individual learners? How are wider concepts of literacy including bilingualism and biliteracy developed? How is learning monitored and assessed?

*Prerequisite: EDCURRIC 102*

*Restriction: EDCURRIC 203, EDCURRIC 202*

**EDCURRIC 203 15 Points**  
**Languages and Literacies in Education 2**

Applies learning focused pedagogical and curriculum content knowledge, using evidence to scaffold learning and to improve teaching.

*Prerequisite: EDCURRIC 109*

*Restriction: EDCURRIC 202*

**EDCURRIC 204 15 Points**  
**Primary Mathematics and Statistics Education 2**

Develops the knowledge, skills and understanding for designing quality learning experiences for diverse learners. Considers questions related to primary school mathematics and statistics education such as: What are the concepts



and learning progressions in the national curriculum? What theoretical models of teaching, learning and assessment best inform teachers about the growth of understanding? What constitutes effective teaching practice?

*Prerequisite:* EDCURRIC 104

*Restriction:* EDCURR 203, EDCURRM 204

#### **EDCURRIC 205 15 Points**

##### **Science and Technology Education 2**

Through inquiry, develop capability and understanding of the role of science and technology in education and society. Apply integration principles with pedagogical, content, assessment and curriculum knowledge to science and technology learning experiences resulting in valued outcomes for diverse ākonga.

*Prerequisite:* EDCURRIC 113

#### **EDCURRIC 206 15 Points**

##### **Health and Physical Education and Social Studies Education 2**

Critiques pedagogies and practices in Health and Physical Education and Social Studies in relation to their effectiveness for supporting diverse ākonga. Developing pedagogical, content, assessment and curriculum knowledge is utilised to design approaches for learning and teaching which promote valued outcomes for diverse ākonga.

*Prerequisite:* EDCURRIC 119

#### **EDCURRIC 207 15 Points**

##### **Curriculum and Pedagogy**

Critically examines theories, approaches and key curriculum influences. Examines the critical role of teacher knowledge, inquiry and reflection in implementing appropriate curriculum and assessment for infants, toddlers and young children. Critically explores the relationship between assessment, curriculum, pedagogy and learning, including Kaupapa Māori and Pasifika perspectives.

#### **EDCURRIC 208 15 Points**

##### **Investigation and Exploration**

Critically examines curriculum approaches that promote children's exploration and learning in science, technology, engineering and mathematics. Key concepts, processes and pedagogies relating to these disciplines are considered. Explores children's learning through play and holistic understandings of infant's, toddler's and young children's learning.

#### **EDCURRIC 209 15 Points**

##### **Literacies, Languages, and Cultures**

Critically explores responsive, equitable and inclusive pedagogies to support diverse ākonga in learning and developing languages and multi-modal literacies. Examines assessment, planning and teaching that take account of ākonga, whānau and communities. Issues related to literacies, languages and cultures in Aotearoa are critically examined. The construction and interpretation of children's texts are explored.

#### **EDCURRIC 211 15 Points**

##### **Languages and Literacies**

Develops knowledge, critical skills and dispositions associated with assessing, planning and teaching for children's learning in languages and literacies. Addresses questions such as: What do teachers need to know and be, to teach with diverse learners, family, whānau and communities? What resources and strategies maximise complexity and continuity such that all children identify

as competent and confident communicators in Aotearoa New Zealand?

*Restriction:* EDCURRIC 631

#### **EDCURRIC 212 15 Points**

##### **Mathematics in the Early Years**

Develops knowledge and understanding of early mathematical concepts and their relationship with holistic learning environments. Considers questions such as: What are early mathematical concepts? What is effective planning for mathematical possibilities within a play-based early childhood programme? What constitutes an holistic approach to mathematics learning?

#### **EDCURRIC 213 15 Points**

##### **Social Sciences Education**

Develops knowledge, skills, dispositions associated with children's learning and social sciences education. Addresses questions such as: What do teachers need to know about belonging, contribution, family and community, and empowerment? What do teachers need to understand about culture and identity? How does pedagogical documentation support learning and teaching? What resources and strategies maximise contribution and participation?

#### **EDCURRIC 216 15 Points**

##### **Hauora**

Inquires into socio-ecological determinants of health in New Zealand society and the implications of these for the tenets of hauora and holistic wellbeing. Critically considers learning and teaching approaches and resources which enhance the holistic wellbeing and participation of diverse ākonga and their whānau in early childhood contexts. Explores connections between the wellbeing of teachers and ākonga.

#### **EDCURRIC 217 15 Points**

##### **Creative Arts in the Early Years**

Explores the role of the Arts (dance, drama, music and visual art) in contributing to infants', toddlers', and young children's critical thinking and creativity. Theories and practices of teaching and learning in Arts education are examined, including Māori and Pasifika perspectives, and connections are made to children's play, holistic wellbeing, identities and citizenship.

#### **EDCURRIC 218 15 Points**

##### **Teaching Literacy and Maths**

A critical examination of ideas about, and strategies for, teaching literacy and mathematics, including teaching English as an additional language. Raises questions about what is important to learn, how teachers respond to students' diverse needs and strengths, including those of Māori and Pasifika learners, and multi-literacies. Considers the role of literacy and Maths in education, learners' futures and wider society.

#### **EDCURRIC 220 15 Points**

##### **Special Topic**

#### **EDCURRIC 234 15 Points**

##### **Physical Activity and Health**

Examines human physiological responses to physical work and the research evidence linking health and physical activity. Addresses such questions as: What is the nature of work? How do humans respond and adapt to work? What activities promote adaptation to physical work? What is the veracity of the evidence linking physical activity and health?

*Prerequisite:* 45 points from EDUC 142, EDCURRIC 132, 133, 135

**EDCURRIC 237** 15 Points  
**Recreation and Leisure**  
 Examines the nature of recreation and leisure in contemporary society. Addresses such questions as: How does leisure relate to concepts of lifestyle, work and play? What factors influence participation in recreation and leisure activities? How does one educate for leisure? Involves practical learning experiences.

**EDCURRIC 244** 15 Points  
**Special Study**

**EDCURRIC 255** 15 Points  
**Special Study**

**EDCURRIC 277** 15 Points  
**Special Study**

**EDCURRIC 288** 15 Points  
**Special Study**

### Stage III

**EDCURRIC 303** 15 Points  
**Scientific and Technological Literacies: Primary**  
 Develops a critical view of scientific and technological literacies and an understanding of their inter-relationship within a range of learning environments. Asks questions such as: What are scientific and technological literacies? What do teachers need to know to be scientifically and technologically literate? How can teachers develop a quality science/technology learning environment?  
*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

**EDCURRIC 310** 15 Points  
**Pasifika Learners**  
 Examines what helps Pasifika learners to succeed in New Zealand education. Addresses questions such as: Who are Pasifika learners? How is Pasifika success addressed in classrooms/centres? How can the study of Pasifika learners help promote effective teaching in multiethnic primary and intermediate schools in New Zealand?  
*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

**EDCURRIC 315** 15 Points  
**Special Topic**

**EDCURRIC 322** 15 Points  
**Special Study**

**EDCURRIC 325** 15 Points  
**Curriculum in Maths and Literacy 1**  
 Investigate the learning and teaching of Mathematics and Statistics and English learning areas. Critically examine teaching approaches, resources (including digital technologies) and learner progressions to understand how students learn in Mathematics and Statistics and English. Build essential knowledge and skills for Teaching as Inquiry in these areas.  
*Restriction:* EDCURRIC 625

**EDCURRIC 326** 15 Points  
**Curriculum in Maths and Literacy 2**  
 Investigate how responsive pedagogies develop learners and teachers of the Mathematics and Statistics, and English learning areas. A Teaching-as-Inquiry approach will draw on research evidence to develop knowledge, understandings and skills, and planning and assessment strategies, known to improve outcomes for all learners.  
*Restriction:* EDCURRIC 626

**EDCURRIC 335** 15 Points  
**Research Study in Health and Physical Education**  
 Examines research philosophy, approaches and methods in education as a basis for informing professional practice in health and physical education. Addresses such questions as: How can teachers use research to inform their teaching? What represents quality research in educational settings? What issues influence the design and conduct of a research project?  
*Prerequisite:* At least 60 points from EDCURRIC 230-241, 333-337

**EDCURRIC 338** 15 Points  
**Enhancing Teaching Through Science**  
 Investigates personal conceptual science understandings and selected science education research to inform effective practice. Selected scientific concepts will be examined to provide experience in enhancing teaching through science and engaging children in effective learning in a variety of environments.  
*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation  
*Restriction:* EDCURRIC 260

**EDCURRIC 339** 15 Points  
**Developing Classroom Mathematics Programmes**  
 Develops knowledge and understanding of classroom mathematics procedures and learning environments. Examines the integrated nature of learning, teaching and assessment with respect to long term programmes. Aims to further develop teacher confidence in, and positive attitudes toward, the teaching and learning of mathematics through critical analysis and personal reflection.  
*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

**EDCURRIC 345** 15 Points  
**Literacy in the Primary School**  
 An exploration of a variety of literacy processes, approaches, strategies and resources relevant to literacy learning and teaching in the New Zealand primary school curriculum. The emphasis will be on the place of reading and its relationship to oral, written and visual language.

**EDCURRIC 349A** 7.5 Points  
**EDCURRIC 349B** 7.5 Points  
**Understanding and Extending Mathematical Thinking**  
 An investigation of a wide range of strategies that children use to solve mathematical problems. Reflects on reasons for learners' naive conceptions and subsequent planning for teaching thinking strategies.  
*To complete this course students must enrol in EDCURRIC 349 A and B*

**EDCURRIC 350** 15 Points  
**Teaching Mathematics Investigations**  
 An examination of investigative approaches to the teaching and learning of mathematics within the context of problem solving.  
*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

**EDCURRIC 356** 15 Points  
**Teaching and Learning in the Visual Arts**  
 Extends the theoretical and practical knowledge base for visual arts teaching and learning. Examines pedagogies used to support the development of visual arts literacy. Connects learning in the visual arts with the guiding structures of national curriculum documents and investigates issues such as addressing diversity and using

new technologies. Identifies action and reflection practices that enhance visual arts learning.

**EDCURRIC 361** 15 Points

### **The Performance Arts in Education**

A critical examination of the performance of creating in the arts. The processes of creating and shaping works selected from dance, drama, music and the visual arts will be analysed and used to plan and implement arts education practices in specified educational settings.

*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

**EDCURRIC 362** 15 Points

### **Drama and Learning**

An examination of the learning processes initiated by the use of drama in the classroom with a particular focus on language use. There will be opportunity to design, implement and evaluate drama programmes.

*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

**EDCURRIC 363** 15 Points

### **Drama Studies**

An exploration of practical and theoretical activities relating to drama and performance in a range of contexts.

**EDCURRIC 364** 15 Points

### **Special Topic**

**EDCURRIC 365** 15 Points

### **Special Topic**

**EDCURRIC 366** 15 Points

### **Special Topic**

**EDCURRIC 368** 15 Points

### **Initiating and Supporting Learning in Music**

Development of the knowledge base for the teacher of Music, linking curriculum design and principles with practical experience of The Arts in the New Zealand Curriculum document, while offering opportunities for reflection on practice.

*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

**EDCURRIC 369A** 7.5 Points

**EDCURRIC 369B** 7.5 Points

### **Mathematical Literacy for Lower-achieving Students**

Approaches for teaching individuals or small groups who have been identified as achieving below expectations in mathematics in New Zealand primary and secondary schools will be explored. Numeracy assessment tools that identify the problems that students have with mathematical language and mathematical symbols will be explored.

*Prerequisite:* EDCURRIC 349

To complete this course students must enrol in EDCURRIC 369 A and B

**EDCURRIC 386** 15 Points

### **Languages and Social Sciences**

Develops knowledge, skills and dispositions for teaching in Social Sciences and Learning Languages. Examines how people behave and influence the world, going beyond our immediate experience to explain how our own society through a critical examination of Te Tiriti o Waitangi and Aotearoa New Zealand histories in the context of fostering participation as active and informed global citizens.

**EDCURRIC 387** 15 Points

### **The Arts, Health and PE**

Critically explores the place of the arts, and health

and physical education in education, society and policy. Develops knowledge and skills for creative and transformative teaching in the arts and HPE learning areas. Examines how learning in the arts, health and physical education can engage diverse learners, be integrated across the curriculum, and enhance wellbeing within school environments.

**EDCURRIC 388** 15 Points

### **Science and Technology Curriculum**

Explores and critiques the role of science and technology in education and society. Uses integration principles together with content and pedagogical knowledge to develop and teach science and technology learning experiences resulting in valued outcomes for diverse ākonga. Explores planning and assessment processes for science and technology.

## **Stage IV**

**EDCURRIC 430** 15 Points

### **Curriculum Issues in Health and Physical Education**

Critically examines the construction of health and physical education in the curriculum. Addresses questions such as: What stands for health and physical education in the curriculum? What contemporary issues face health and physical education teachers? What factors influence how curriculum is constructed and experienced?

*Prerequisite:* At least 60 points from EDCURRIC 230-241, 333-337

**EDCURRIC 431** 15 Points

### **Physical Education Pedagogy**

Examines the nature and characteristics of quality teaching in physical education. Addresses such questions as: What legal and ethical issues mediate professional practice? How can a focus on diversity help learners in physical education contexts? What teaching methodologies, management strategies and resources underpin quality practice in physical education?

*Prerequisite:* EDPROFST 303

**EDCURRIC 433** 15 Points

### **The Health Educator**

Critically analyses the professional responsibilities and roles of health educators in schools. Addresses such questions as: What are the issues and dilemmas associated with teaching health education? What values and beliefs underpin teaching approaches in health education? How is health education influenced by external factors? How do teachers resolve ethical and professional dilemmas and challenges related to teaching this subject?

*Prerequisite:* EDCURRIC 235, 333

## **Diploma Courses**

**EDCURRIC 600** 15 Points

### **Literacies, Languages, Cultures**

Critically explores responsive, equitable and inclusive pedagogies to support diverse ākonga in learning and developing languages and multi-modal literacies. Examines assessment, planning and teaching that take account of ākonga, whānau and communities. Issues related to literacies, languages and cultures in Aotearoa are critically examined. The construction and interpretation of children's texts are explored.

*Restriction:* EDCURRIC 631

**EDCURRIC 601** 15 Points

### **Creative Arts in the Early Years**

Explores the role of the Arts (dance, drama, music and

visual art) in contributing to infants', toddlers', and young children's critical thinking and creativity. Theories and practices of teaching and learning in Arts education are examined, including Māori and Pasifika perspectives, and connections are made to children's play, holistic wellbeing, identities and citizenship.

*Restriction: EDCURRIC 632*

#### **EDCURRIC 604 10 Points**

##### **Health and Physical Education**

Develops understandings of the theories, concepts and practices that support learning and teaching in health and physical education. It will examine such questions as: How are teachers informed in these subjects? How do teachers implement quality learning experiences based on the health and physical education curriculum for effective learning to occur for a diverse range of learners?

#### **EDCURRIC 610 10 Points**

##### **Science Education**

Develops an appreciation of the nature of science which supports conceptual understandings and quality teaching and learning approaches in science education. Addresses questions such as: How do teachers design quality learning environments based on the science curriculum so that positive engagement and effective learning can occur for a diverse range of learners? How is achievement determined and monitored?

#### **EDCURRIC 611 10 Points**

##### **Social Studies Education**

Develops students' knowledge and skills associated with planning for teaching and learning in Social Studies. Addresses questions such as: What do teachers need to know and understand about the history, nature and purpose of Social Studies education? What do teachers need to know about curriculum requirements, teaching methodologies, management strategies and resources to successfully plan for students' diverse needs?

#### **EDCURRIC 613 10 Points**

##### **Special Topic**

#### **EDCURRIC 620 15 Points**

##### **Special Topic**

#### **EDCURRIC 621 15 Points**

##### **Arts, Language and Literacies Education 1**

Develops knowledge, skills and understandings necessary to plan, teach and assess diverse learners in arts, language and literacies by addressing such questions as: Why are these curriculum areas important in the junior school and beyond? How do teachers design and resource quality programmes in order to encourage children to become confident, competent communicators and to maximise their achievement in these areas?

*Restriction: EDCURRIC 101, 202, 605*

#### **EDCURRIC 622 15 Points**

##### **Arts, Language and Literacies Education 2**

Extends knowledge, skills and dispositions necessary to plan for, teach and assess diverse learners in arts, language and literacies by addressing such questions as: Why are these curriculum areas important to middle/senior primary school learning? What resources, strategies and approaches will maximise achievement? How do teachers design quality teaching and learning programmes which

encourage children to become competent communicators in these areas?

*Prerequisite: EDCURRIC 621*

*Restriction: EDCURRIC 101, 202, 606*

#### **EDCURRIC 623 15 Points**

##### **Investigation and Exploration**

Critically examines curriculum approaches that promote children's exploration and learning in science, technology, engineering and mathematics. Key concepts, processes and pedagogies relating to these disciplines are considered. Explores children's learning through play and a holistic understanding of infants, toddlers and young children.

*Restriction: EDCURRIC 635*

#### **EDCURRIC 624 15 Points**

##### **Curriculum and Pedagogy**

Critically examines theories, approaches and key curriculum influences. Examines the critical role of teacher knowledge, inquiry and reflection in implementing appropriate curriculum and assessment for infants, toddlers and young children. Critically explores the relationship between assessment, curriculum, pedagogy, and learning, including Kaupapa Māori and Pasifika perspectives.

*Restriction: EDCURRIC 630, EDPROFST 621, 622*

#### **EDCURRIC 625 15 Points**

##### **Curriculum: Maths and Literacy 1**

Investigate the learning and teaching of Mathematics and Statistics and English learning areas. Critically examine teaching approaches, resources (including digital technologies) and learner progressions to understand how students learn in Mathematics and Statistics and English. Build essential knowledge and skills for Teaching as Inquiry in these areas.

*Restriction: EDCURRIC 325, 621, 622, 628, 629*

#### **EDCURRIC 626 15 Points**

##### **Curriculum: Maths and Literacy 2**

Investigate how responsive pedagogies develop learners and teachers of the Mathematics and Statistics, and English learning areas. A Teaching-as-Inquiry approach will draw on research evidence to develop knowledge, understandings and skills, and planning and assessment strategies, known to improve outcomes for all learners.

*Prerequisite: EDCURRIC 625*

*Restriction: EDCURRIC 326, 621, 622, 628, 629*

#### **EDCURRIC 627 45 Points**

##### **EDCURRIC 627A 15 Points**

##### **EDCURRIC 627B 30 Points**

##### **Designing the Wider Curriculum**

Students will experience, participate in, inquire into and critically examine the content, theory and pedagogy of five Learning Areas of the New Zealand Curriculum: Health and Physical Education, The Arts, Science, Technology, and Social Studies.

*Restriction: EDCURRIC 604, 610, 611, 621, 622*

*To complete this course students must enrol in EDCURRIC 627 A and B, or EDCURRIC 627*

#### **EDCURRIC 628 15 Points**

##### **Mathematics, Statistics and Technology Education 1**

Develops knowledge and understanding of the nature of mathematics, statistics and technology education by addressing questions such as: What is the nature and purpose of mathematics, statistics and technology education in the New Zealand Curriculum? What are the components, key concepts and learning progressions in the

national curriculum? What constitutes effective teaching practices?

*Restriction: EDCURRIC 608, 612*

**EDCURRIC 629 15 Points**  
**Mathematics, Statistics and Technology Education 2**

Develops the knowledge, skills and understanding for designing quality learning experiences in mathematics, statistics and technology education for diverse learners by addressing questions such as: What are the mathematical, statistical and technological concepts and learning progressions in the national curriculum? What constitutes effective teaching practices?

*Prerequisite: EDCURRIC 628*

*Restriction: EDCURRIC 609, 612*

**EDCURRIC 630 15 Points**  
**Early Years Curriculum**

Critically evaluates appropriate curriculum for infants, toddlers and young children in early years settings. Integrated approaches to learning and teaching will be emphasised. Addresses, explores and examines questions about complex relationships between curriculum approaches, current learning theory, teachers' professional knowledge, and assessment, planning and evaluation practices with reference to early childhood curriculum.

**EDCURRIC 631 15 Points**  
**Languages and Cultures**

Develops knowledge, skills and attitudes associated with the planning, teaching and assessing of languages and literacies. Addresses such questions as: What are the interrelationships between languages and cultures in a Pacific nation? What influences construction and interpretation of meaning in text? What are the issues for family/whānau, teachers and learners relating to all children becoming confident, competent communicators in Aotearoa?

*Restriction: EDCURRIC 211*

**EDCURRIC 632 15 Points**  
**The Arts**

Develops understanding of the knowledge, skills and attitudes required to optimise learning and teaching in the arts. Involves a focused inquiry into music, dance, drama and visual arts in early childhood settings. Addresses such questions as: How do specific learning and teaching approaches and strategies motivate and enhance all children's learning?

**EDCURRIC 633 15 Points**  
**Te Ao Māori Early Childhood Education**

Develops competence in te reo Māori and mātauranga Māori. Addresses the needs and aspirations of Māori learners and communities in order to improve educational outcomes. Critically reviews Te Tiriti o Waitangi and Māori pedagogies in relation to teachers' practices. Addresses questions such as: What are the historical and contemporary research and issues for Māori in education?

**EDCURRIC 634 15 Points**  
**Hauora**

Develops understandings of hauora/well-being and belonging. Inquires into key concepts of health, physical education and social sciences. What images do we hold of children? What does identity mean for learners in a Pacific nation? Why is identity critical for Pasifika learners? What specific learning and teaching approaches and resources

enhance the well-being and participation of children in a diverse society?

*Restriction: EDPROFST 101*

**EDCURRIC 635 15 Points**  
**Exploration**

Develops pedagogical content knowledge and understanding in science, mathematics and technology. Considers such questions as: What are key early concepts, processes and possible learning progressions? What constitutes effective learning and teaching approaches to promote children's exploration?

**EDCURRIC 636 15 Points**  
**Designing the Wider Curriculum 1**

Students will experience, participate in, inquire into and critically examine the content, theory and pedagogy of five Learning Areas of the New Zealand Curriculum: Health and Physical Education, The Arts, Science, Technology, and Social Studies.

*Restriction: EDCURRIC 604, 610, 611, 621, 622, 627*

**EDCURRIC 637 30 Points**  
**Designing the Wider Curriculum 2**

Students will experience, participate in, inquire into and critically examine the content, theory and pedagogy of five Learning Areas of the New Zealand Curriculum: Health and Physical Education, The Arts, Science, Technology, and Social Studies.

*Prerequisite: EDCURRIC 636*

*Restriction: EDCURRIC 604, 610, 611, 621, 622*

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**Postgraduate 700 Level Courses**

**EDCURRIC 700 30 Points**  
**Contemporary Pedagogies - Level 9**

Critical examination of contemporary pedagogical approaches and teachers' own professional knowledge and practice associated with curriculum delivery, appropriate for all learners and their educational outcomes, traversing the early childhood, primary and secondary sectors.

**EDCURRIC 701 30 Points**  
**Special Topic**

**EDCURRIC 702 30 Points**

**The Arts: Creative Practices**

Students will critically explore creative practices in research and pedagogy within and between dance, drama, music and visual arts. The emphasis is on exploring emerging visions, theoretical perspectives and arts-based approaches which broaden relationships through postmodern practices in research and pedagogy appropriate to students living in a multicultural society, globalised world, and digital age.

**EDCURRIC 704 30 Points**  
**Bridging Science and Society**

A detailed examination of ideas and strategies for making science relevant to both teachers and learners. Topics will include notions of scientific literacy; the work of scientists in real-life contexts; the nature of science and process of scientific inquiry; contemporary science education pedagogies; mana ōrite mō te Mātauranga Māori and the role of science education in improving public understanding of science.

*Restriction: EDPROFST 729*

EDCURRIC 705	30 Points
EDCURRIC 705A	15 Points
EDCURRIC 705B	15 Points

**Special Topic: Effective Language Teaching**

A practice-focused examination of effective teaching and learning of additional languages in school settings. Aligned with curricular expectations and underpinned by advances in the theory, research and best practice of teaching and learning languages, the course uses evidence-based evaluative inquiry to explore the design and implementation of responsive practices in contemporary language learning environments.

*Prerequisite:* Departmental approval

*Restriction:* EDPROFST 360

To complete this course students must enrol in EDCURRIC 705 A and B, or EDCURRIC 705

EDCURRIC 706	30 Points
<b>Researching Practice in the Second Language School Classroom - Level 9</b>	

Students will apply appropriate research methods and specialised knowledge in an independent investigation into a problem of practice in the second language school classroom. In an authentic setting, students will carry out the investigation and consider critically issues associated with the methods applied, including ethical concerns.

EDCURRIC 709A	15 Points
EDCURRIC 709B	15 Points

**Literacy Intervention: Individual Inquiry**

Students engage in advanced study of theory and research related to optimising Literacy Intervention effectiveness. A critical understanding of Literacy Processing theory and Literacy Intervention principles and practices is integral to support teachers in effectively working with children having difficulty with literacy learning. A practicum component involving daily teaching of four six-year-old children forming case studies for analysis is required.

*Prerequisite:* Departmental approval

To complete this course students must enrol in EDCURRIC 709 A and B

EDCURRIC 712A	15 Points
EDCURRIC 712B	15 Points

**Literacy Intervention: Design, Implementation and Research**

Critical analysis of issues and research related to the design and implementation of an effective early literacy intervention in an education system is central to this course. Emphasis is on facilitating the professional development and learning of Early Literacy Intervention teachers. Students observe and work with teachers and facilitators at professional learning centres.

*Prerequisite:* Departmental approval

To complete this course students must enrol in EDCURRIC 712 A and B

EDCURRIC 714	30 Points
<b>Exploring Mathematical Thinking</b>	

Provides an opportunity for teachers to critique historical number systems as a way of illuminating theoretical issues, and informing their teaching practice, around learning number and place value concepts.

EDCURRIC 720	30 Points
<b>Teaching with Digital Pedagogies - Level 9</b>	

A critical examination of research and practice in using digital technologies to transform classroom pedagogy and enhance students' learning experiences. Building on prior

knowledge and using the knowledge and skills developed in the course, students will identify a research focus of their choosing to test concepts of usage, and critically evaluate new instructional designs for using digital technologies in classrooms.

EDCURRIC 721	30 Points
<b>Mental Health and Wellbeing in Schools</b>	

How do we ensure that schools are wellbeing and mana-enhancing for children and youth? This course is an advanced examination of the theory and practice of mental health education, wellbeing and hauora in education settings. Emphasis will be placed on developing a substantive and integrated knowledge base, which can be applied to schools and other educational settings in practice.

EDCURRIC 722	30 Points
<b>Teacher Leadership for Learning Equity</b>	

Extends teachers' collaborative and innovative leadership in a curricular area of expertise to optimise learning equity for all students, with priority for Māori, Pacific and migrant children and youth, and those with special needs. Participants will facilitate a teaching initiative with colleagues using inclusive, linguistically and culturally sustaining pedagogies within a selected curriculum area/strand in schools or early childhood centres.

*Restriction:* EDCURRIC 718

EDCURRIC 723	30 Points
<b>STEM Education in Years 0-8</b>	

A practice-focused examination of how to meaningfully integrate science, technology, mathematics and statistics into a localised curriculum with students in Years 0-8. Students will critically examine STEM education, using research to first understand and critique examples drawn from practice, and then to develop an integrated and local learning experience that authentically draws on the STEM disciplines.

EDCURRIC 725	30 Points
<b>Special Topic: Curriculum Changes in Aotearoa</b>	

Students will critically analyse the key changes to Te Mātaiaho which includes the Common Practice Model for Literacy, Communication, and Maths strategy. Emphasis will be placed on building a substantive knowledge base on changes to the structure of the curriculum and changes to the vision, progressions and learning strands developments and the potential impact on equity and inclusion for all ākonga. Examines the implications of these changes for different stakeholders, including school leaders, teachers, students, parents and whānau in Aotearoa.

EDCURRIC 728	30 Points
EDCURRIC 728A	15 Points
EDCURRIC 728B	15 Points

**Special Topic: Current Issues: Sport, Health, Physical Education**

How do we address the challenges and opportunities facing teachers, leaders and practitioners in sport, health and physical education? This course critically examines current issues across these fields of practice from a range of perspectives. Students will undertake an investigation of specific issues relevant to their contexts.

To complete this course students must enrol in EDCURRIC 728 A and B, or EDCURRIC 728

**EDCURRIC 729** 30 Points  
**EDCURRIC 729A** 15 Points  
**EDCURRIC 729B** 15 Points  
**Special Study**  
 To complete this course students must enrol in EDCURRIC 729 A and B, or EDCURRIC 729

**EDCURRIC 730** 30 Points  
**Special Topic: Gender, Sexuality and Education**  
 Rangatahi (youth) in Aotearoa who identify as sex, gender and/or sexuality diverse are present across all schools. This course will explore policy, curriculum and pedagogical approaches that can support the inclusion, wellbeing and achievement of sex, sexuality and gender diverse youth. The course will be suitable for anyone working with rangatahi including (but not limited to) early childhood, primary, intermediate and secondary school leaders and teachers.

**EDCURRIC 731** 30 Points  
**Special Topic: Island Futures: Pacific youth wellbeing and education**  
 How do educators think about and respond to the diverse wellbeing needs of our Pacific youth in educational settings? This course takes a critical approach to understand the theoretical and practical applications of Pacific wellbeing so Pacific youth in the diaspora can thrive. Emphasis is placed on developing a robust understanding of Pacific youth wellbeing, while also developing mana-enhancing pedagogical practices that are underpinned by Pacific worldviews.

**EDCURRIC 740** 30 Points  
**EDCURRIC 740A** 15 Points  
**EDCURRIC 740B** 15 Points  
**Digital Interventions for Learning - Level 9**  
 A critical examination and application of current theory, research and practice into using digital tools as interventions to support struggling learners. Students will undertake an independent critical evaluation of the development, implementation and impact of a digital tool to accelerate their learning.  
 To complete this course students must enrol in EDCURRIC 740 A and B, or EDCURRIC 740

**EDCURRIC 750** 30 Points  
**Arts Research: Innovative Practices**  
 Students will critically explore emerging visions and theoretical concepts that broaden research practices in the Arts. Emphasis will be on how innovative Arts practices move attention from not just what is researched, but to how the research can be conducted and reported in creative ways. Topics include approaches such as narrative, autobiography, performative ethnography, reader's theatre, poetic inquiry, and a/r/tography.

**EDCURRIC 763** 30 Points  
**Special Topic**

**EDCURRIC 791** 30 Points  
**Enterprise and Innovation in Education**  
 Develops a critical understanding of relationships between business and education, the role of business, enterprise and innovation in the community and various theoretical underpinning frameworks. Develops an in-depth understanding of business practice and critiques opportunities for interaction between enterprise and educational institutions. This would include commercial opportunities for educational institutions as well as contribution to curriculum delivery.

**EDCURRIC 796A** 60 Points  
**EDCURRIC 796B** 60 Points  
**Med Thesis - Level 9**  
 To complete this course students must enrol in EDCURRIC 796 A and B

**EDCURRIC 797** 60 Points  
**EDCURRIC 797A** 30 Points  
**EDCURRIC 797B** 30 Points  
**Dissertation**  
 To complete this course students must enrol in EDCURRIC 797 A and B, or EDCURRIC 797

## Education Māori

### Stage I

**EDUCM 106** 15 Points  
**He Tirohanga ki te Mātauranga i Aotearoa**  
 Examines historical and contemporary topics and themes in Māori schooling and education, with particular reference to the revitalisation of te reo Māori. Considers Māori educational aspirations and questions in the context of Treaty, social justice and equity debates in Aotearoa New Zealand. Examines te reo Māori discourse relevant to educational contexts and themes investigated in this course.  
 Restriction: EDUCM 118

**EDUCM 198** 0 Points  
**Te Whakahua Reo Māori**  
 An online self-directed introductory te reo Māori course that provides opportunities to learn correct pronunciation and some basic language for use in professional situations.

**EDUCM 199** 0 Points  
**EDUCM 199A** 0 Points  
**EDUCM 199B** 0 Points  
**Te Reo Māori**  
 To complete this course students must attain a level of competency in te reo Māori as determined by the Faculty of Education and Social Work.  
 To complete this course students must enrol in EDUCM 199 A and B, or EDUCM 199

### Stage II

**EDUCM 203** 15 Points  
**Te Atawhai i te Rerenga Kētanga**  
 Analyses how experiences and outcomes for learners in contemporary education contexts are shaped by social constructions informed by class, ethnicity, culture, gender, sexuality, and (dis)ability. Examines the role of education policies and socio-historical context on teacher responsiveness to diversity and difference. Explores a range of transformative approaches. Particular attention is given to Pasifika learners.  
 Prerequisite: EDUCM 106  
 Restriction: EDPROFM 205

### Stage III

**EDUCM 300** 15 Points  
**Special Study**  
**EDUCM 324** 15 Points  
**Whiria Te Kaha Tūānitini**  
 Critically appraises philosophical perspectives on education to enable students to articulate a developing philosophy

and practice of teaching including the relationship between local, national and global politics and inclusive education in Aotearoa New Zealand. Highlights concepts of social justice, equity and diversity and relates these concepts to competing discourses of ability, (dis)ability and inclusion. Examines te reo Māori discourse appropriate to course content.

*Prerequisite:* EDUCM 203

### Postgraduate 700 Level Courses

EDUCM 739	30 Points
EDUCM 739A	15 Points
EDUCM 739B	15 Points

#### Special Study

To complete this course students must enrol in EDUCM 739 A and B, or EDUCM 739

EDUCM 794A	30 Points
EDUCM 794B	60 Points

#### Thesis - Level 9

*Corequisite:* 30 points from EDUC 735, 787, EDPRAC 751, EDPROFST 700, 754, 757

To complete this course students must enrol in EDUCM 794 A and B

EDUCM 795A	60 Points
EDUCM 795B	30 Points

#### Thesis - Level 9

*Corequisite:* 30 points from EDUC 735, 787, EDPRAC 751, EDPROFST 700, 754, 757

*Restriction:* EDUCM 794

To complete this course students must enrol in EDUCM 795 A and B

### Education Practice

#### Stage I

EDPRAC 100	15 Points
<b>Practicum 1</b>	

Builds relationships and establishes professional communication with ākonga and colleagues. Engages in collaborative teaching and learning. Explores the role of the professional teacher through an inquiry-based approach to teaching and learning.

*Prerequisite:* 30 points from BEd(Tchg) courses and EDPROFST 102

*Restriction:* EDPRAC 101

EDPRAC 101	15 Points
<b>The Professional Teacher: Primary 1</b>	

Develops knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience. Addresses questions such as: What does it mean to be a teacher? What does it mean to be a professional? How are teachers learners? How do teachers establish professional relationships in complex environments? Requires demonstration of emerging pedagogical practice.

*Prerequisite:* Any 45 points from courses in the BEd(Tchg) Schedule

*Restriction:* EDPROF 100, EDPRAC 102, 103, EDPRACM 101

EDPRAC 103	15 Points
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#### The Professional Teacher: Health and Physical Education

Develops the knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience. Addresses such

questions as: What does it mean to be a teacher, to be a professional, and to establish professional relationships in complex environments? Requires demonstration of developing pedagogical practice.

*Restriction:* EDPRAC 101, 102, EDPRACM 101

EDPRAC 105	15 Points
<b>Practicum 1</b>	

Builds relationships and establishes professional communication with ākonga and colleagues. Engages in collaborative teaching and learning. Explores the role of the professional teacher through an inquiry-based approach to teaching and learning.

*Prerequisite:* 30 points from BEd(Tchg) courses and EDPROFST 103

*Restriction:* EDPRAC 102

EDPRAC 106	15 Points
<b>Practicum 1</b>	

Uses research-informed approaches to develop understandings about how children learn. Develop skills in observational techniques and reflection exploring the diverse ways children learn in different curriculum areas, how they communicate, and how they respond in different contexts. Experience and explore authentic educational contexts, observe teacher's professional interactions, and connect these experiences with theory and the New Zealand curriculum.

#### Stage II

EDPRAC 201	15 Points
<b>Practicum Primary 2</b>	

Further develops the knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience. Addresses questions such as: How do I teach responsively and purposefully? How do I establish and maintain professional relationships in complex environments and manage the environment effectively and professionally to enable success for learners? Requires demonstration of effective developing pedagogical practice.

*Prerequisite:* EDPRAC 101 and any 75 points from courses in the BEd(Tchg) Schedule

*Restriction:* EDPROF 200, 210, EDPRAC 202, 203, EDPRACM 201

EDPRAC 202	15 Points
<b>Practicum Early Childhood 2</b>	

Further develops the knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience. Addresses questions such as: How do I teach responsively and purposefully; establish and maintain professional relationships in complex environments and manage the learning environment effectively and professionally to enable success for learners? Requires demonstration of effective developing pedagogical practice.

*Prerequisite:* EDPRAC 102 or EDPRACPK 102 and any 75 points from courses in the BEd(Tchg) Schedule

*Restriction:* EDPRAC 201, 203, EDPRACM 201

EDPRAC 203	15 Points
<b>Health and Physical Education Practicum 1</b>	

Further develops the knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience. Requires demonstration of developing pedagogical practice and addresses such questions as: Do I as a teacher practise responsibility and teach purposefully to establish



and maintain professional relationships in complex environments?

*Prerequisite:* EDPAC 103

*Restriction:* EDPAC 201, 202, EDPACM 201

#### **EDPRAC 204 15 Points** **Practicum 2**

Develops professional knowledge, skills and dispositions required for effective teaching and learning through an inquiry-based approach. Engages in noticing, recognising and responding to diverse learners. Practises and reflects on skills necessary to manage complex learning environments.

*Prerequisite:* EDPAC 100, EDPFST 102

*Restriction:* EDPAC 201

#### **EDPRAC 205 15 Points** **Practicum 2**

Develops professional knowledge, skills and dispositions required for effective teaching and learning through an inquiry-based approach. Engages in noticing, recognising and responding to diverse learners informed by or guided by curricula. Practises and reflects on skills necessary to manage complex learning environments.

*Prerequisite:* EDPAC 105, EDPFST 103

*Restriction:* EDPAC 202

#### **EDPRAC 206 15 Points** **Practicum 2**

Uses research-informed approaches to develop understandings about how education spaces are informed, shaped and utilised to enhance children's learning, including the role of planning and assessment. Critically explores how learning environments, schooling practices, people, places, policy, culture and current issues impact learning. Through practices of noticing and reflecting students consider their developing professional identity making links between theory and practice.

### **Stage III**

#### **EDPRAC 304 15 Points**

#### **EDPRAC 304A 5 Points**

#### **EDPRAC 304B 10 Points**

#### **Practicum 3**

Establishes and sustains culturally responsive, ethical, learner-focused relationships with ākonga, colleagues and whānau in complex environments. Utilises an inquiry-based approach to demonstrate competency in professional knowledge, and the skills and dispositions required for effective teaching in Aotearoa New Zealand.

*Prerequisite:* EDPFST 208, EDPAC 204

*Restriction:* EDPAC 305

*To complete this course students must enrol in EDPAC 304 A and B, or EDPAC 304*

#### **EDPRAC 307 15 Points**

#### **EDPRAC 307A 5 Points**

#### **EDPRAC 307B 10 Points**

#### **Practicum 3**

Establishes and sustains culturally responsive, ethical, learner-focused relationships with ākonga, colleagues and whānau in complex environments. Utilises an inquiry-based approach to demonstrate competency in professional knowledge, and the skills and dispositions required for effective teaching in Aotearoa New Zealand.

*Prerequisite:* EDPFST 212, EDPAC 205

*Restriction:* EDPAC 306

*To complete this course students must enrol in EDPAC 307 A and B, or EDPAC 307*

#### **EDPRAC 315 15 Points**

#### **Professional Practice 3**

Supports students to develop professional knowledge, skills and dispositions required for effective primary teaching in New Zealand. Examines what it means to demonstrate commitment to Te Tiriti o Waitangi. Builds professional relationships and enacts practices that sustain culturally responsive, ethical, learner-focused relationships with diverse ākonga, colleagues and whānau in complex environments. Developing ability to meet key teaching tasks Teaching Council requirements.

*Restriction:* EDPAC 615

#### **EDPRAC 316 15 Points**

#### **Professional Practice 4**

Supports students to develop professional knowledge, skills and dispositions required for effective primary teaching in New Zealand. Examines what it means to demonstrate commitment to Te Tiriti o Waitangi. Builds professional relationships and enacts practices that sustain culturally responsive, ethical, learner-focused relationships with diverse ākonga, colleagues and whānau in complex environments. Demonstrates ability to meet key teaching tasks to meet Teaching Council requirements.

*Restriction:* EDPAC 616

### **Stage IV**

#### **EDPRAC 403 15 Points**

#### **Advanced Health and Physical Education Practicum**

Critically evaluates personal pedagogy to consolidate understanding and management of the learning and teaching processes. Requires demonstration of informed and ethical practice and addresses such questions as: How do I manage the complexity of teaching?

*Prerequisite:* EDPAC 303

### **Diploma Courses**

#### **EDPRAC 607 30 Points**

#### **EDPRAC 607A 15 Points**

#### **EDPRAC 607B 15 Points**

#### **Professional Practice in Context**

Uses an evidence-based approach to develop professional knowledge, skills and dispositions for effective teaching in primary and middle school contexts. Addresses what it means to establish effective professional relationships and to teach inclusively and purposefully in complex environments. Requires demonstration of informed and ethical pedagogy.

*To complete this course students must enrol in EDPAC 607 A and B, or EDPAC 607*

#### **EDPRAC 608 30 Points**

#### **EDPRAC 608A 15 Points**

#### **EDPRAC 608B 15 Points**

#### **Professional Learning in Practice**

Uses an evidence-based approach to develop professional knowledge, skills and dispositions for effective teaching in secondary school contexts. Questions include: what does it mean to establish positive professional relationships and to teach inclusively and purposefully in complex environments? Requires demonstration of informed and ethical pedagogy.

*Restriction:* EDPAC 604

*To complete this course students must enrol in EDPAC 608 A and B, or EDPAC 608*

EDPRAC 611	30 Points
EDPRAC 611A	15 Points
EDPRAC 611B	15 Points

**Professional Practice: Primary**

Uses an evidence-based approach to support students to develop the professional knowledge, skills, and dispositions required for effective primary teaching in Aotearoa New Zealand, while examining what it means to demonstrate commitment to Te Tiriti o Waitangi. Builds professional relationships and enacts practices that sustain culturally responsive, ethical, learner-focused relationships with diverse ākonga, colleagues, and whānau in complex environments.

*Restriction: EDPRAC 600, 607, 608, 621, 622*

*To complete this course students must enrol in EDPRAC 611 A and B, or EDPRAC 611*

EDPRAC 612	30 Points
EDPRAC 612A	15 Points
EDPRAC 612B	15 Points

**Professional Practice: Secondary**

Uses an evidence-based approach to support students to develop the professional knowledge, skills, and dispositions required for effective secondary teaching in Aotearoa New Zealand, while examining what it means to demonstrate commitment to Te Tiriti o Waitangi. Builds professional relationships and enacts practices that sustain culturally responsive, ethical, learner-focused relationships with diverse ākonga, colleagues, and whānau in complex environments.

*Restriction: EDPRAC 600, 607, 608, 621, 622*

*To complete this course students must enrol in EDPRAC 612 A and B, or EDPRAC 612*

EDPRAC 613	15 Points
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**Professional Practice 1: Early Childhood Education**

Uses an evidence-based approach to support students to develop the professional knowledge, skills and dispositions required for effective ECE teaching in Aotearoa New Zealand, while examining what it means to demonstrate commitment to Te Tiriti o Waitangi. Ākonga build professional relationships and enact practices that sustain culturally responsive, ethical, learner-focused relationships with diverse ākonga, colleagues and whānau in complex environments.

*Restriction: EDPRAC 600, 607, 608, 610, 621, 622*

EDPRAC 614	15 Points
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**Professional Practice 2: Early Childhood Education**

A continuation of EDPRAC 613. Uses an evidence-based approach to support students to develop the professional knowledge, skills and dispositions required for effective ECE teaching in Aotearoa New Zealand, while examining what it means to demonstrate commitment to Te Tiriti o Waitangi. Ākonga build professional relationships and enact practices that sustain culturally responsive, ethical, learner-focused relationships with diverse ākonga, colleagues and whānau in complex environments.

*Prerequisite: EDPRAC 613*

*Restriction: EDPRAC 600, 607, 608, 621, 622*

EDPRAC 615	15 Points
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**Professional Practice 1: Primary**

Uses an evidence-based approach to support students to develop the professional knowledge, skills and dispositions required for effective primary teaching in Aotearoa New Zealand, while examining what it means to demonstrate commitment to Te Tiriti o Waitangi. Builds professional relationships and enacts practices that sustain culturally

responsive, ethical, learner-focused relationships with diverse ākonga, colleagues and whānau in complex environments.

*Restriction: EDPRAC 315, 607, 611*

EDPRAC 616	15 Points
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**Professional Practice 2: Primary**

A continuation of EDPRAC 615. Uses an evidence-based approach to support students to develop the professional knowledge, skills and dispositions required for effective primary teaching in Aotearoa New Zealand, while examining what it means to demonstrate commitment to Te Tiriti o Waitangi. Builds professional relationships and enacts practices that sustain culturally responsive, ethical, learner-focused relationships with diverse ākonga, colleagues and whānau in complex environments.

*Prerequisite: EDPRAC 615*

*Restriction: EDPRAC 316, 600, 607, 608, 621, 622*

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**Postgraduate 700 Level Courses**

EDPRAC 703	30 Points
EDPRAC 703A	15 Points
EDPRAC 703B	15 Points

**Special Study**

*Prerequisite: Head of Programme approval required*

*To complete this course students must enrol in EDPRAC 703 A and B, or EDPRAC 703*

EDPRAC 750	30 Points
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**Special Topic**

EDPRAC 751	30 Points
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**Practitioner Inquiry**

Students will explore what it means to take an 'inquiry stance' as a framework for posing, investigating and addressing practice issues. They will investigate a range of practitioner research approaches, develop an understanding of practitioner research methods and design a well justified research question and proposal for an ethical investigation of a professional practice setting.

EDPRAC 752	30 Points
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**Special Topic**

EDPRAC 753A	15 Points
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EDPRAC 753B	15 Points
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**Portfolio of Professional Practice**

Within the context of concurrent field-based teaching, advances professional, analytical and reflective skills in completing a sustained portfolio of teaching practice evidence. Students complete and evaluate a practitioner-inquiry investigation project in a specialist learning area, consistent with the valued learner outcomes as defined by the New Zealand Curriculum.

*To complete this course students must enrol in EDPRAC 753 A and B*

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**Education Practice Māori**

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**Stage I**

EDPRACM 100	15 Points
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**Noho ā-kura 1**

Builds relationships and establishes professional communication with ākonga and colleagues. Engages in collaborative teaching and learning. Explores the role of the professional teacher through an inquiry-based approach to

teaching and learning. Examines the te reo Māori discourse relevant to the practicum context.

*Prerequisite:* 30 points from BEd(Tchg) courses and EDPROFM 102

*Restriction:* EDPRACM 101

### Stage II

#### EDPRACM 204 15 Points Noho ā-kura 2

Develops professional knowledge, skills and dispositions required for effective teaching and learning through an inquiry-based approach. Engages in noticing, recognising and responding to diverse learners informed by or guided by curricula. Practises and reflects on skills necessary to manage complex learning environments. Examines the te reo Māori discourse relevant to the practicum context.

*Prerequisite:* EDPRACM 100

*Restriction:* EDPRACM 201

### Stage III

#### EDPRACM 304 15 Points

#### EDPRACM 304A 5 Points

#### EDPRACM 304B 10 Points

#### Noho ā-kura 3

Builds and sustains culturally responsive, ethical, learner-focused relationships with ākonga, colleagues and whānau in complex learning or education environments. Utilises an inquiry-based approach to demonstrate competency in professional knowledge, and the skills and dispositions required for effective teaching in Aotearoa New Zealand. Examines te reo Māori discourses relevant to the practicum context.

*Prerequisite:* EDPROFM 101, EDPRACM 204

*Restriction:* EDPRACM 302

To complete this course students must enrol in EDPRACM 304 A and B, or EDPRACM 304

## Education Practice Pasifika

### Stage I

#### EDPRACPK 102 15 Points

#### Faiakoga o akoga kamata 1

Develops knowledge, skills and attitudes associated with effective pedagogical practice through integrating research, theory and practical experience. What does it mean to be a teacher in Pasifika and general ECE settings? What does it mean to be a professional? How are teachers learners? How do teachers use Pasifika languages and cultures in professional relationships? Requires demonstration of effective emerging pedagogy.

*Prerequisite:* Any 45 points from courses in the BEd(Tchg) Schedule

*Restriction:* EDPRAC 101, 102, 103, EDPRACM 101

## Education Professional

### Stage III

#### EDPROF 309 15 Points Ako

Critically examines implications for effective learning and teaching from a range of perspectives. Addresses what teachers need to know about learners, how they develop and learn, how to use evidence to promote learning, and the development of self-regulating learners and teachers.

Critically explores teacher expectations, planning and assessment. Develop strategies for inclusion, neurodiversity and responsive pedagogies.

## Postgraduate 700 Level Courses

#### EDPROF 700 15 Points

#### Interdisciplinary Pedagogy in New Zealand

Critically analyses the bi-cultural, multicultural, social, political, economic, historical and legal contexts of teaching and learning in New Zealand. Examines and evaluates pedagogical theories, evidence informed practices, and attitudes that are critical to being a professional teacher of adolescent learners in New Zealand.

#### EDPROF 701 30 Points

#### Accelerating Achievement

Focuses on assessment practices in the context of secondary education in Aotearoa New Zealand, and addresses the enduring challenge of equity in schools to accelerate the achievement of priority learners. Students will engage with current assessment practices, including national qualifications, and will use data and evidence-based research in developing teaching, learning, and assessment practices.

#### EDPROF 702 30 Points

#### Curriculum Design in Practice

Critically examines challenges in curriculum conception, design, and enactment in relation to the effects of the discourses of 21st century learning, particularly in the context of Aotearoa New Zealand. Draws on research to examine the knowledge versus skills debate in the high autonomy context of curriculum making in educational settings in New Zealand.

#### EDPROF 704 30 Points

#### Advanced Study of Education Practice - Level 9

Students will undertake an advanced study of contemporary issues, innovations, or curriculum and pedagogical advancement relating to educational practice. This will involve independent work demonstrating application of highly specialised knowledge that is at the forefront of contemporary education practice.

*Prerequisite:* 60 points from the Master of Education Practice Schedule with a GPA of 5.0 or higher

#### EDPROF 705 30 Points

#### EDPROF 705A 15 Points

#### EDPROF 705B 15 Points

#### Language Learning Needs

Investigates strategies to identify, analyse and respond to additional language learning needs of learners from early childhood to secondary settings. Acknowledges the role of first/heritage languages and culture, and philosophies of empowerment. Examines pedagogical frameworks for planning effective language and content integrated teaching. Students review, trial and modify tasks and learning sequences for specific teaching contexts.

*Restriction:* EDPROFST 227, 372

To complete this course students must enrol in EDPROF 705 A and B, or EDPROF 705

#### EDPROF 706 30 Points

#### The Psychology of Teaching

Critically examines and evaluates contemporary psychological theories of learning and teaching and how these can be applied to professional practice.

<b>EDPROF 707</b>	<b>30 Points</b>
<b>EDPROF 707A</b>	<b>15 Points</b>
<b>EDPROF 707B</b>	<b>15 Points</b>

**Bilingual Education**

Examines theories, models, and principles for bilingualism and Bilingual Education, as well as multilingual approaches in English-medium contexts. Investigates and critiques programmes, pedagogical approaches, resources, and strategies for bilingual learners in English-medium, Māori-medium, Pacific bilingual/immersion, early childhood, primary or secondary educational contexts. Students develop policy, curriculum and assessment materials suitable for bilingual learners in a particular educational context.

*Restriction: EDPROFST 226, 377*

*To complete this course students must enrol in EDPROF 707 A and B, or EDPROF 707*

<b>EDPROF 708</b>	<b>30 Points</b>
<b>EDPROF 708A</b>	<b>15 Points</b>
<b>EDPROF 708B</b>	<b>15 Points</b>

**Critical Literacy and Assessment**

An exploration of the theory, research and issues for effective critical literacy pedagogy within multicultural environments. A critical investigation into assessment methodologies for socio-culturally and linguistically diverse learners. Focuses on developing effective language assessment practices and policies for learners from diverse backgrounds and in a variety of educational contexts, with specific focus on the Aotearoa New Zealand context.

*Restriction: EDPROFST 375, 378*

*To complete this course students must enrol in EDPROF 708 A and B, or EDPROF 708*

<b>EDPROF 709</b>	<b>30 Points</b>
<b>Early Childhood Leadership - Level 9</b>	

A practice-focused course that introduces and critiques leadership theory and research in order to examine leadership beliefs and attitudes. Advanced examination of leadership in early childhood education from a range of perspectives. Will develop and strengthen leadership practices to improve outcomes for children, families and whānau.

<b>EDPROF 722</b>	<b>30 Points</b>
<b>EDPROF 722A</b>	<b>15 Points</b>
<b>EDPROF 722B</b>	<b>15 Points</b>

**Language Focused Curriculum**

Examines Second Language Acquisition/learning processes. Investigates models and principles of course design as they relate to devising language and content programmes. Applies a functional-grammar approach to the context of language learning in the curriculum. Focuses on ways of implementing and sustaining language-focused content teaching in diverse educational settings. Discusses the relationship between culture, power, language, language policy and curriculum.

*Prerequisite: EDPROF 705*

*Restriction: EDPROFST 373, 374*

*To complete this course students must enrol in EDPROF 722 A and B, or EDPROF 722*

<b>EDPROF 724</b>	<b>30 Points</b>
<b>Developing Communities of Learning - Level 9</b>	

Critically examines key theoretical concepts and processes related to networked improvement communities, with a specific focus on optimising their development as drivers of change. Emphasis is on integrating theory and practice,

especially concepts of equity and collaborative practices as they relate to solving problems of practice within and across educational settings.

<b>EDPROF 725</b>	<b>30 Points</b>
<b>Leading Mathematics Curriculum and Change</b>	

A critical examination of current issues relating to Mathematics and Statistics education in New Zealand and global contexts. This course explores the research literature to inform problems of practice in the teaching and learning of mathematics and statistics.

*Restriction: EDPROFST 787*

<b>EDPROF 732</b>	<b>30 Points</b>
<b>Collaboration and Inclusive Practices</b>	

An examination of collaboration and inclusive practices, centred on improving the experience of diverse learners. Provides an opportunity to critically examine, develop and practice collaboration and inclusive practices, building capacity to work with other professionals, families, communities and learners themselves. Evaluates what it takes to move from an individualistic to a collaborative professional culture to build and support inclusive practices.

<b>EDPROF 737</b>	<b>30 Points</b>
<b>Ako: Learning to Learn and Teaching to Learn - Level 9</b>	

Critically examines strategies that support responsive teaching, effective learning and the development of self-regulating learners and teachers. They will utilise the methodology of narrative inquiry to produce an advanced critical analysis and evaluation of personal practice.

<b>EDPROF 738</b>	<b>15 Points</b>
<b>Te Ao Māori</b>	

Students will critically examine the cultural competencies required for teachers of Māori learners, as well as the significance of the cultural locatedness of the teacher in relation to learners, their whānau and communities.

<b>EDPROF 739</b>	<b>15 Points</b>
<b>Differentiating Learning for Literacy and Mathematics</b>	

Students will experience and inquire into what responsive pedagogies mean for learners and teachers in literacy and mathematics. They will develop knowledge, understandings and skills in both curriculum areas that are known to improve outcomes for priority learners.

<b>EDPROF 740</b>	<b>15 Points</b>
<b>Promoting Learning through Inquiry: Understanding our Communities</b>	

Students will explore, experience and develop understandings of themselves within and across communities. They will be expected to apply these understandings to promote physical, social and emotional wellbeing and connectedness with others.

<b>EDPROF 741</b>	<b>15 Points</b>
<b>Teaching for Social Justice and Inclusion</b>	

Students will critically inquire into the notion of social justice and its importance for learning and teaching. Drawing on powerful practices, students will identify a repertoire of inclusive, culturally intelligent and responsive teaching practices that provide rich learning opportunities for priority learners.

<b>EDPROF 753</b>	<b>15 Points</b>
<b>Working Together to Accelerate Learning - Level 9</b>	

Students will undertake a supervised investigation that involves advanced analysis of existing data sets and the

drawing of robust and trustworthy conclusions with a view to accelerating learning. The processes involved when making judgments to accelerate learning and promote positive relationships with students will be critically examined.

**EDPROF 754** **15 Points**  
**Promoting Learning through Inquiry: Understanding our World**

Students will explore and experience the role that science and technology play in current issues in their community. They will analyse and justify their developing pedagogy in terms of a learning theory that underpins science and technology teaching practice.

**EDPROF 755** **15 Points**  
**Promoting Learning through Inquiry: Responsiveness and Creativity**

Students will explore and experience creative and responsive ways of teaching and learning in the arts that they will then apply to their own practice.

**EDPROF 756** **15 Points**  
**Enacting Responsive Pedagogies in Literacy and Mathematics**

Building on knowledge, understandings and skills, students will enact responsive pedagogies that improve outcomes for priority learners in Literacy and Mathematics. Adaptive expertise will be developed through inquiry into learning and teaching of these two curriculum areas.

*Prerequisite: EDPROF 739*

**EDPROF 757** **15 Points**  
**An Investigation into Practice - Level 9**

Students will use selected research methods to address a problem of practice through an independent, supervised inquiry. Working as a cohort in authentic settings, students will critically consider issues, including ethical concerns.

*Corequisite: EDPROF 758*

**EDPROF 758** **15 Points**  
**Inquiring into Practice**

Students will demonstrate adaptive expertise through their application of the knowledge, skills and dispositions required for development of culturally responsive, ethical and learning focused relationships with children.

**EDPROF 759** **30 Points**  
**Investigating Mentoring Practice**

Utilising teacher inquiry methodologies students will undertake an in-depth inquiry focused on a contemporary idea, issue and/or innovation as applied to mentoring and its potential to support teacher professional learning. Independent work demonstrating application of highly specialised knowledge that is at the forefront of mentoring practice is a central component of this course.

**EDPROF 766** **15 Points**  
**Special Study in Education**

*Prerequisite: Head of Programme approval required*

**EDPROF 767** **15 Points**  
**Special Study in Education**

*Prerequisite: Head of Programme approval required*

**EDPROF 791A** **30 Points**  
**EDPROF 791B** **60 Points**

**Thesis in Educational Leadership - Level 9**

The thesis must be an original piece of work addressing a significant problem in relation to educational leadership. Students are required to demonstrate an ability to

formulate research questions and design and carry out an investigation that answers these questions precisely and with clarity.

*Prerequisite: EDPROFST 738 and 30 points from EDUC 735, 787, EDPRAC 751, EDPROFST 757*

*To complete this course students must enrol in EDPROF 791 A and B*

**EDPROF 795A** **60 Points**

**EDPROF 795B** **30 Points**

**Thesis in Educational Leadership - Level 9**

*Prerequisite: EDPROFST 738 and 30 points from EDUC 735, 787, EDPRAC 751, EDPROFST 757*

*Restriction: EDPROF 791*

*To complete this course students must enrol in EDPROF 795 A and B*

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## Education Professional Studies

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### Stage I

**EDPROFST 100** **15 Points**  
**Hāpai Ākonga**

Critically examines the importance of Māori language and culture in New Zealand Education. Develops ability in te reo and mātauranga Māori. Addresses questions such as: How can Māori culture and language be incorporated in pedagogical practices to be productive for Māori educational aspirations as well as the education of all students?

*Restriction: EDUC 114, MĀORI 107*

**EDPROFST 101** **15 Points**  
**Hauora: Early Years Wellbeing**

Develops knowledge and understandings of issues and practices relating to the wellbeing of children, families and communities in early years education. Founded in Te Whāriki's three goals of well being and incorporating key concepts of the Health and Physical Education Curriculum. Examines the impact of socioecological factors on wellbeing.

*Restriction: EDCURRIC 634*

**EDPROFST 102** **15 Points**  
**Inquiry into Practice 1**

Addresses key influences on learning and development, building and enhancing understandings of personal experiences and identity. Examines concepts central to learning and development such as self-efficacy and self-concept. Explores key aspects within the teacher's role with an emphasis on reflection, relationship building, communication and collaboration. Introduces strategies central to the first teaching practicum.

**EDPROFST 103** **15 Points**  
**Inquiry into Practice 1**

Addresses key influences on learning and development, building and enhancing understandings of personal experiences and identity. Examines concepts central to learning and development such as self-efficacy and self-concept. Explores key aspects within the teacher's role with an emphasis on reflection, relationship building, communication and collaboration. Introduces strategies central to the first teaching practicum.

**EDPROFST 104** **15 Points**  
**Introduction to Early Childhood Studies**

Explores key themes related to the study of children, childhood and early childhood education in Aotearoa. Overviews early childhood curriculums, theories of learning,

and children's play and learning contexts. Examines the roles and responsibilities of adults working with children.

**EDPROFST 105****15 Points****Introducing TESOL Education**

An introduction to Teaching English to Speakers of Other Languages (TESOL), the core disciplines that contribute foundational knowledge to practice in the profession, and current linguistic, educational, and social needs that it addresses. Particular focus is on developing awareness of how societal and contextual factors shape TESOL educational practice and developing reflective skills necessary to examine and improve practice.

**EDPROFST 115****15 Points****Professional Early Childhood Practice 1**

Examines concepts central to learning and development such as identity, self-efficacy and self-concept. Develops strategies for building collaborative relationships and establishing professional communication with colleagues and tamariki. Explores the role of an early childhood practitioner through an inquiry-based approach to working with tamariki.

**Stage II****EDPROFST 200****15 Points****Infant Care and Education**

Critically examines the influence of historical and contemporary theory related to early learning and professional practice. Addresses questions such as: How do teachers address responsive practice with infants and toddlers in the New Zealand context? How do relationship-based philosophies address issues for teachers of infants and toddlers? What is the tension between education and care?

*Restriction: EDCURRIC 210*

**EDPROFST 204****15 Points****Te Whāriki for Diverse Learners**

Critically examines early childhood curriculum and its implications for developing a personal pedagogy that is responsive to individual learners. How does curriculum combine with teachers' skills, knowledge and attitudes to address equity and diversity in Aotearoa New Zealand? How do teachers manage the relationship between curriculum and the learning environment to enable learners' success? *Prerequisite: 15 points from EDUC 118, 140 and 15 points from EDUC 119, 141*

**EDPROFST 205****15 Points****Promoting Achievement for Diverse Learners**

Explores diversity in the New Zealand context and its implications for teaching and learning. Considers strategies to address identified underachievement. Utilising psychological and sociological theory and research, the course examines practices that create effective teaching and learning environments for diverse/all learners. Teacher expectations, relationships, individual differences, classroom management and questioning are examined in relationship to contemporary approaches to teaching and learning.

*Prerequisite: 15 points from EDUC 118, 140, EDUCUM 118, 140 and 15 points from EDUC 119, 141, EDUCUM 119, 141 or 30 points passed at Stage I in BEd(TESOL)*

**EDPROFST 206****15 Points****Early Childhood Assessment**

Assessment for learning and teaching in early childhood education is contextualised and examined in relation to

key New Zealand and international policy documents. The complexities, roles, and enactment of assessment concerning young children and childhoods are explored, and key learning areas include relevant theoretical frameworks and pedagogical documentation.

*Restriction: EDPROFST 214*

**EDPROFST 207****30 Points****EDPROFST 207A****15 Points****EDPROFST 207B****15 Points****Interdisciplinary Approach: TESOL**

An overview of second language learning and teaching that addresses the interdisciplinary nature of TESOL by developing knowledge, skills and attitudes associated with TESOL within different contexts. Addresses questions such as: What are the important principles, concepts and skills in an interdisciplinary approach to TESOL? Why is intercultural communicative language learning important? How are these concepts evident in practice?

*To complete this course students must enrol in EDPROFST 207 A and B, or EDPROFST 207*

*This course may not be taken concurrently with EDPROFST 306 A and B, or EDPROFST 306*

**EDPROFST 208****15 Points****Inquiry into Practice 2**

Develops informed understandings about the nature of high quality, effective teaching practices for diverse ākonga. Interprets teaching as inquiry with reference to relevant curricula. Identifies and examines specific teacher actions that support high quality, effective teaching and learning. Further develops understandings of strategies central to the second teaching practicum.

*Prerequisite: EDPROFST 102, EDPRAC 100*

*Corequisite: EDPRAC 204*

**EDPROFST 209****15 Points****Developing Learning Communities**

Introduces students to selected contemporary perspectives on learning. Explores strategies that develop self-regulated and self-efficacious ākonga, and support learning. Considers rationale and conditions for establishing cultural connections and relationships within a responsive pedagogy alongside factors that contribute to the creation of classrooms as effective learning communities.

*Prerequisite: EDPRAC 100, EDPROFST 102*

**EDPROFST 210****15 Points****Special Topic****EDPROFST 211****15 Points****Early Childhood Pedagogies**

Analyses social, historical, and contemporary issues related to education and care for infants, toddlers and young children. Investigates relevant pedagogies through a range of theoretical, philosophical, and cultural lenses. Explores conceptualisations of infants, toddlers and young children, and understandings of play and assessment. Considers children's learning and wellbeing and the implications for environmental provision and ethical practice.

*Prerequisite: EDPROFST 104*

*Restriction: EDPROFST 366*

**EDPROFST 212****15 Points****Inquiry into Practice 2**

Develops informed understandings about the nature of high quality, effective teaching practices for diverse ākonga. Interprets teaching as inquiry with reference to relevant curricula. Identifies and examines specific teacher actions that support high quality, effective teaching and learning.

Further develops understandings of strategies central to the second teaching practicum.

*Prerequisite:* EDPROFST 103, EDPRAC 105

*Corequisite:* EDPRAC 205

#### **EDPROFST 215 15 Points**

##### **Professional Early Childhood Practice 2**

Develops professional knowledge, skills and dispositions required for effective professional early childhood practice through an inquiry-based approach. Enhances practice in engaging with and responding to diverse tamariki informed by developmental knowledge. Creates opportunities to practise and reflect on skills necessary to manage complex early childhood environments.

*Prerequisite:* EDPROFST 115

#### **EDPROFST 216 15 Points**

##### **TESOL Education in Context**

An overview of second language learning and teaching that addresses the interdisciplinary nature of TESOL by developing knowledge, skills and attitudes associated with TESOL within different contexts. The course addresses questions such as: What are the important principles, concepts and skills in an interdisciplinary approach to TESOL? How does digital technology impact TESOL? How are these concepts evident in practice?

*Restriction:* EDPROFST 207

#### **EDPROFST 217 15 Points**

##### **TESOL in Practice I**

Familiarises students with a range of skills and knowledge in second language learning and teaching in different contexts. It uses pedagogical content knowledge and skills for informing future practice including maximising motivation and engagement in TESOL for diverse and multilingual learners. The course examines professional practice in educational environments using a critically reflective approach.

*Restriction:* EDPROFST 207

#### **EDPROFST 220 15 Points**

##### **Introduction to Samoan Language for Teaching**

Focus will be on the acquisition of basic Samoan to develop skills in listening, speaking, reading and writing. How this knowledge can be applied in educational settings will also be examined. Aimed at learners with little or no prior experience of Samoan language.

#### **EDPROFST 222 15 Points**

##### **Reporting Student Achievement**

Develops understanding about assessment of learning with particular emphasis on principles underpinning the gathering of robust summative information, the making of defensible judgements and decisions and reporting student achievement. Policy requirements related to assessment of learning will be critiqued and implications for practice considered.

#### **EDPROFST 226 15 Points**

##### **Introduction to Bilingual Education**

An introduction to bilingualism and bilingual education. Examines key principles of programme development and strategies for academic learning of bilingual students in formal and informal settings including immersion and mainstream, early childhood and secondary.

#### **EDPROFST 227 15 Points**

##### **TESSOL: Language Learning Needs**

Strategies to identify, analyse, and respond to second language learning needs of students from early childhood

to secondary school settings are introduced. Theories of first and second language acquisition are discussed, with reference to the role of first language and culture, and philosophies of empowerment. Practical teaching strategies which enable the integration of content and language learning are introduced.

### **Stage III**

#### **EDPROFST 303 15 Points**

##### **Teaching Health and Physical Education 2**

Examines the knowledge, skills and attitudes associated with effective pedagogical practice in health and physical education. Addresses such questions as: How can the diverse needs of students be addressed in physical education contexts? How can teachers structure quality learning opportunities? How are units and programmes planned using the curriculum, national guidelines and assessment requirements?

*Prerequisite:* EDPROFST 203

*Restriction:* EDPROFST 301, 302, EDPROFM 301

#### **EDPROFST 304 15 Points**

##### **Play: Theory and Practice**

Develops critical understandings of play related to learning and teaching. Addresses questions such as: How do varied theoretical and philosophical perspectives of play influence professional practice? What are the implications of positioning play as the interface between individual freedom and social constraint? What is the significance of play for creativity, communication and citizenship?

*Prerequisite:* At least 225 points passed

*Restriction:* EDCURRIC 215, 313

#### **EDPROFST 306 30 Points**

##### **EDPROFST 306A 15 Points**

##### **EDPROFST 306B 15 Points**

##### **Contemporary Issues in TESOL**

Examines a range of contemporary issues relating to TESOL education allowing students to draw connections between theory, research, their own experiences as language users and practice. Addresses questions such as: What are the latest developments in the theory, policy and practice of TESOL? How does digital technology impact TESOL? How does reflective practice shape the work of the TESOL educator?

*To complete this course students must enrol in EDPROFST 306*

*A and B, or EDPROFST 306*

*This course may not be taken concurrently with EDPROFST 207*

*A and B, or EDPROFST 207*

#### **EDPROFST 307 15 Points**

##### **EDPROFST 307A 7.5 Points**

##### **EDPROFST 307B 7.5 Points**

##### **Inquiry into Practice 3**

Promotes development of a defensible philosophy of learning and teaching that addresses interactions and intersections between and among professional knowledge bases. Examines pedagogical, ethical and contextual factors influencing teaching practice. Facilitates critique of practitioner inquiry with reference to cognate literature and personal philosophy in relation to the final teaching practicum.

*Prerequisite:* EDPROFST 208, EDPRAC 204

*To complete this course students must enrol in EDPROFST 307*

*A and B, or EDPROFST 307*

EDPROFST 308	15 Points
EDPROFST 308A	7.5 Points
EDPROFST 308B	7.5 Points

**Inquiry into Practice 3**

Promotes development of a defensible philosophy of learning and teaching that addresses interactions and intersections between and among professional knowledge bases. Examines pedagogical, ethical and contextual factors influencing teaching practice. Facilitates critique of practitioner inquiry with reference to cognate literature and personal philosophy in relation to the final teaching practicum.

*Prerequisite:* EDPROFST 212, EDPRAC 205

*Corequisite:* EDPRAC 307

*To complete this course students must enrol in EDPROFST 308 A and B, or EDPROFST 308*

EDPROFST 309	15 Points
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**Furthering Learning Through Assessment**

Addresses assessment literacy and capability through an informed examination and appraisal of the purposes, strategies and practices of assessment for and of learning. Attention is focused on the ways in which ākonga and teachers can use information and evidence from classroom activities and selected New Zealand assessment tools to support and further learning and achievement for diverse ākonga.

*Prerequisite:* EDPROFST 209

*Restriction:* EDPROFST 214

EDPROFST 310	15 Points
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**Special Topic: Inquiry into Practice in NZ Schools A**

Addresses key influences on the learning and development of an inquiring teacher and examines concepts central to learning and development of students such as self-efficacy and self-concept through the lens of an adaptive expert. Explores key aspects within the teacher's role with an emphasis on critical reflection, relationship building, communication and collaboration. Introduces strategies central to the first teaching practicum.

*Prerequisite:* Approval from the Course Director

EDPROFST 313	15 Points
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**The Professional Teacher**

Examines theories, evidence informed practices, and attitudes that are critical to being a professional teacher. Explores concepts such as teacher self-efficacy, teacher inquiry, knowledge building and reflection, and factors that support the transition from student to teacher. Discusses the nature of professionalism, and the impact of expectations on teachers, including ethical obligations and legal requirements.

*Prerequisite:* EDPRAC 202 or 105 points passed at Stage II from the BEd(TESOL) Schedule

*Corequisite:* EDPRAC 306 or EDPROFST 306

EDPROFST 315	15 Points
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**Relational Worlds of Children**

Explores the relational worlds of all children in early childhood settings in Aotearoa and globally. Critically examines relevant theories and ideas of childhood and children's learning including children's belonging, being and becoming. Relational philosophies and pedagogies connecting teachers, parents and children with local and global communities addressed within the context of culturally sensitive practices.

EDPROFST 318	15 Points
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**Multilingual Learners in Schools**

Addresses current theories, approaches and practices for language teaching and learning for students learning English as an additional language in New Zealand schools and Early Childhood Centres. The course focuses on the needs of learners in all curriculum areas, emphasising the importance of understanding diverse learners' languages and cultures across the curriculum.

*Prerequisite:* 120 points passed at Stage I from the BEd(TESOL)

EDPROFST 319	15 Points
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**Teaching Gifted and Talented Students**

Explores theories and practices which have the potential to promote the development of gifts and talent. Integrates theory, research and professional practice to develop understanding of gifted education.

*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

*Restriction:* EDPROFST 223, 371

EDPROFST 325	15 Points
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**Introduction to Leadership in Education**

A critical examination of the nature of professional leadership in education settings. Educational leadership skills such as goal setting, decision making, problem solving, team building, communication, delegation, vision development and curriculum alignment will be explored.

EDPROFST 350	15 Points
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**Assessment for Learning**

Understandings about the nature and purpose of Assessment for Learning (AFL) will be developed. Emphasis will be placed on strategies associated with AFL and the formative use of information. Policy requirements related to AFL and implications for teachers' practice and students' learning will be examined.

EDPROFST 355	15 Points
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**The Politics of Education**

The use of critical theory and discourse analysis to examine the politics of education. Historical and contemporary policy formation, implementation and effect will be examined. The impact of policy on teachers' work and influence on policy processes will be explored.

EDPROFST 357	15 Points
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**Reflective Practice for Teachers**

Examines moral, political and ethical factors that influence and affect teachers' work in general and personal professional practice in particular. A critically reflective lens will be used as a means of analysis.

EDPROFST 358	15 Points
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**Refining Professional Performance**

Provides a framework for analysis and critique of the impact of personal professional practice in the context of the prevailing socio-political educational climate. For teachers this will include a consideration of the impact of their practice on learners. A practitioner research project related to a specific area of the student's professional practice will be undertaken.

EDPROFST 360	15 Points
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**Teaching Languages in Schools**

Students who have a working knowledge of a second language will study and apply strategies for classroom teaching of second languages in schools. Following critical reflection on different teaching models used in schools, students will prepare teaching materials, plan class lessons



and apply information and communication technology in teaching and learning second languages.

*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

*Restriction:* EDUC 318

#### **EDPROFST 363 15 Points**

##### **Environmental Education: An Introduction**

An examination of the nature and purpose of environmental education in New Zealand educational settings. An exploration of curriculum integration models and the ways these can be used to plan and teach environmental education programmes. An investigation of past, present (and possible future) local, national, and global environmental issues and their impacts on the natural and built environments.

*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

#### **EDPROFST 364 15 Points**

##### **Enterprise and Innovation for Teaching**

Develops teachers' understanding of links between business and education, and the role of business, enterprise and innovation in the community. Links with technology and social studies curricula will provide context for this course.

#### **EDPROFST 365 15 Points**

##### **Beyond Special Needs: Inclusive Education**

Analyses personal and professional dilemmas associated with teaching children with special needs. Examines strategic practices which promote a responsive learning environment for all learners and approaches to recognising and catering for exceptional children. Addresses relationship building and resource access.

*Prerequisite:* 225 points passed in the BEd(Tchg) Primary Specialisation

#### **EDPROFST 368 15 Points**

##### **Refining Writing Programmes**

Develops and extends understanding of the theory and practice of teaching and learning of writing within early childhood and primary settings.

#### **EDPROFST 371 15 Points**

##### **Special Topic**

#### **EDPROFST 372 15 Points**

##### **TESSOL: Language Learning through Tasks**

Investigates strategies for maximising language and content learning through instructional tasks. Cognitive, linguistic and metacognitive demands of tasks are considered. Examines pedagogical frameworks for planning effective language and content teaching in early childhood, primary and secondary schools. Students review, trial and modify tasks and learning sequences.

*Prerequisite:* 105 points passed at Stage II from the BEd(TESOL) Schedule

#### **EDPROFST 373 15 Points**

##### **TESSOL: Language Learning in the New Zealand Context**

The application of current second language acquisition theory to the New Zealand school context. Focuses on functional grammar in the classroom and on the roles of school organisation, policy development and building of school and community relationships in language learning.

*Prerequisite:* EDPROFST 227 and 372

#### **EDPROFST 374 15 Points**

##### **TESSOL: Language Focused Curriculum**

Discusses the relationship between culture, power, language and curriculum. Students investigate models

and principles of curriculum design and use a functional-grammar approach to the design of language across the curriculum programmes. Focuses on ways of implementing and sustaining classroom and school wide language focused content teaching.

*Prerequisite:* EDPROFST 227, 372 and 373

#### **EDPROFST 375 15 Points**

##### **TESSOL: Assessment**

Students analyse the personal and contextual factors that may affect linguistic performance in the New Zealand curriculum and critique current assessment procedures used in NZ schools. Focuses on recording and reporting and developing school policies for the assessment of students from diverse linguistic and cultural backgrounds.

*Prerequisite:* EDPROFST 227

#### **EDPROFST 377 15 Points**

##### **Bilingual Education: Curriculum and Pedagogy**

Examines key principles and processes for curriculum development and resource provision for bilingual learners in mainstream or bilingual educational contexts. Students critique an aspect of programme planning and pedagogy in order to develop curriculum and assessment measures suitable for bilingual learners in a particular school or centre.

#### **EDPROFST 378 15 Points**

##### **Critical Approaches to Literacy**

An exploration of the issues, theory, research and burgeoning body of literature on literacy in multi-ethnic settings including the development of effective multicultural environments for literacy learning.

#### **EDPROFST 379 15 Points**

##### **TESSOL: Materials Design**

Critique current resources for English language learning within the New Zealand curriculum using principles from second language learning in content areas. Students use the process of materials design to develop a language resource for a specified group of learners. The resource is presented in a way that can be disseminated to educational audiences.

*Prerequisite:* EDPROFST 227, 372 and 373

*Corequisite:* EDPROFST 374

#### **EDPROFST 380 15 Points**

##### **TESSOL: Teacher Research Design**

A range of research methodologies and methods appropriate for investigating an aspect of language learning through the curriculum is introduced and critiqued. Students conduct a critical review of relevant SLA literature and prepare a research proposal.

*Prerequisite:* EDPROFST 227, 372, 373 and 374

#### **EDPROFST 381 15 Points**

##### **TESSOL: Teacher Research Implementation**

The students implement a school-based teacher research study. The focus of this study informs decision making into an aspect of the effectiveness of second language acquisition in the context of a primary or secondary school classroom. Findings of the study are reported in a way that can be disseminated to educational audiences.

*Prerequisite:* EDPROFST 380

#### **EDPROFST 386 15 Points**

##### **Special Topic: Professional Practice in New Zealand Schools**

Develops understanding of values and principles of inclusive education to ensure that relationships with students are

based on respect. Addresses pedagogy that is purposefully designed to teach and assess students to meet the reading and writing requirements of the New Zealand curriculum. A particular focus will be on the theories of teaching practice that best support English Language Learners.

*Prerequisite: Approval from the Course Director*

**EDPROFST 387 15 Points**

**Special Topic: Inquiry into Practice in NZ Schools B**

Engages critical reflection skills through an inquiry into classroom practice that has relevance to own context. Reflects critically on responsive pedagogies impacting on learning. Understands teaching as inquiry and the iterative process it entails, and enables dissemination of this inquiry using appropriate delivery strategies to a range of audiences, including colleagues, mentors and leaders within own countries' context.

*Prerequisite: Approval from the Course Director*

*Corequisite: EDPROFST 310*

**EDPROFST 390 15 Points**

**Special Study**

An advanced study in a topical area of educational inquiry.

**EDPROFST 393 15 Points**

**Special Topic**

**EDPROFST 394 15 Points**

**Special Topic**

**EDPROFST 395 15 Points**

**Special Topic**

**EDPROFST 396 15 Points**

**Professional Early Childhood Practice 3**

Develops capability to establish and sustain culturally responsive, ethical, child-focused relationships with tamariki, colleagues and whānau in complex environments. Promotes an inquiry-based approach to demonstrating competency in professional knowledge, and the skills and dispositions required for effective professional early childhood practice.

*Prerequisite: EDPROFST 215*

**EDPROFST 397 15 Points**

**Current Issues in TESOL**

Examines a range of issues relating to Teaching English to Speakers of Other Languages (TESOL) education allowing students to draw connections between theory, research, their own experiences as language users, and practice. Addresses questions such as: What are current developments in the theory, policy and practice of TESOL? Why is intercultural communicative language learning important? How does reflective practice shape the work of the TESOL educator?

*Prerequisite: EDPROFST 216*

*Restriction: EDPROFST 306*

**EDPROFST 398 15 Points**

**TESOL in Practice II**

Examines a range of contemporary issues relating to Teaching English to Speakers of Other Languages (TESOL) education allowing students to draw connections between theory and practice. Students critically reflect on developments in the TESOL field and their impact on practice. Applies theoretical perspectives and pedagogic principles to the design of TESOL practices in dynamic learning environments.

*Prerequisite: EDPROFST 216, 217*

*Restriction: EDPROFST 306*

## Diploma Courses

**EDPROFST 601 10 Points**

**Te Ao Māori**

Critically examines the educational and cultural needs and aspirations of Māori learners and communities. Questions include: What is the social, historical and policy context of schooling for Māori? Why are te reo and mātauranga Māori important and how can they be integrated across learning contexts for all students? What current research contributes to effective pedagogical approaches for Māori students?

*Restriction: EDPROF 601, 603*

**EDPROFST 605 15 Points**

**The Early Years Teacher**

Develops critically reflective practice and knowledge of a range of early childhood contexts. Critiques theories of teaching and teacher identity in relation to own practice and professionalism. Explores issues, ethics, policies and politics that influence teacher identity, well-being and practice. Explores a range of communication skills that support relationships with children, teachers, families and whānau.

*Restriction: EDCURRIC 634, EDPROFST 621, 622*

**EDPROFST 607 15 Points**

**Relational Worlds of Children**

Explores the relational worlds of children in early childhood settings in Aotearoa and globally. Critically examines relevant theories and ideas of childhood and children's learning including children's belonging, being and becoming. Relational philosophies and pedagogies connecting teachers, parents and children with local and global communities addressed within the context of culturally sensitive practices.

*Restriction: EDCURRIC 630, 634, EDPROFST 621, 622*

**EDPROFST 609 15 Points**

**Ako**

Critically examines the implications for effective learning and teaching from a range of perspectives. Addresses what teachers need to know about learners, and how they develop and learn, how to use evidence to promote learning, how to apply the strategies that support responsive teaching and the development of self-regulating learners and teachers.

*Restriction: EDPROF 309, EDPROFST 608*

**EDPROFST 613 15 Points**

**The Adolescent Learner**

Focuses on theories of motivation and engagement in the context of adolescent development. Uses a social and psychological lens to examine neurological changes, adolescent identity, diverse learners, responsive pedagogies, learning theories and mental health issues. Explores questions relating to understanding adolescents to create a positive classroom environment for students.

*Restriction: EDPROFST 612*

**EDPROFST 614 15 Points**

**EDPROFST 614A 7.5 Points**

**EDPROFST 614B 7.5 Points**

**The Inquiring Professional**

Examines what it means to be a professional teacher. Considers the concept of the professional teacher as the adaptive expert, able to enquire into and reflect on the

impact of current policies, as well as their practice on the diverse learners they teach.

*To complete this course students must enrol in EDPROFST 614 A and B, or EDPROFST 614*

**EDPROFST 623** 15 Points  
**Special Topic**

### **Postgraduate 700 Level Courses**

**EDPROFST 702** 30 Points  
**Challenges of Literacy Difficulties**

Teachers will critically examine and evaluate research and practice in literacy education, including specific intervention strategies and resources. This will include an examination of the social, cultural, economic, psychological and physiological factors that influence literacy development, including approaches to support and overcome literacy difficulties experienced by diverse learners, including Māori and Pasifika children.

**EDPROFST 703** 30 Points

**EDPROFST 703A** 15 Points

**EDPROFST 703B** 15 Points

#### **Leading Literacy and Language Inquiries**

Systematic inquiries into teaching and learning for students learning languages or facing difficulties with literacy learning. A review and analysis of literature relevant to the practices of teaching and learning languages and literacies, and engagement with a range of theoretical and pedagogical perspectives will inform the inquiries.

*Restriction: EDPROFST 310, 371*

*To complete this course students must enrol in EDPROFST 703 A and B, or EDPROFST 703*

**EDPROFST 705** 30 Points

#### **Literacy Theory and Practice**

An advanced analysis of the theoretical perspectives of social, cultural, political and psychological issues in relation to literacies education. Aspects of theories and practices in literacies including raising the achievement of Māori and Pasifika students and students from diverse language backgrounds, and the influence of diversity and technology on literacy, will be analysed and evaluated.

*Restriction: EDPROFST 701*

**EDPROFST 706** 30 Points

**EDPROFST 706A** 15 Points

**EDPROFST 706B** 15 Points

#### **Language Analysis for Teachers**

Provides pedagogically relevant information about the English language. Participants will learn fundamental concepts of grammar, vocabulary and the sound system of English and focus on some of the difficulties that learners, including those who are speakers of other languages, commonly experience as they learn English.

*To complete this course students must enrol in EDPROFST 706 A and B, or EDPROFST 706*

**EDPROFST 707** 30 Points

#### **Children's Literature in Education**

A critical examination of children's literature theory, leading to the ability to enhance literacy and critical literacy pedagogy.

**EDPROFST 708** 30 Points

#### **Media Literacy in Educational Contexts**

A critical investigation of the theory and practice of teaching media literacy in educational contexts. Includes consideration of barriers, opportunities and teaching

practices in primary and secondary schools and across multiple subject areas. An examination and evaluation of current media education initiatives in New Zealand and internationally.

**EDPROFST 714** 30 Points  
**e-Learning in Practice**

A critical analysis of contemporary theory and applied research in educational technology.

**EDPROFST 716** 30 Points

#### **Early Years Pedagogy**

Critically examines pedagogy in the early years. How do theory and research inform pedagogy that enables effective learning in the early years? What is the relationship between pedagogy and effective teaching in the early years? What sort of teaching prepares very young children for life's challenges and life-long learning? In what ways might early years pedagogy take into account an increasingly complex and diverse world?

**EDPROFST 717** 30 Points

#### **Learning and Teaching in the First Years**

Critically examines learning and teaching with infants and toddlers in educational settings. How does the context of care impact on contemporary educational views of learning and teaching? How do teachers construct infants and toddlers as learners? What does this mean for their practice? How does international theory and research inform the practice of teachers in Aotearoa New Zealand?

**EDPROFST 727** 30 Points

#### **Social Theory and Physical Education**

An advanced examination of the contemporary beliefs, thoughts and actions that represent current practices in physical education.

**EDPROFST 728** 30 Points

#### **Special Topic**

**EDPROFST 732** 30 Points

#### **Education for Sustainability**

An advanced study of the nature and purpose of environmental education including an examination of sustainability as a contested notion. Theories and pedagogical practices within environmental education in educational settings will be critically analysed in order to enhance professional practice.

**EDPROFST 734** 30 Points

#### **Frameworks for Inclusive Settings**

An analysis of educational contexts and their impact on the learning and behaviour of students with particular reference to those with special needs. Emphasis is placed upon assisting teachers to develop inclusive learning environments that enhance academic performance and social behaviour.

*Restriction: EDPROF 634, 734, EDPROFST 634*

**EDPROFST 738** 30 Points

#### **Educational Leadership - Level 9**

A reflective examination of the theory and practice of educational leadership including the leadership of teaching and learning. Emphasis will be placed on the synthesis of a substantive and integrated knowledge base, which can be applied to authentic work situations and a personal practice context. Focuses on contemporary leadership practices that are central to effective educational leadership.

*Restriction: EDPROF 770*

**EDPROFST 739 30 Points****Educational Policy and Organisations**

An examination of debates about New Zealand educational policy. This course is designed to increase understanding of the policy process and to develop leadership skills and knowledge in being able to interpret and critique policy analyses.

*Restriction: EDPROF 771*

**EDPROFST 740 30 Points****Educational Leadership in the Electronic Age**

Advanced study of the impact of ICT on teaching pedagogies, curriculum and management in educational environments. Emphasis is on assisting educational leaders to focus ICTs on school applications that improve management practice and student learning outcomes.

*Restriction: EDPROF 776*

**EDPROFST 743 15 Points****Family Counselling**

An advanced examination of counselling principles as applied to stresses arising within family relationships.

*Restriction: EDPROF 743*

**EDPROFST 744 15 Points****Pastoral Care and Counselling in Schools**

Provides an overview of the theory and practice of pastoral care and counselling within New Zealand schools. It includes an examination of pastoral care systems and counselling services, including the roles of staff, in relation to the academic mission of schools, disciplinary systems, the health of children and young people and the school-community interface.

**EDPROFST 745 15 Points****Group Counselling**

A critical examination of group dimensions in counselling activities.

*Restriction: EDPROF 745*

**EDPROFST 751 30 Points****Early Childhood Curriculum - Level 9**

An educational curriculum negotiates social, political, educational and interdisciplinary ideas and theories. Critically examines influences on curriculum pertinent to pedagogical leadership in contemporary early childhood education. What perspectives of children, families and teachers are represented? How do these perspectives privilege particular outcomes? How does practitioner inquiry into curriculum issues underpin and improve practices? Requires the completion of independent research-focused assignments.

**EDPROFST 752 30 Points****Assessment for Learning and Teaching**

A critical examination of the relationship between assessment, teaching and learning. The notion of Assessment for Learning will be explored in relation to educational policy, relevant literature and contemporary research. Implications for practice and factors affecting implementation will be explored in detail.

**EDPROFST 754 30 Points****Critical Research Methodologies in Education**

An in-depth examination of ways in which critical research methodologies provide new knowledge and offer alternatives, through analysis of social, cultural, economic, political contexts in education. The critical research paradigm will be explored, to understand various perspectives and methods, and to enhance its use in

education research. Students will be expected to design an education inquiry using critical research methodologies.

**EDPROFST 755 30 Points****The Inquiring Professional**

Optimise learning through a narrative inquiry into practice. Collaboratively and independently engage with theories, strategies and practices of writing life stories to better understand educational processes, practices, places, and policies. Critically analyse relevant literature in a chosen area of interest through a range of writing strategies. Includes writing a critically reflective narrative to inform future practice.

**EDPROFST 757 30 Points****Undertaking Research for School Improvement**

Students will learn how to design research that contributes to the understanding and improvement of educational practice. They will develop an understanding of practitioner based research methods and produce a detailed research proposal that includes a clearly defined, and justified, research design and methodology aimed at studying a specific educational problem.

*Restriction: EDPROF 772*

**EDPROFST 759 60 Points****EDPROFST 759A 30 Points****EDPROFST 759B 30 Points****Research Portfolio BEd(Tchg)(Hons) - Level 9**

A supervised programme of coherent research activity related to a selected aspect of professional practice/education. This will lead to the compilation of a research portfolio that reflects the research and content knowledge, understanding and skills developed during the course of the programme.

*Restriction: EDPROFST 789*

*To complete this course students must enrol in EDPROFST 759 A and B, or EDPROFST 759*

**EDPROFST 760 30 Points****Christian Religious Education in Integrated Schools**

A critical analysis of pedagogical methodology in Christian Religious Education through an examination of contemporary research, scholarship and theory, in Christian Scripture, Christian thought and History and Christian Religious Education in Integrated Schools.

*Restriction: EDCURSEC 676*

**EDPROFST 762 30 Points****Mentoring Professionals**

An advanced examination of approaches to mentoring and coaching. This course will provide a critical analysis of issues and practices associated with developing professional capacity. Emphasis will be placed upon the role of the educational leader in mentoring other staff into educational and leadership roles across an organisation.

*Restriction: EDPROF 731*

**EDPROFST 764 30 Points****Disability Policy and Practice**

Explores contemporary issues and influences in the education of learners with disabilities. Critically examines a range of contemporary social, political and educational responses to disability.

**EDPROFST 765 30 Points****Development in Early Years**

An advanced examination of a range of current theories and research issues related to development in early years of childhood. Topics will include: life experiences of children

within family/whānau; cognitive, communicative, social, emotional and physical development in a range of contexts.

**EDPROFST 769** 30 Points

### Developing Mentoring Expertise

Mentoring has been identified as being an essential yet complex ingredient for teacher professional learning and development for new and experienced teachers. Underpinning educative models of mentoring is the development of adaptive expertise that builds knowledge through evidence-informed inquiry. Emphasis is placed on catering for the diversity of learning needs throughout professional careers.

**EDPROFST 774** 30 Points

### Education and Empowerment

A critical examination of contemporary issues faced in New Zealand's decile 1-3 urban schools. International and New Zealand based literature will familiarise students with current theory and research regarding the history, politics, teaching and learning, and best practice relevant to New Zealand's decile 1-3 urban school students, teachers and communities. Emphasis will be on empowerment theories, underpinned by Freirean perspectives.

**EDPROFST 777** 30 Points

### Curriculum: Theory, Issues, Practice - Level 9

A critical examination of curriculum using a range of leading educational theories with an emphasis on sociological theory. Importance will be placed on the independent critique of contemporary curriculum issues, and the links between theory, policy and practice. A research informed critical understanding will be applied to the NZ Curriculum Framework, or Te Whāriki, or to a sector in the NZ education system.

**EDPROFST 780** 30 Points

**EDPROFST 780A** 15 Points

**EDPROFST 780B** 15 Points

### Special Topic

*To complete this course students must enrol in EDPROFST 780 A and B, or EDPROFST 780*

**EDPROFST 781** 30 Points

**EDPROFST 781A** 15 Points

**EDPROFST 781B** 15 Points

### Special Topic

*To complete this course students must enrol in EDPROFST 781 A and B, or EDPROFST 781*

**EDPROFST 782** 30 Points

### Educational Change - Level 9

Critically examines the purposes and processes of educational change, including a reflection on practices that promote successful outcomes for change initiatives. Processes of educational change in both New Zealand and international contexts will be studied and critiqued from individual, organisational and systemic perspectives. Focuses on leadership practices that have the potential to promote change for improvement.

**EDPROFST 784** 30 Points

**EDPROFST 784A** 15 Points

**EDPROFST 784B** 15 Points

### Special Study

*To complete this course students must enrol in EDPROFST 784 A and B, or EDPROFST 784*

**EDPROFST 786** 30 Points

**EDPROFST 786A** 15 Points

**EDPROFST 786B** 15 Points

### Special Topic

*To complete this course students must enrol in EDPROFST 786 A and B, or EDPROFST 786*

**EDPROFST 788** 15 Points

### Special Topic

**EDPROFST 789A** 15 Points

**EDPROFST 789B** 30 Points

### Dissertation in Mathematics Education - Level 9

*To complete this course students must enrol in EDPROFST 789 A and B*

**EDPROFST 790** 30 Points

**EDPROFST 790A** 15 Points

**EDPROFST 790B** 15 Points

### Research Project - Level 9

*Restriction: EDPROF 790, 796, EDPROFST 796*

*To complete this course students must enrol in EDPROFST 790 A and B, or EDPROFST 790*

**EDPROFST 793** 60 Points

**EDPROFST 793A** 30 Points

**EDPROFST 793B** 30 Points

### Dissertation - Level 9

*To complete this course students must enrol in EDPROFST 793 A and B, or EDPROFST 793*

**EDPROFST 796A** 60 Points

**EDPROFST 796B** 60 Points

### MEd Thesis - Level 9

*Restriction: EDPROF 796*

*To complete this course students must enrol in EDPROFST 796 A and B*

## Named Doctoral Courses

**EDPROFST 844C** 60 Points

**EDPROFST 844D** 60 Points

### Research Portfolio

*To complete this course students must enrol in EDPROFST 844 C and D*

**EDPROFST 897** 120 Points

### Thesis

## Education Professional Studies Māori

### Stage 1

**EDPROFM 100** 15 Points

### Te Ao Māori - Te Kāhano

Introduces socio-political and historical contexts, including Te Tiriti o Waitangi, to inform understandings about Māori challenges and aspirations within contemporary New Zealand society. Examines own social and cultural locations for their impact on professional and social practices in a range of settings. Develops basic knowledge of te ao Māori including Te Reo me ngā tikanga Māori.

*Restriction: EDUCSW 101, EDPROFST 100*

**EDPROFM 101** 15 Points

### Te Reo Māori 1

Develops te reo Māori knowledge, skills and attitudes for learning and teaching across marautanga. Addresses issues such as strategies that support personal and professional Māori language development; historical, social and political

factors that have impacted on the vitality of te reo Māori; bilingual education and Māori medium education.

*Restriction: EDPROFM 109*

**EDPROFM 102** **Pakirehua Ngaio – Te Ako** **15 Points**

Addresses key influences on learning and development, building and enhancing understandings of personal experiences and identity. Examines concepts central to learning and development such as self-efficacy and self-concept. Explores key aspects within the teacher's role with an emphasis on reflection, relationship building, communication and collaboration. Introduces strategies central to the first teaching practicum. Examines te reo Māori discourse appropriate to pakirehua ngaio contexts.

**Stage II**

**EDPROFM 200** **Te Ao Māori – Te Māhuri** **15 Points**

Introduction of contemporary Māori educational landscapes, policy directions, case-studies and debates to develop critical knowledge and engagement with te ao Māori and Māori Education. Further develops knowledge of te reo, tikanga and mātauranga Māori, and its integration with pedagogy, practice and planning relevant for all ākonga, is developed.

*Prerequisite: EDPROFM 100 or WTR 100*

**EDPROFM 203** **Mātauranga: Te Whakawhanake Hapori Ako** **15 Points**

Introduces students to selected contemporary perspectives on learning. Explores strategies that develop self-regulated and self-efficacious learners, and support learning, with a focus on Māori learners. Considers rationale and conditions for establishing connections and relationships within a responsive pedagogy alongside factors that contribute to the creation of Māori medium classrooms as effective learning communities.

**EDPROFM 204** **Te Reo Māori 2** **15 Points**

Further develops te reo Māori knowledge, skills and attitudes for learning and teaching across Marautanga. Addresses issues such as planning effectively for personal and professional Māori language development; key theories and approaches underpinning the development of bilingualism and biliteracy in Māori medium educational contexts and the pedagogical implications of these when planning for learning and teaching.

*Prerequisite: EDPROFM 101*

*Restriction: EDPROFM 209*

**EDPROFM 208** **Pakirehua Ngaio – Te Whakaako** **15 Points**

Develops informed understandings about the nature of high quality, effective teaching practices for diverse ākonga. Interprets teaching as inquiry with reference to relevant curricula. Identifies and examines specific teacher actions that support high quality, effective teaching and learning. Further develops understandings of strategies central to the second teaching practicum. Examines te reo Māori discourse appropriate to pakirehua ngaio contexts.

*Prerequisite: EDPROFM 102, EDPRACM 100*

*Corequisite: EDPRACM 204*

**EDPROFM 220** **Special Topic** **15 Points**

**Stage III**

**EDPROFM 300** **Te Ao Māori – Te Puāwaitanga** **15 Points**

Fosters Te Tiriti responsive teacher practice, including understanding of and engagement with Māori whānau and community for productive educational relationships and learner outcomes. Applies critical knowledge and skills in mātauranga, tikanga and te reo Māori to extended planning and assessment activities suitable for diverse ākonga.

*Prerequisite: EDPROFM 200*

**EDPROFM 302** **Te Reo Māori 3** **15 Points**

Synthesises te reo Māori knowledge, skills and attitudes for teaching and learning across Marautanga. Addresses issues such as the support of te reo Māori revitalisation at micro, meso and macro levels; the socio-political implications of language change, shift, loss and revitalisation; planning for long-term personal Māori language development in a school context.

*Prerequisite: EDPROFM 204*

**EDPROFM 304** **Ako mā te Aromatawai – Learning Through Assessment** **15 Points**

Addresses assessment literacy and capability through an informed examination and appraisal of the purposes, strategies and practices of assessment for and of learning. Attention is focused on the ways in which Māori medium learners and teachers can use information and evidence from classroom activities and selected New Zealand assessment tools, in particular Māori medium tools, to support and further learning and achievement.

*Restriction: EDPROFM 214*

**EDPROFM 307** **15 Points**

**EDPROFM 307A** **7.5 Points**

**EDPROFM 307B** **7.5 Points**

**Pakirehua Ngaio – Te Pouako Pakirehua**

Promotes development of a defensible philosophy of learning and teaching that addresses interactions and intersections between and among professional knowledge bases. Examines pedagogical, ethical and contextual factors influencing teaching practice. Facilitates critique of practitioner inquiry with reference to cognate literature and personal philosophy in relation to the final teaching practicum. Examines te reo Māori discourse relevant to pakirehua ngaio contexts.

*Prerequisite: EDPROFM 208*

*To complete this course students must enrol in EDPROFM 307 A and B, or EDPROFM 307*

**EDPROFM 313** **Te Pouako Ngaio** **15 Points**

Examines theories, evidence informed practices, and attitudes that are critical to being a professional teacher. Explores concepts such as teacher self-efficacy, teacher inquiry and reflection, and factors that support the transition from student to teacher. Discusses the nature of professionalism, and the impact of expectations on teachers, including ethical obligations and legal requirements.

*Prerequisite: EDPRAC 201 or 202 or EDPRACM 201*

*Corequisite: EDPRAC 305 or 306 or EDPRACM 302*

*Restriction: EDPROFM 301*

**EDPROFM 320** **Special Topic** **15 Points**

<b>EDPROFM 321</b> <b>Special Topic</b>	<b>15 Points</b>
<b>EDPROFM 322</b> <b>Special Topic</b>	<b>15 Points</b>

**Diploma Courses**

<b>EDPROFM 600</b>	<b>15 Points</b>
<b>EDPROFM 600A</b>	<b>7.5 Points</b>
<b>EDPROFM 600B</b>	<b>7.5 Points</b>

**Te Ao Māori: He tirohanga whakamuri kia ahu whakamua**  
Introduces socio-political and historical contexts, including Te Tiriti o Waitangi in order to inform understandings of contemporary challenges and aspirations of Māori in educational contexts. Own social locations and cultural beliefs are examined for their impact on teacher practice and outcomes for Māori learners. Learning opportunities that critically integrate Māori language, knowledge and culture are identified and designed.

*Restriction: EDPROFST 601*

*To complete this course students must enrol in EDPROFM 600 A and B, or EDPROFM 600*

**Postgraduate 700 Level Courses**

<b>EDPROFM 700</b> <b>Being Māori, Thinking Theory</b>	<b>30 Points</b>
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An exploration of theory through a Kaupapa Māori framework. Draws on te reo, tikanga and mātauranga Māori as the foundation for articulating Kaupapa Māori theory as a contemporary theoretical framework of analysis in education.

<b>EDPROFM 701</b> <b>Teaching Te Reo Māori in English-Medium Contexts</b>	<b>30 Points</b>
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Critically analyse te reo Māori revitalisation strategies and theories of language planning including developing personal te reo Māori development plans. Developing critical knowledge, skills of mātauranga, tikanga and te reo Māori and knowledge of relevant curriculum material. Critique second language acquisition theory and develop teaching approaches that support the learning and teaching of te reo Māori and tikanga in English-medium settings.

<b>EDPROFM 702</b> <b>Te whakaako i te reo Māori: Teaching te reo Māori</b>	<b>30 Points</b>
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Through an exploration of second language acquisition and pedagogical processes, including an analysis of the latest learning technologies, this course will enable critical reflection on current te reo Māori teaching practices, enhanced language development, and an opportunity to evaluate and strengthen the effectiveness of one's own te reo Māori teaching practice. This course will be taught in te reo Māori.

<b>EDPROFM 703</b> <b>Special Topic</b>	<b>30 Points</b>
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<b>EDPROFM 796A</b>	<b>60 Points</b>
<b>EDPROFM 796B</b>	<b>60 Points</b>
<b>MEd Thesis - Level 9</b>	

*To complete this course students must enrol in EDPROFM 796 A and B*

<b>EDPROFM 797</b>	<b>60 Points</b>
<b>EDPROFM 797A</b>	<b>30 Points</b>
<b>EDPROFM 797B</b>	<b>30 Points</b>
<b>Dissertation</b>	

*To complete this course students must enrol in EDPROFM 797 A and B, or EDPROFM 797*

**Education Professional Studies Pasifika****Stage I**

<b>EDPROFPK 102</b>	<b>15 Points</b>
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**Pe mafai vefea e ki tatou oi tamaiti aoga Pasifika**

Explores skills and techniques in learning-to-learn in Pasifika medium, bilingual education settings. Students are introduced to characteristics of the development of a first language platform for further successful learning in English. Interpersonal communication and cognition skills and academic language proficiency in students' first languages will be scaffolded during this course.

**Education Studies****Stage III**

<b>EDUCN 300</b> <b>Special Topic</b>	<b>15 Points</b>
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**Postgraduate 700 Level Courses**

<b>EDUCN 701</b> <b>Language Policy</b>	<b>30 Points</b>
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Examines contemporary language policies that actively recognise and support Indigenous and other minoritised languages, as well as those promoting bi/multilingualism. These include language policy developments in relation to Te Reo Māori, as well as Pasifika, Asian, and other languages, in Aotearoa New Zealand. Key international examples of Indigenous and minority language revitalisation, and bi/multilingual language policies, will also be highlighted.

<b>EDUCN 793</b> <b>Dissertation - Level 9</b>	<b>60 Points</b>
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**Educational Psychology****Postgraduate 700 Level Courses**

<b>EDPSYCH 701</b> <b>Assessment in Practice</b>	<b>30 Points</b>
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An introduction to applied educational psychology, with seminars on the major issues of current practice and introduction to community-used test materials and theoretical issues of assessment and screening, with practical application to case studies.

<b>EDPSYCH 702</b> <b>Support in Practice</b>	<b>30 Points</b>
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An introduction to applied educational psychology interventions and supports with a critical examination of how "severe behaviour" is framed. Seminars on the controversial issues of current interventions including restraint, professional burn-out, safety plans, individualised education plans, and non-evidence and evidenced based interventions available in Aotearoa.

*Prerequisite: EDPSYCH 701*

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**English**

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**Stage I****ENGLISH 102** 15 Points**Great Books: Seduction and Betrayal**

Surveys a selection of literary masterpieces by major authors from different periods in the history of English literature. Selection of texts is organised around the theme of seduction and betrayal, understood more particularly as a story-arc exploring attitudes to love and sex, to politics and ambition, to ethical conduct, and to the activity of reading itself.

**ENGLISH 113** 15 Points**Global South: New World Texts**

Introduces cross-disciplinary study of transnational texts in English, with particular reference to poetry and prose works from the Caribbean and Pacific, including New Zealand. In both regions, the local history of writing is extensive and includes notable texts that reflect diverse cultural origins, but also a sharp sense of the new (scenes, socio-political structures, languages).

**ENGLISH 114** 15 Points**Journeys: Travel Narratives In Global Literatures**

Examines texts from around the world, composed across three millennia, that explore travelling as a means of discovering the self and the other. What does travelling mean in broader cultural, social, and political contexts? Students will encounter literatures from around the world in a range of genres, and will be exposed to different disciplinary approaches to textual analysis.

**ENGLISH 121** 15 Points**ENGLISH 121G** 15 Points**Reading/Writing/Text**

Develops University-wide skills of reading, writing and analysis. Addresses the needs of students in both English and other disciplines where both writing and reading have an important role in learning. The course fosters personal writing skills and also introduces writing as a subject of study in itself.

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**Stage II****ENGLISH 204** 15 Points**Pacific Literature in English**

An introduction to contemporary Pacific Literature exploring texts from canonical Pacific writers to spoken word performance poets. Texts will be examined in light of recent theories in Indigenous Writing Studies, with a focus on crossings of cultural and creative borders, diaspora and identity.

*Prerequisite:* 30 points at Stage I in English, or 15 points at Stage I in English and PACIFIC 100

**ENGLISH 207** 15 Points**Creating Stories**

Explores narrative theory and analysis through major stories from the literature and art of the last six centuries, from Shakespeare's sources to now; from at least four continents; and including short story, drama, 'classic' and modern novels, verse, children's picture story, narrative painting, comics, film and music video. Investigates universal, human, local, individual, work and intra-work levels of analysis.

*Prerequisite:* 60 points passed

*Restriction:* ENGLISH 111

**ENGLISH 213** 15 Points**Age of Shakespeare: Tragedy**

An introduction to the golden age of English theatre, involving detailed study of a selection of tragedies by Shakespeare and his contemporaries. The theatrical emphasis of the course is intended to help students respond to the plays as theatrical artefacts and not merely as literary texts.

*Prerequisite:* 30 points at Stage I in Drama or English

*Restriction:* ENGLISH 353

**ENGLISH 214** 15 Points**Early Texts: Modern Inventions**

A study of key works and contexts of selected medieval and early modern writers, including Chaucer, Shakespeare, Milton, and Behn. Offers a compact history of literary engagements with important social issues that arose in a period notable for revolution and reform; also develops knowledge of literary forms and trends that are historically important, but, in this period, relatively new.

*Prerequisite:* 15 points at Stage I in English

*Restriction:* ENGLISH 210, 330

**ENGLISH 216** 15 Points**Modernist Transformations**

Taking transformation as its theme, the course focuses on a selection of influential Modernist works that map out some of the possibilities for the avant-garde in the early twentieth century. Students will expand their knowledge of modernism as a multimedia, multicultural phenomenon and exert their imaginations and research skills as they consider its relevance to contemporary cultural production.

*Prerequisite:* 30 points at Stage I in English

*Restriction:* ENGLISH 206, 222, 322

**ENGLISH 217** 15 Points**Postcolonial Memory: Ireland**

Explores globally significant issues of cultural memory, identity and postcolonial inheritance through the lens of Irish literature and cultural experience. Debates about memory and postcoloniality guide our navigation of twentieth and twenty-first century Irish novels, plays, poetry and short stories. Conversely, our literary navigations interrogate postcolonial representations of identity across changing cultural contexts.

*Prerequisite:* 30 points at Stage I in English

*Restriction:* ENGLISH 266, 316, 361

**ENGLISH 219** 15 Points**Nineteenth Century Literature**

Considers a range of literature from the nineteenth century – poetry, fiction and drama – as regards its treatment of growing up in the period. Issues covered include the recognition of childhood as a special state, the establishment of an individual's gender and sexual identity and the opportunities and constraints afforded by the changing social hierarchy and religious belief systems.

*Prerequisite:* 30 points at Stage I in English

*Restriction:* ENGLISH 104, 360

**ENGLISH 221** 15 Points**New Zealand Literature**

Offers an historical survey of major writers and key issues in New Zealand literature. Students will not only read some of the best writing our country has to offer but will develop, through the literature studied, a richly detailed overview of New Zealand experience from the period of first contact until now.

*Prerequisite:* 30 points at Stage I in English

*Restriction:* ENGLISH 355



**ENGLISH 223 15 Points****Modern Writing and Critical Thinking**

Explores theories and practices of writing and criticality in academic, civic, and artistic contexts. We consider some of the scripts that organise literate social practices and how to perceive and extrapolate their principles. We explore how we are affected by, how we navigate, and how we transform our immersive world of signs.

*Prerequisite:* 15 points at Stage I in English

*Restriction:* ENGLISH 305

**ENGLISH 252 15 Points****Creative Writing: Four Genres**

Develops practical skills in four writing genres: Poetry, Multimedia, Creative Non-Fiction and Short Fiction. A range of published models will be studied alongside write and workshop exercises; and students will develop close-reading skills. Two portfolios of creative work cover all four genres, based on work begun in seminars.

*Prerequisite:* 45 points passed including 30 points in English

*Restriction:* ENGLISH 255, 324

**ENGLISH 256 15 Points****Tolkien and his Worlds**

Examines Tolkien's primary fictional texts, *The Hobbit* and *The Lord of the Rings* trilogy, in relation to the author's ideas about fantasy and world-building, his use of Celtic, German and Christian mythology, and the adaptation of the novels into film.

*Prerequisite:* 60 points passed

*Restriction:* ENGLISH 306

**ENGLISH 261 15 Points****Special Topic**

*Prerequisite:* 45 points passed

**ENGLISH 262 15 Points****Special Topic**

*Prerequisite:* 30 points at Stage I in English

*Restriction:* ENGLISH 356

**ENGLISH 265 15 Points****Shakespeare: Comedies and Tragicomedies**

A study of selected comedies and tragicomedies of Shakespeare and his contemporaries. Works of Shakespeare may include the romantic comedies of his first decade and a half as a playwright, the so-called 'problem plays', the darker comedies of his middle years, and the tragicomedies of his final years, sometimes called 'romances'. The nature of comedy and its relationship to tragedy is also explored.

*Prerequisite:* 30 points at Stage I in Drama or English

*Restriction:* ENGLISH 310

**Stage III****ENGLISH 305 15 Points****Modern Writing and Critical Thinking**

Reading modern works that overtly blend critical and creative styles, the course examines relations among discourses, criticality, and imagination.

*Prerequisite:* 30 points at Stage II in Drama or English

*Restriction:* ENGLISH 223

**ENGLISH 306 15 Points****Tolkien and his Worlds**

Examines Tolkien's primary fictional texts, *The Hobbit* and *The Lord of the Rings* trilogy, in relation to the author's ideas about fantasy and world-building, his use of Celtic,

German and Christian mythology, and the adaptation of the novels into film.

*Prerequisite:* 60 points passed

*Restriction:* ENGLISH 256

**ENGLISH 310 15 Points****Shakespeare: Comedies and Tragicomedies**

A study of selected comedies and tragicomedies of Shakespeare and his contemporaries. Works of Shakespeare may include the romantic comedies of his first decade and a half as a playwright, the so-called 'problem plays', the darker comedies of his middle years, and the tragicomedies of his final years, sometimes called 'romances'. The nature of comedy and its relationship to tragedy is also explored.

*Prerequisite:* 30 points at Stage II in English or Drama

*Restriction:* ENGLISH 265

**ENGLISH 311 15 Points****Creating Stories**

Explores narrative theory and analysis through major stories from the literature and art of the last six centuries, from Shakespeare's sources to now; from at least four continents; and including short story, drama, "classic" and modern novels, verse, children's picture story, narrative painting, comics, film and music video. Investigates universal, human, local, individual, work and intra-work levels of analysis.

*Prerequisite:* 60 points at Stage II from the BA Schedule

*Restriction:* ENGLISH 111, 207

**ENGLISH 316 15 Points****Postcolonial Memory: Ireland**

Explores globally significant issues of cultural memory, identity and postcolonial inheritance through the lens of Irish literature and cultural experience. Debates about memory and postcoloniality guide our navigation of twentieth and twenty-first century Irish novels, plays, poetry and short stories. Conversely, our literary navigations interrogate postcolonial representations of identity across changing cultural contexts.

*Prerequisite:* 30 points at Stage II in English

*Restriction:* ENGLISH 217, 266, 361

**ENGLISH 318 15 Points****The Gothic: Texts and Theory**

An advanced introduction to literary theory through an exploration of classic works of Gothic Literature. We examine the competing claims of psychoanalysis, new historicism, post-colonialism and queer studies in accounting for the appeal and cultural significance of the Gothic mode.

*Prerequisite:* 30 points at Stage II

*Restriction:* ENGLISH 321

**ENGLISH 322 15 Points****Modernist Transformations**

Takes transformation as its theme, focuses on a selection of influential Modernist works that map out some of the possibilities for the avant-garde in the early twentieth century. Students will expand their knowledge of modernism as a multimedia, multicultural phenomenon and exert their imaginations and research skills as they consider its relevance to contemporary cultural production.

*Prerequisite:* 30 points at Stage II in English

*Restriction:* ENGLISH 206, 216, 222

**ENGLISH 323 15 Points****Contemporary Poetry**

An introduction to the work of a dozen influential poets, this course emphasises new developments. The focus is on the

still controversial L=A=N=G=U=A=G=E poetry that emerged in the late 1970s and developments concurrent with it. This shift is seen against a background of changes in technology, politics and in popular and intellectual culture.

*Prerequisite:* 30 points at Stage II in English

#### ENGLISH 324 15 Points

##### **Creative Writing: Four Genres**

Develops practical skills in four writing genres: Poetry, Multimedia, Creative Non-Fiction and Short Fiction. A range of published models will be studied alongside write and workshop exercises and students will develop close-reading skills. Two portfolios of creative work cover all four genres, based on work begun in seminars.

*Prerequisite:* 60 points passed, including 45 points in English

*Restriction:* ENGLISH 252

#### ENGLISH 330 15 Points

##### **Early Texts, Modern Inventions**

A study of key works and contexts of selected medieval and early modern writers, including Chaucer, Shakespeare, Milton, and Behn. Offers a compact history of literary engagements with important social issues that arose in a period notable for revolution and reform; also develops knowledge of literary forms and trends that are historically important, but, in this period, relatively new.

*Prerequisite:* 30 points at Stage II in English

*Restriction:* ENGLISH 214, 351

#### ENGLISH 340 15 Points

##### **Arthurian Literature**

The Arthurian story, from its first passage into French in the twelfth century. The English writings are studied in comparison with their French sources and counterparts (in translation).

*Prerequisite:* 30 points at Stage II in English or FRENCH 200

*Restriction:* ENGLISH 738, 746

#### ENGLISH 343 15 Points

##### **Writing Poetry**

Students will be guided through poetry and poetics and the writing of poetry. As part of the course requirement, they will submit a portfolio of poems.

*Prerequisite:* 30 points at Stage II in English, Drama, Writing Studies and Programme Coordinator approval

*Restriction:* ENGLISH 328

#### ENGLISH 344 15 Points

##### **Writing Creative Prose**

An art and craft class focused on refining technical skills in writing short fiction and creative non-fiction, studying local and international models, and based around weekly workshops.

*Prerequisite:* 60 points passed and Programme Coordinator approval

*Restriction:* ENGLISH 328

#### ENGLISH 351 15 Points

##### **Special Topic**

*Prerequisite:* 30 points at Stage II in English

#### ENGLISH 353 15 Points

##### **Age of Shakespeare: Tragedy**

An introduction to the golden age of English theatre, involving detailed study of a selection of tragedies by Shakespeare and his contemporaries. The theatrical emphasis of the course is intended to help students respond to the plays as theatrical artefacts and not merely as literary texts.

*Prerequisite:* 30 points at Stage II in English or Drama

*Restriction:* ENGLISH 213

#### ENGLISH 355 15 Points

##### **New Zealand Literature**

Offers an historical survey of major writers and key issues in New Zealand literature. Students will not only read some of the best writing our country has to offer but will develop, through the literature studied, a richly detailed overview of New Zealand experience from the period of first contact until now.

*Prerequisite:* 30 points at Stage II in English

*Restriction:* ENGLISH 221

#### ENGLISH 356 15 Points

##### **The Modern Novel**

A study of fiction. The prescribed works vary widely in their country of origin, formal elements and themes. Some are recognised as classics, while others show the new directions taken by the writers of the time. The texts are given detailed consideration as well as being placed within social and critical contexts.

*Prerequisite:* 30 points at Stage II in English

*Restriction:* ENGLISH 220, 262

#### ENGLISH 360 15 Points

##### **Special Topic: Nineteenth Century Literature**

Considers a range of literature from the nineteenth century – poetry, fiction and drama – as regards its treatment of growing up in the period. Issues covered include the recognition of childhood as a special state, the establishment of an individual's gender and sexual identity and the opportunities and constraints afforded by the changing social hierarchy and religious belief systems.

*Prerequisite:* 30 points at Stage II in English

*Restriction:* ENGLISH 219

#### ENGLISH 367 15 Points

##### **Special Topic**

*Prerequisite:* 30 points at Stage II in English

### **Postgraduate 700 Level Courses**

#### ENGLISH 700 30 Points

##### **Pacific Poetry**

A critical engagement with poetry written in English by the peoples of Oceania (Polynesia, Melanesia, Micronesia). Pacific aesthetics and epistemologies evident in orature and art, in addition to post-colonial and women of colour feminist theories, will be used in the construction of culturally insightful frameworks to better appreciate this poetry that spans from the 1970s to the present day.

*Restriction:* ENGLISH 717, 720

#### ENGLISH 705 30 Points

##### **Modernism and the Contemporary**

Examines the work of Modernist writers intensely concerned with ideas of the contemporary within the context of Modernism, the defining international 'movement' of the twentieth century, known for its narratives of crisis and transformation.

#### ENGLISH 706 30 Points

##### **Shakespeare: Selected Plays and Poems**

The focus of this course varies from year to year but includes attention to several of the most influential approaches to the reading of Shakespearean texts: psychoanalysis, feminism, new historicism, cultural materialism and post-colonial theory.

#### ENGLISH 709 30 Points

##### **Theatre on Screen**

Examines a range of mainstream and arthouse films which

treat the processes of theatrical performance and dramatic composition. These films create commercial and aesthetic appeal by engaging the thin dividing line between reality and drama. Topics include: theatricality and politics; the business of theatre; gender and sexuality; adaptation.  
*Restriction: ENGLISH 774*

<b>ENGLISH 713</b>	<b>30 Points</b>
<b>ENGLISH 713A</b>	<b>15 Points</b>
<b>ENGLISH 713B</b>	<b>15 Points</b>

#### Research Essays - Level 9

A number of essays are written with guidance from a supervisor, focusing on a field, author, genre or period of literature.

*To complete this course students must enrol in ENGLISH 713 A and B, or ENGLISH 713*

<b>ENGLISH 714</b>	<b>30 Points</b>
<b>Special Topic</b>	

<b>ENGLISH 718</b>	<b>30 Points</b>
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#### Opening the Archive

Develops practical research skills while attending to archives as concept and theory. Skills include scoping and pursuing a significant research project, seeking permissions and presenting findings. The course also reflects critically on the provenance of textual, material, visual and digital collections and their public and scholarly uses in the twenty-first century.

<b>ENGLISH 732</b>	<b>30 Points</b>
<b>ENGLISH 732A</b>	<b>15 Points</b>
<b>ENGLISH 732B</b>	<b>15 Points</b>

#### Popular Fiction: Mystery, Romance and Fantasy

Popular Fiction offers an opportunity to extend critical study of literature to the mass of texts customarily denied academic approval. A key element is the reader's pleasure. Does pleasure make a difference in what is, admittedly, a critical study of several varieties of modern popular fiction, especially children's literature, romance and crime fiction (both in print and on television). Reading of texts will be supported by discussion of a range of theoretical issues.

*To complete this course students must enrol in ENGLISH 732 A and B, or ENGLISH 732*

*For students currently enrolled in a postgraduate programme in English*

<b>ENGLISH 746</b>	<b>15 Points</b>
<b>Arthurian Literature</b>	

The Arthurian story, from its first passage into French in the twelfth century. The English writings are studied in comparison with their French sources and counterparts (in translation).

*Restriction: ENGLISH 340*

<b>ENGLISH 769</b>	<b>30 Points</b>
<b>Representing Imagining</b>	

Investigates representation in imaginative writing. Principal texts are from 1928 to the present and from North America, UK, Aotearoa New Zealand, France, and the Caribbean. Topics include genre and expectations; ideologies of originality and copying; discursive mixing; authenticity; wholeness and brokenness; translanguaging; the page, the codex and the digitas; and the economy of the imaginative subject.

<b>ENGLISH 770</b>	<b>15 Points</b>
<b>Research Essays - Level 9</b>	

Essays on a particular author, genre or theme.

<b>ENGLISH 775</b>	<b>15 Points</b>
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#### Special Topic

<b>ENGLISH 780</b>	<b>30 Points</b>
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<b>ENGLISH 780A</b>	<b>15 Points</b>
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<b>ENGLISH 780B</b>	<b>15 Points</b>
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#### Research Essay - Level 9

*To complete this course students must enrol in ENGLISH 780 A and B, or ENGLISH 780*

*For students enrolled in a postgraduate programme in English.*

<b>ENGLISH 781</b>	<b>30 Points</b>
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#### Research Project - Level 9

<b>ENGLISH 787</b>	<b>30 Points</b>
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#### Literature USA: from the American Renaissance to the Jazz Age

Examines a selection of classic texts and major issues in the literature of the United States from the American Renaissance of the 1840s and 1850s through to the Jazz Age of the 1920s and 1930s.

<b>ENGLISH 789</b>	<b>60 Points</b>
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<b>ENGLISH 789A</b>	<b>30 Points</b>
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<b>ENGLISH 789B</b>	<b>30 Points</b>
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#### Dissertation - Level 9

*To complete this course students must enrol in ENGLISH 789 A and B, or ENGLISH 789*

<b>ENGLISH 792</b>	<b>45 Points</b>
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<b>ENGLISH 792A</b>	<b>22.5 Points</b>
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<b>ENGLISH 792B</b>	<b>22.5 Points</b>
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#### Dissertation - Level 9

*To complete this course students must enrol in ENGLISH 792 A and B, or ENGLISH 792*

<b>ENGLISH 793A</b>	<b>45 Points</b>
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<b>ENGLISH 793B</b>	<b>45 Points</b>
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#### Thesis - Level 9

*To complete this course students must enrol in ENGLISH 793 A and B*

<b>ENGLISH 796A</b>	<b>60 Points</b>
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<b>ENGLISH 796B</b>	<b>60 Points</b>
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#### Thesis - Level 9

*To complete this course students must enrol in ENGLISH 796 A and B*

<b>ENGLISH 797A</b>	<b>60 Points</b>
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<b>ENGLISH 797B</b>	<b>60 Points</b>
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#### Research Portfolio - Level 9

*To complete this course students must enrol in ENGLISH 797 A and B*

## English for Academic Purposes

### Preparatory Courses

<b>ENGLACP 20P</b>	<b>25 Points</b>
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#### English for Academic Purposes Level 1

Extensive reading of academic texts; writing different types of essays and reports, summary reviews; developing editing and referencing skills, understanding and avoiding plagiarism; oral presentations and group discussion skills and strategies, including pronunciation; developing and consolidating academic vocabulary and grammar of written discourse; monitoring and evaluating own learning; mastery of using electronic and print media learning and reference resources; understanding different English accents.

*Restriction: ENGLACP 40P*

**ENGLACP 30P****35 Points****English for Academic Purposes Level 2**

Extensive and intensive reading of extended academic texts; developing skills of analysing, synthesising and critical commentary; writing longer essays and reports (1000 words); integrating and referencing source material; proof-reading and editing; avoiding plagiarism; oral seminar presentations; listening and note-taking from lectures in a subject of choice; orientation to student support and learning resources at the University of Auckland.

*Prerequisite:* ENGLACP 20P

**ENGLACP 40P****25 Points****English for Academic Purposes Level 3**

Extensive and intensive reading of extended academic texts at postgraduate level; developing skills of analysing, synthesising and critical commentary; writing longer essays and reports integrating and referencing source material; proof-reading and editing; avoiding plagiarism; oral seminar presentations and discussions; listening and note-taking from lectures; orientation to student support and learning resources at the University of Auckland.

*Prerequisite:* ENGLACP 30P

*Restriction:* ENGLACP 20P

**ENGLACP 50P****30 Points****English for Undergraduate Studies**

Designed for learners of English who require a level of English language competency for academic study at an undergraduate level in an English-medium tertiary environment. The course covers extensive and intensive reading of extended academic texts; writing academic essays and reports; integrating and referencing source material; proof-reading and editing; oral presentations and group discussions; listening and note-taking from lectures. By the end of the course, students are expected to be able to understand texts at a B2/B2+ level and produce texts at a B2+ level.

*Corequisite:* ACADINT A01

**ENGLACP 60P****30 Points****English for Postgraduate Studies**

Designed for learners of English who require a level of English language competency for academic study at a postgraduate level in an English-medium tertiary environment. The course covers extensive and intensive reading of extended academic texts; writing academic essays and reports; integrating and referencing source material; proof-reading and editing; oral presentations and seminar discussions; listening and note-taking from lectures. By the end of the course, students are expected to be able to understand texts at a B2+/C1 level and produce texts at a B2+/C1- level.

*Corequisite:* ACADINT A01

**English Writing****Stage I****ENGWRIT 101****15 Points****English Writing for Academic Purposes**

A skills-based analysis of texts written for academic purposes. Topics include: essays of comparison and contrast, argumentative essays, problem solution texts, literature reviews, critiques, and report writing.

*Restriction:* ENGWRIT 94F

**European Studies****Stage I****EUROPEAN 100****15 Points****Europe and the World**

An introduction to the study of Europe, organised around a number of major themes, including linguistic and ethnic groupings, historical periods, literary and cultural movements, religious and philosophical traditions, and political and cultural figures. An ideal course for students wishing to explore European culture and civilisation.

**Stage II****EUROPEAN 200****15 Points****Screening Europe**

Europe's rich and distinctive film tradition provides an opportunity to examine issues of contemporary Europe and its individual nations. This course examines the sources, complexities and resonances of a number of European films and the ways in which they refer, directly or obliquely, to historical, social and political issues around the concept of Europe. The films shown will all be subtitled.

*Prerequisite:* 30 points passed in BA or BGlobalSt courses

*Restriction:* EUROPEAN 300

**EUROPEAN 204****15 Points****Special Topic****EUROPEAN 206****15 Points****European Integration**

This cross-disciplinary course examines political, economic, social and cultural integration and its effects in the fabric of contemporary Europe. Issues addressed include identity, immigration and citizenship in Europe, and matters pertaining to the European Union: its political form, enlargement, foreign and security policy, economic and monetary policy, and the European constitution.

*Prerequisite:* 30 points passed at Stage I

*Restriction:* EUROPEAN 302

**EUROPEAN 207****15 Points****European Drama: Greatest Hits**

Considers important themes and stylistic innovations in European drama through the study of a selection of great plays and playwrights from a number of European countries.

*Prerequisite:* 30 points passed in BA courses or Transnational Cultures and Creative Practice

*Restriction:* EUROPEAN 307

**EUROPEAN 222****15 Points****European Cinema and The City**

Focuses on the vibrant dialogue on the relationship between European film as a cultural form and the city as social organisation, highlighting the many levels on which the two have been inextricably linked, from the end of the nineteenth century to the present.

*Prerequisite:* 30 points passed in BA or BGlobalSt courses

*Restriction:* EUROPEAN 322

**EUROPEAN 277****15 Points****European Study Abroad 2A**

Course taken at an approved academic institution abroad.

*Prerequisite:* Approval of Academic Head or nominee

**EUROPEAN 278** 15 Points**European Study Abroad 2B**

Course taken at an approved academic institution abroad.  
*Prerequisite: EUROPEAN 277 and approval of Academic Head or nominee*

**Stage III****EUROPEAN 300** 15 Points**Screening Europe**

Europe's rich and distinctive film tradition provides an opportunity to examine issues of contemporary Europe and its individual nations. This course examines the sources, complexities and resonances of a number of European films and the ways in which they refer, directly or obliquely, to historical, social and political issues around the concept of Europe. The films shown will all be subtitled.

*Prerequisite: 30 points at Stage II*

*Restriction: EUROPEAN 200*

**EUROPEAN 302** 15 Points**European Integration**

This cross-disciplinary course examines political, economic, social and cultural integration and its effects in the fabric of contemporary Europe. Issues addressed include identity, immigration and citizenship in Europe, and matters pertaining to the European Union: its political form, enlargement, foreign and security policy, economic and monetary policy, and the European constitution.

*Prerequisite: 30 points at Stage II*

*Restriction: EUROPEAN 206*

**EUROPEAN 305** 15 Points**Special Topic**

*Prerequisite: 30 points at Stage II in BA courses*

**EUROPEAN 307** 15 Points**European Drama: Greatest Hits**

Considers important themes and stylistic innovations in European drama through the study of a selection of great plays and playwrights from a number of European countries.

*Prerequisite: 30 points at Stage II in BA courses or Transnational Cultures and Creative Practice*

*Restriction: EUROPEAN 207*

**EUROPEAN 322** 15 Points**European Cinema and The City**

Focuses on the vibrant dialogue on the relationship between European film as a cultural form and the city as social organisation, highlighting the many levels on which the two have been inextricably linked, from the end of the nineteenth century to the present.

*Prerequisite: 30 points at Stage II*

*Restriction: EUROPEAN 222*

**EUROPEAN 377** 15 Points**European Study Abroad 3A**

Course taken at an approved academic institution abroad.  
*Prerequisite: Approval of Academic Head or nominee*

**EUROPEAN 378** 15 Points**European Study Abroad 3B**

Course taken at an approved academic institution abroad.  
*Prerequisite: EUROPEAN 377 and approval of Academic Head or nominee*

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**Fine Arts**

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**Stage I****FINEARTS 105** 15 Points**Special Topic****FINEARTS 109G** 15 Points**Introduction to Photographic Practice**

Introduces the methods, concepts and contemporary contexts of photographic practice alongside the development of a photographic portfolio. Students will use their own camera, (this can include cell phone cameras) to develop a portfolio of photographic work and explore the ways in which contemporary arts and cultural practices in Aotearoa enable a critical reflection on the production of images.

**FINEARTS 110** 15 Points**Introduction to Fine Arts Technologies**

Introduces students to a range of technical workshops and skills for artistic practice. Students will develop a set of technical competencies and build their capacity to think through making. Students will be inducted into best workshop practice, whakaute, health and safety protocols, and be assessed as safe workshop users while working under direct supervision.

**FINEARTS 111** 30 Points**Fine Arts Studio 1**

Through a series of three short studio-based projects, students will be introduced to key concepts and practices of painting, sculpture and social practice. Emphasises the acquisition of skills in conceptual thinking and the development of ideas, using a range of approaches to the making and presentation of artworks. Aspects of mātauranga Māori and its relationship to artmaking will also be introduced.

**FINEARTS 112** 30 Points**Fine Arts Studio 2**

Through a series of three short studio-based projects, students will be introduced to key concepts and practices of print, time-based arts, and photography. Emphasises the acquisition of skills in conceptual thinking and the development of ideas, using a range of approaches to the making and presentation of artworks. Aspects of mātauranga Māori and its relationship to artmaking will also be covered.

**FINEARTS 113** 15 Points**Ideas and Contexts for Creative Practice**

Introduces the ways the knowledge of contemporary art and ideas can enable an individual artistic practice. Students will discover and understand ideas relevant to contemporary art.

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**Stage II****FINEARTS 205** 15 Points**Creative Computing**

Introduces methods and concepts for engaging with computing as artistic practice. Students will learn fundamental principles of programming, work with generative and algorithmic processes, and explore approaches and ideas in the field of computational arts. No prior experience in coding is necessary.  
*Prerequisite: 30 points at Stage I*

<b>FINEARTS 211G</b> <b>Understanding Contemporary Fashion Design</b> Investigates the relationship between fashion design and identity to build understanding of the increasing rapidity of clothing change as both the product of individual choice and the manifestation of a need for community. The emphasis will be on the consumption of fashion and its relationship to the human body with reference to fashion theory in the context of the broader literatures of gender, class and ethnicity. <i>Prerequisite:</i> 60 points passed	<b>15 Points</b>	<b>FINEARTS 225</b> <b>Time-Based: Action and Documentation</b> Considers how documentation informs our understanding of time-based action and/or performance art and what might be done to retain and communicate the effects of a passing event. Students explore their own time-based practices and develop appropriate methods of documentation including video, photography, drawing, and sound recording. Students can work both collaboratively and individually, using documentation as a visual and conceptual tool for the creation of artworks. <i>Prerequisite:</i> FINEARTS 110, and 111 or 112 <i>Corequisite:</i> FINEARTS 113	<b>15 Points</b>
<b>FINEARTS 213</b> <b>Special Topic</b>	<b>15 Points</b>	<b>FINEARTS 226</b> <b>Photography: Digital Photography</b> Covers the conceptual and practical possibilities of digital photography. Students will experiment with a wide range of image-making technologies including SLR digital cameras. Lighting considerations and a range of options for printing digital photos will be explored. Contemporary photographic practices will be covered within the context of global image circulation. <i>Prerequisite:</i> FINEARTS 110, and 111 or 112 <i>Corequisite:</i> FINEARTS 113	<b>15 Points</b>
<b>FINEARTS 214</b> <b>Special Topic</b>	<b>15 Points</b>	<b>FINEARTS 227</b> <b>Photography: Analogue Photography</b> Provides students with an overview of analogue photographic processes. Students will gain skills in darkroom photography, including a practical understanding of film camera technologies, developing and printing processes, and the use of darkroom techniques to refine and manipulate photographic imagery. <i>Prerequisite:</i> FINEARTS 110, and 111 or 112 <i>Corequisite:</i> FINEARTS 113	<b>15 Points</b>
<b>FINEARTS 220</b> <b>Nga Toi Taketake: Fibre and Textile</b> Engages students with concepts, materials and methods of making that are indigenous to Aotearoa. Explores ways of developing and creating contemporary art in fibre and textile. <i>Prerequisite:</i> FINEARTS 110, and 111 or 112 <i>Corequisite:</i> FINEARTS 113	<b>15 Points</b>	<b>FINEARTS 228</b> <b>Painting: Materiality and Process</b> Considers the various ways in which actions, processes, and materials can shape a painting practice. Covers a range of painterly actions and a self-generated list of 'paint-related' verbs (to roll, to smudge, to scrape). Students will create a 'catalogue' of marks and manipulations of paint. They will then develop these ideas through a studio practice which explores abstraction, materiality, and considerations of form. A broad range of traditional, modern and expanded paint properties and mediums will be considered. <i>Prerequisite:</i> FINEARTS 110, and 111 or 112 <i>Corequisite:</i> FINEARTS 113	<b>15 Points</b>
<b>FINEARTS 221</b> <b>Nga Toi Taketake: Kōhatu / Stone</b> Engages students with concepts, materials and methods of making that are indigenous to Aotearoa. Explores ways of developing and creating contemporary art in kōhatu/stone. <i>Prerequisite:</i> FINEARTS 110, and 111 or 112 <i>Corequisite:</i> FINEARTS 113	<b>15 Points</b>	<b>FINEARTS 229</b> <b>Painting: Painted Images</b> Explores contemporary techniques of still life and representational painting as a means of re-thinking visual histories. Students will gather and arrange source materials and object references and explore a range of painted responses. Emphasises the construction and preparation of supports and surfaces, colour theory, and the methods and mediums that support painting practice. <i>Prerequisite:</i> FINEARTS 110, and 111 or 112 <i>Corequisite:</i> FINEARTS 113	<b>15 Points</b>
<b>FINEARTS 222</b> <b>Printed Matter: Printmaking</b> Explores contemporary printed matter. Students will work with a range of traditional printmaking technologies that may include monoprint, screen print, woodcut, and photogravure as well as expanded, experimental processes using digital and laser cutting technologies. <i>Prerequisite:</i> FINEARTS 110, and 111 or 112 <i>Corequisite:</i> FINEARTS 113	<b>15 Points</b>	<b>FINEARTS 230</b> <b>Sculpture: Constructing and Fabricating</b> Based in the metal and wood workshops, this course will guide students in the exploration of materials and construction processes. Develop sculptural works in metal	<b>15 Points</b>
<b>FINEARTS 223</b> <b>Printed Matter: Publication</b> Introduces students to print publication as a site of contemporary practice exploring ways in which artists, designers, and activists have made use of the printed form as a social medium. Students will experiment with the format and materiality of printed media, and the experience of viewing, through the production of self-published works such as artist's books, posters, and zines. Technical workshops will develop skills in digital and hand-made print and production methods. <i>Prerequisite:</i> FINEARTS 110, and 111 or 112 <i>Corequisite:</i> FINEARTS 113	<b>15 Points</b>		
<b>FINEARTS 224</b> <b>Time-Based: Moving Image</b> Offers a practical exploration of moving image production. Students will learn camera techniques and editing skills to support the development of experimental video and audio while learning how digital workflow and project management can affect a creative outcome. Students can work collaboratively or individually, using a range of filmmaking equipment and editing software to create moving image works. <i>Prerequisite:</i> FINEARTS 110, and 111 or 112 <i>Corequisite:</i> FINEARTS 113	<b>15 Points</b>		

or wood. Students will use tools and techniques such as cutting, joining and welding.

*Prerequisite:* FINEARTS 110, and 111 or 112

*Corequisite:* FINEARTS 113

**FINEARTS 231** 15 Points

### **Sculpture: Shaping and Casting**

Engages with tactile processes of object-making and reproduction to create works of contemporary art using clay, wax, and other materials. Students will make reproductions of their handmade objects using a range of casting processes and explore how multiples impact the form and content of artworks.

*Prerequisite:* FINEARTS 110, and 111 or 112

*Corequisite:* FINEARTS 113

**FINEARTS 232** 15 Points

### **Performance: Communication, Identity and Community**

Focuses on performance art as a means of communication. Examines the ways in which performance can be integral to an artistic and cultural identity, contemporary life, and community.

*Prerequisite:* FINEARTS 110, and 111 or 112

*Corequisite:* FINEARTS 113

**FINEARTS 234** 15 Points

### **Creative Careers: Pathways**

Emphasises the practical aspects of establishing a career as a creative practitioner. Covers writing proposals, applications, artist's statements, and other practical tools for a creative career. Focuses on the ability to communicate ideas effectively to peers and professional networks.

*Prerequisite:* FINEARTS 110, and 111 or 112

*Corequisite:* FINEARTS 113

**FINEARTS 235** 15 Points

### **Creative Careers: Making Exhibitions**

Students will consider the types of roles and structures that exist in contemporary art worlds, with a focus on curatorial practice and exhibition making from the perspective of the artist. Engaging with the local art world, students will develop a critically informed exhibition proposal for a real-world context.

*Prerequisite:* FINEARTS 110, and 111 or 112

*Corequisite:* FINEARTS 113

**FINEARTS 236** 15 Points

### **Drawing as Creative Thinking**

An introduction to approaches to drawing and its relationship with contemporary practices in art and design, including digital and analogue drawing techniques. The course explores drawing as a conceptual method of thinking through making.

*Prerequisite:* 30 points at Stage 1

**FINEARTS 240** 30 Points

### **Indigeneity and Culture: Ko wai au?**

Encourages the development and creation of artworks that explore whakapapa, whakawhanaungatanga, genealogy, and relationality as the foundation of creative practice in the contexts of Aotearoa and Te-Moana-Nui-a-Kiwa. Related indigenous methodologies and concepts will be explored.

*Prerequisite:* FINEARTS 110, and 111 or 112

*Corequisite:* FINEARTS 113

**FINEARTS 241** 30 Points

### **Indigeneity and Culture: Power and Place**

Explores and examines the ongoing impact of colonisation,

imperialism, and migration through art making. Related indigenous methodologies and concepts will be explored.

*Prerequisite:* FINEARTS 110, and 111 or 112

*Corequisite:* FINEARTS 113

**FINEARTS 242** 30 Points

### **Image, Object and Materiality: What is an Image?**

Addresses image-making in a digital world. Explores the relation between the fabrication of individual images and their circulation through mass media using different mediums. Reflection on the different ways artists might embrace or subvert the profusion of internet imagery.

*Prerequisite:* FINEARTS 110, and 111 or 112

*Corequisite:* FINEARTS 113

**FINEARTS 243** 30 Points

### **Image, Object and Materiality: What is an Object?**

Addresses object-making in a digital world. Responds to the immaterial condition of internet culture, students will generate sculptural objects that exist in real space. Reflection on materiality and mediation in contemporary culture.

*Prerequisite:* FINEARTS 110, and 111 or 112

*Corequisite:* FINEARTS 113

**FINEARTS 244** 30 Points

### **Embodiment, Identity and Agency: Art and Audience**

Explores the role of the audience through a creative project, as well as examining the work of artists and writers who have challenged assumptions about art production and reception. Aspects of cultural safety and the ethics of working with others will also be addressed.

*Prerequisite:* FINEARTS 110, and 111 or 112

*Corequisite:* FINEARTS 113

**FINEARTS 245** 30 Points

### **Embodiment, Identity and Agency: Art and the Self**

How is identity produced? Explores key concepts of fluidity, intersectionality, body image, fashion, gender and persona, in relation to photography, film, art, and fashion.

*Prerequisite:* FINEARTS 110, and 111 or 112

*Corequisite:* FINEARTS 113

**FINEARTS 246** 30 Points

### **Systems, Ecologies and Environments: Art in the Anthropocene**

Students will undertake a studio art project that responds to the challenges of the Anthropocene and climate change. The course explores related art and ideas from Aotearoa and overseas.

*Prerequisite:* FINEARTS 110, and 111 or 112

*Corequisite:* FINEARTS 113

**FINEARTS 247** 30 Points

### **Systems, Ecologies and Environments: Embodied Nature**

Explores our place as a species within a broader ecological framework. Enables students to reflect on the limitations proposed by ways of thinking that separate self from world. Through studio practice and artistic research, develops an enhanced awareness of and sensitivity to living systems.

*Prerequisite:* FINEARTS 110, and 111 or 112

*Corequisite:* FINEARTS 113

**FINEARTS 248** 30 Points

### **Technology and Material Futures: Mixed Realities**

Considers virtual and tactile methods of production in contemporary art. Investigates the tension where the physical and virtual worlds are woven together. In mixed realities, the line between analogue and digital artmaking is blurred. This course provides an opportunity to experiment with technologies which might include 3D printing, real-

time and interactive technologies, laser cutting, digital casting, and 3D scanning.

*Prerequisite:* FINEARTS 110, and 111 or 112

*Corequisite:* FINEARTS 113

**FINEARTS 249** 30 Points

### **Technology and Material Futures: World-making**

Focuses on the idea that a key driver of creative practice is the seeking out and imagining of alternative models for living, this course provides students with the opportunity to engage in world-making. Students generate and produce artworks that explore new worlds. Provides an understanding of how material affects and conceptual propositions work together to produce meaning in an artwork.

*Prerequisite:* FINEARTS 110, and 111 or 112

*Corequisite:* FINEARTS 113

**FINEARTS 250** 30 Points  
**Special Topic**

### **Stage III**

**FINEARTS 306** 15 Points  
**Special Topic**

**FINEARTS 308** 45 Points  
**Studio Practice 3**

Builds upon the conceptual, material, technical and contextual work undertaken in Studio Practice 2. Students will explore and develop a range of methodologies that will enable them to understand the principle of a self-directed practice. Students are required to pursue open-ended exploration and critical analysis within their studio work, with an emphasis on experimentation and reflexivity. Consists of a range of supervised briefs embracing media specific, interdisciplinary, Māori, local and global approaches to creating art works. Students will also engage in focused contextual study in an area relevant to their interests.

*Prerequisite:* FINEARTS 204, 207, 208

*Restriction:* FINEARTS 302, 304

**FINEARTS 309** 45 Points  
**Studio Practice 4**

Extends the self-directed aspect of FINEARTS 308 through work on one or two long-term personal projects. A key focus is the identification of, and response to, a contextual issue or mode of practice relevant to contemporary art. Students will begin to develop an understanding of their own practice within the context of a wider field of local and international contemporary art practices. Students will also engage in focused contextual study in an area relevant to their interests.

*Prerequisite:* FINEARTS 308 or 310

*Restriction:* FINEARTS 303, 307

**FINEARTS 320** 15 Points  
**Creative Methods for Studio Practice**

Explores methods for studio practice through an introduction to different approaches for making and thinking creatively. Methods are drawn from the visual arts as well as examples located in poetic, embodied and philosophical orientations to the world. Students apply these in relation to their artistic practice, as well as experiment with developing their own working methods.

*Prerequisite:* FINEARTS 110-113, 90 points from FINEARTS 205, 220-250

**FINEARTS 321** 45 Points

**FINEARTS 321A** 22.5 Points

**FINEARTS 321B** 22.5 Points

### **Fine Arts Studio 3: Capstone Project**

A major studio art project that demonstrates an advanced level of practical, independent, inventive, and conceptual enquiry. Students will engage in research and studio investigation using tools, technologies, and methods appropriate to their chosen field or fields of enquiry.

*Prerequisite:* FINEARTS 320

*Corequisite:* FINEARTS 322

*To complete this course students must enrol in FINEARTS 321 A and B, or FINEARTS 321*

**FINEARTS 322** 15 Points

**FINEARTS 322A** 7.5 Points

**FINEARTS 322B** 7.5 Points

### **Research Essay: Making Sense of Practice**

A response to the capstone project, this course focuses the research essay within relevant local, international, and historical fields of practice. Considers different ways of writing and discussing art, and how different types of art may be served by different forms of interpretation.

*Prerequisite:* FINEARTS 320

*To complete this course students must enrol in FINEARTS 322 A and B, or FINEARTS 322*

### **Stage IV**

**FINEARTS 406** 30 Points  
**Special Topic**

A development of Part III Studio courses in selected fields.

**FINEARTS 407** 30 Points  
**Special Topic**

A development of Part III Studio courses in selected fields.

### **Postgraduate 700 Level Courses**

**FINEARTS 756A** 60 Points

**FINEARTS 756B** 60 Points

### **Research Project - Level 9**

A research project in fine arts and/or design.

*To complete this course students must enrol in FINEARTS 756 A and B*

**FINEARTS 758** 15 Points

### **Creative Practice Methodologies**

A guided exploration of a range of key research methodologies relevant to contemporary art. Using a seminar format, this course will provide students with the research-specific, discursive and academic skills necessary for advanced creative practice.

*Corequisite:* FINEARTS 759

**FINEARTS 759** 45 Points

**FINEARTS 759A** 30 Points

**FINEARTS 759B** 15 Points

### **Studio**

An advanced studio course in which students complete a significant studio art project that demonstrates a sustained level of practical and conceptual enquiry.

*To complete this course students must enrol in FINEARTS 759 A and B, or FINEARTS 759*

**FINEARTS 761** 30 Points

### **Contemporary Practice 1**

A studio-based investigation of a specific medium of contemporary practice. Students will develop advanced conceptual capabilities in that medium and realise



finished works to an advanced standard. These specialised outcomes will be informed by complementary acquisition of advanced technical skills and theoretical knowledge in co-requisite courses focused on the same medium.

*Corequisite: FINEARTS 762 or 763*

**FINEARTS 762** **15 Points**  
**Creative Technology 1**

A workshop-based exploration of a specific medium of contemporary practice. Students will develop advanced technical skills in that medium as an area of targeted inquiry. These advanced skills will complement the attainment of specialised creative studio capabilities and advanced theoretical knowledge in co-requisite courses focused on the same medium.

**FINEARTS 763** **15 Points**  
**Theories of Practice 1**

A seminar-based interrogation of contemporary theories and contexts pertinent to a specific medium of contemporary practice. Students will develop an advanced understanding of key critical and contextual analysis in that medium. This understanding will complement the attainment of specialised creative studio capabilities and acquired advanced technical skills focused on the same medium.

**FINEARTS 764** **30 Points**  
**Contemporary Practice 2**

A studio-based investigation of a specific medium of contemporary practice. Students will develop advanced conceptual capabilities in that medium and realise finished works to an advanced standard. These specialised outcomes will be informed by complementary acquisition of advanced technical skills and theoretical knowledge in related courses focused on the same medium.

*Corequisite: FINEARTS 765 or 766*

**FINEARTS 765** **15 Points**  
**Creative Technology 2**

A workshop-based exploration of a specific medium of contemporary practice. Students will develop advanced technical skills in that medium as an area of targeted inquiry. These advanced skills will complement the attainment of specialised creative studio capabilities and advanced theoretical knowledge in co-requisite courses focused on the same medium.

**FINEARTS 766** **15 Points**  
**Theories of Practice 2**

A seminar-based interrogation of theories and contexts pertinent to a specific medium of contemporary practice. Students will develop an advanced understanding of key critical and contextual analysis in that medium. This understanding will complement the attainment of specialised creative studio capabilities and acquired advanced technical skills focused on the same medium.

**FINEARTS 767** **30 Points**

**FINEARTS 767A** **15 Points**

**FINEARTS 767B** **15 Points**

**Studio - Level 9**

A supervised studio course in which students complete a significant studio art project producing an original outcome at an advanced level that demonstrates a sustained level of independent, practical and conceptual enquiry.

*Corequisite: FINEARTS 782*

*To complete this course students must enrol in FINEARTS 767 A and B, or FINEARTS 767*

**FINEARTS 768** **45 Points**

**Studio - Level 9**

A supervised studio course in which students complete a significant studio art project producing an original outcome at an advanced level that demonstrates a sustained level of independent, practical and conceptual enquiry.

*Corequisite: FINEARTS 769*

**FINEARTS 769** **15 Points**

**Studio Practice Essay - Level 9**

A supervised, independent research essay in which students evaluate and analyse their practice and its contexts to an advanced level.

**FINEARTS 770** **15 Points**

**Research Methodologies - Level 9**

A guided exploration of key research methodologies relevant to contemporary art and art writing. Students draw upon these methodologies to inform and critically investigate their current and ongoing independent research in the discipline at an advanced level.

**FINEARTS 779A** **45 Points**

**FINEARTS 779B** **45 Points**

**Studio - Level 9**

A supervised, independent studio-based investigation of an aspect of contemporary art practice to an advanced level.

*Prerequisite: FINEARTS 770 and 45 points from FINEARTS 761-769, or FINEARTS 790*

*Corequisite: FINEARTS 780*

*To complete this course students must enrol in FINEARTS 779 A and B*

**FINEARTS 780A** **15 Points**

**FINEARTS 780B** **15 Points**

**Studio Research Essay - Level 9**

A supervised, independent research essay that critically investigates a topic of pertinence to an aspect of contemporary art practice.

*To complete this course students must enrol in FINEARTS 780 A and B*

**FINEARTS 781A** **60 Points**

**FINEARTS 781B** **60 Points**

**Research Portfolio - Level 9**

*To complete this course students must enrol in FINEARTS 781 A and B*

**FINEARTS 782** **30 Points**

**FINEARTS 782A** **15 Points**

**FINEARTS 782B** **15 Points**

**Research Essay - Level 9**

A supervised, independent research essay of no more than 12,000 words that critically investigates a topic of pertinence to an aspect of contemporary art practice.

*To complete this course students must enrol in FINEARTS 782 A and B, or FINEARTS 782*

**FINEARTS 790A** **60 Points**

**FINEARTS 790B** **60 Points**

**Research Project - Level 9**

A research project focused on artistic or related outcomes. Individualised research-based programmes of study are supported through a range of studio critiques, various forms of group tutorials, technical workshops, reading groups, lectures and frequent one-to-one meetings with studio staff. Research projects are thus developed through an

integrated programme including studio practice, seminars, and/or written coursework and reading groups.

To complete this course students must enrol in FINEARTS 790 A and B

**FINEARTS 795A** 60 Points  
**FINEARTS 795B** 60 Points

### Research Portfolio - Level 9

A practice-based research project involving the exploration of themes in contemporary fine arts and design. The final submission of the project will be a presentation in the form of an exhibition, performance or other such outcome as approved by the Head of Fine Arts. The presentation will be supported by a written component that introduces topics and methodological directions relevant to the creative project.

*Prerequisite:* Departmental approval

To complete this course students must enrol in FINEARTS 795 A and B

**FINEARTS 796A** 60 Points  
**FINEARTS 796B** 60 Points

### Masters Studio - Level 9

An advanced studio based performance in fine arts and/or design.

*Prerequisite:* B or higher in FINEARTS 756 or 790 or 795

To complete this course students must enrol in FINEARTS 796 A and B

**FINEARTS 797A** 60 Points  
**FINEARTS 797B** 60 Points

### Fine Arts Thesis - Level 9

A thesis embodying the results obtained by the student of an original investigation or advanced study in fine arts and/or design.

*Prerequisite:* B or higher in FINEARTS 756 or 790 or 795

To complete this course students must enrol in FINEARTS 797 A and B

**FINEARTS 798A** 60 Points  
**FINEARTS 798B** 60 Points

### Fine Arts Research Portfolio - Level 9

An advanced research portfolio in fine arts and/or design.

*Prerequisite:* B or higher in FINEARTS 756 or 790 or 795

To complete this course students must enrol in FINEARTS 798 A and B

## French

### Stage I

**FRENCH 101** 15 Points  
**FRENCH 101G** 15 Points

### Introductory French Language 1

Introduces students to spoken and written French. It is delivered through two 90-minute sessions per week on campus, blended with an on-line component that uses up-to-date methodology and extensive multimedia materials. It is open to beginners or near beginners. Students who have achieved 24 recent credits in Level 1 NCEA French or 12-16 recent credits in Level 2 NCEA French (or equivalent previous study) should enrol in FRENCH 102. FRENCH 101 does not count towards a major in French. May not be taken if a more advanced language acquisition course in this subject has previously been passed.

**FRENCH 102** 15 Points  
**Introductory French Language 2**

Further development of basic proficiency in everyday French

language to communicate in authentic situations. Delivered through two 90-minute sessions per week on campus, blended with on-line learning tasks that use interactive technology and extensive multimedia materials. A range of activities are used to develop speaking, listening, reading and writing skills and students' strategies for autonomous learning. Note: Students with NCEA level 2 French should enrol in this course. May not be taken if a more advanced language acquisition course in this subject has previously been passed.

*Prerequisite:* FRENCH 101, or approval of Academic Head or nominee

### Stage II

**FRENCH 203** 15 Points  
**Intermediate French Language 1**

Consolidates and expands previously acquired knowledge and skills to an intermediate proficiency in everyday authentic French language. Delivered through two 90-minute sessions per week on campus, blended with on-line learning tasks that use extensive multimedia materials. A range of activities are used to develop speaking, listening, reading and writing skills and students' strategies for autonomous learning. Note: Students with NCEA level 3 French should enrol in this course. May not be taken if a more advanced language acquisition course in this subject has previously been passed.

*Prerequisite:* FRENCH 102, or approval of Academic Head or nominee

**FRENCH 204** 15 Points  
**Intermediate French Language 2**

Topic-based oral and written expression, aural and written comprehension in French, covering a wide range of personal and professional situations. This course is designed for students who have passed FRENCH 203 or 269. May not be taken if a more advanced language acquisition course in this subject has previously been passed.

*Prerequisite:* 15 points from FRENCH 203, 269, or approval of Academic Head or nominee

**FRENCH 214** 15 Points  
**French Linguistics**

A presentation, in French, of key aspects of French linguistics relevant to the study and teaching of French as a first or second language, including phonetics, phonology, morphology and syntax. The course assumes no prior specialist knowledge of this field.

*Prerequisite:* 15 points from FRENCH 204, 269, 304

*Restriction:* FRENCH 314

**FRENCH 229** 15 Points  
**The French-speaking World**

A study of culture in texts and films from France, North Africa, Africa, Canada, the Caribbean and the Pacific.

*Prerequisite:* 15 points from FRENCH 204, 269, 304

*Restriction:* FRENCH 329

**FRENCH 241** 15 Points  
**Reading French Literature**

Introducing students to a variety of critical approaches, this course aims to provide a basic literary framework through the analysis of selected texts representing a range of genres and periods. Taught in French.

*Prerequisite:* 15 points from FRENCH 204, 269, 304

*Restriction:* FRENCH 379

<b>FRENCH 244</b> 15 Points <b>Modern France: History and Culture</b> An analysis of how France has been shaped by diverse historical and cultural legacies since the sixteenth century. Topics include the role of religion, the transformations of the State, the significance of Revolution, and the role of war and colonial expansion in modern French history. <i>Prerequisite:</i> 30 points at Stage I <i>Restriction:</i> FRENCH 231, 313, 344	<b>FRENCH 306</b> 15 Points <b>Medieval French Language and Culture: Love and Laughter in the Middle Ages</b> The main focus will be on language and literature, placing works in their historical and cultural contexts. <i>Prerequisite:</i> FRENCH 304 <i>Restriction:</i> FRENCH 706
<b>FRENCH 269</b> 15 Points <b>French Language and Culture in Film and Literature</b> A linguistic and cultural course taught entirely in French and designed to enhance students' aural, oral and written proficiency through the study of a series of recent films and literary texts that also shed light on important aspects of twentieth-century France. This course is designed for students with 24 credits in Level 3 NCEA French, or who have passed FRENCH 203. <i>Prerequisite:</i> 15 points from FRENCH 203, 204, 304, or approval of Academic Head or nominee <i>Restriction:</i> FRENCH 129	<b>FRENCH 314</b> 15 Points <b>French Linguistics</b> A presentation, in French, of key aspects of French linguistics relevant to the study and teaching of French as a foreign language, including phonetics, phonology, morphology and syntax. The course assumes no prior specialist knowledge of this field. <i>Prerequisite:</i> FRENCH 304 <i>Restriction:</i> FRENCH 214
<b>FRENCH 277</b> 15 Points <b>French Study Abroad 2A</b> Formal language study in an approved overseas institution where the language of instruction is French. <i>Prerequisite:</i> Permission of Academic Head or nominee	<b>FRENCH 320</b> 15 Points <b>French Translation Practice</b> A course for students wishing to develop skills in translation and to increase their proficiency in using French in a professional or business environment. <i>Prerequisite:</i> FRENCH 304 <i>Restriction:</i> FRENCH 720
<b>FRENCH 278</b> 15 Points <b>French Study Abroad 2B</b> Formal language study in an approved overseas institution where the language of instruction is French. <i>Prerequisite:</i> Approval of Academic Head or nominee	<b>FRENCH 329</b> 15 Points <b>The French-speaking World</b> A study of culture in texts and films from France, North Africa, Africa, Canada, the Caribbean and the Pacific. Taught in French. <i>Prerequisite:</i> FRENCH 304 <i>Restriction:</i> FRENCH 229
<b>FRENCH 279</b> 15 Points <b>Special Topic: Panorama of the French Novel</b> A study of the changing forms of the novel from the representations of the seventeenth century court in Madame de Lafayette's <i>La Princesse de Cleves</i> to the twentieth century experiments of the French 'new novelists'. Taught in French. <i>Prerequisite:</i> 15 points from FRENCH 204, 269, 304 <i>Restriction:</i> FRENCH 341, 741	<b>FRENCH 331</b> 15 Points <b>Special Study in French</b> A research project approved by the Academic Head. <i>Prerequisite:</i> FRENCH 304 and approval of Academic Head or nominee
<b>Stage III</b>	
<b>FRENCH 302</b> 15 Points <b>Special Topic</b>	<b>FRENCH 341</b> 15 Points <b>Panorama of the French Novel</b> A study of the changing forms of the novel from the representations of the seventeenth century court in Madame de Lafayette's <i>La Princesse de Clèves</i> to the twentieth century experiments of the French 'new novelists'. Taught in French. <i>Prerequisite:</i> FRENCH 304 <i>Restriction:</i> FRENCH 279, 741
<b>FRENCH 304</b> 15 Points <b>Advanced French Language 1</b> Strengthens students' command of reading, writing, speaking and listening in French. Organised thematically and uses both textual and audiovisual material to introduce students to a range of communicative registers. May not be taken if a more advanced language acquisition course in this subject has previously been passed. <i>Prerequisite:</i> FRENCH 204	<b>FRENCH 344</b> 15 Points <b>Modern France: History and Culture</b> An analysis of how France has been shaped by diverse historical and cultural legacies since the sixteenth century. Topics include the role of religion, the transformations of the State, the significance of revolution, and the role of war and colonial expansion in modern French history. <i>Prerequisite:</i> 30 points at Stage II <i>Restriction:</i> FRENCH 231, 244, 313
<b>FRENCH 305</b> 15 Points <b>Advanced French Language 2</b> Further extends students' French language skills through textual and audio-visual material, enabling them to attain a high level of oral and written proficiency. <i>Prerequisite:</i> FRENCH 304	<b>FRENCH 377</b> 15 Points <b>French Study Abroad 3A</b> Formal language study in an approved overseas institution where the language of instruction is French. <i>Prerequisite:</i> Approval of Academic Head or nominee
	<b>FRENCH 378</b> 15 Points <b>French Study Abroad 3B</b> Formal language study in an approved overseas institution where the language of instruction is French. <i>Prerequisite:</i> Approval of Academic Head or nominee

**FRENCH 379** 15 Points  
**Special Topic: Reading French Literature**  
 Introducing students to a variety of critical approaches, this course aims to provide a basic literary framework through the analysis of selected texts representing a range of genres and periods. Taught in French.  
*Prerequisite: FRENCH 304*  
*Restriction: FRENCH 241*

### Postgraduate 700 Level Courses

**FRENCH 701** 30 Points  
**Old French: The Medieval Romance**  
 The evolving medieval French romance with particular emphasis on the *Roman de la Rose* as the quintessential medieval study of human nature.

**FRENCH 704** 15 Points  
**Special Topic**

**FRENCH 705** 30 Points  
**Advanced Language**  
 Advanced language practice in French, with emphasis on close-reading, textual summary and synthesis of both aural and written texts. French techniques of writing will be studied and students will apply these in written assignments.  
*Prerequisite: FRENCH 305 or placement test and approval of Academic Head or nominee*  
*Restriction: FRENCH 702, 703*

**FRENCH 706** 30 Points  
**Medieval French Literature and Culture: Love and Laughter in the Middle Ages**  
 The main focus will be on language and literature, placing works in their historical and cultural contexts.  
*Restriction: FRENCH 306*

**FRENCH 707** 15 Points  
**Specialised French Translation 1**  
 Theoretical approaches to translation will be taught through the study of specific authentic texts. Students will use both theoretical and practical knowledge to analyse and produce professional quality translations in a specialised field. Fields covered will be chosen from: literary translation, indigenous Francophone texts, sub-titling for film and television, marketing and advertising, technical and legal or other highly specialised texts.

**FRENCH 708** 15 Points  
**Specialised French Translation 2**  
 Theoretical approaches to translation will be taught through the study of specific authentic texts. Students will use both theoretical and practical knowledge to analyse and produce professional quality translations in a specialised field. Fields covered will be chosen from: literary translation, indigenous Francophone texts, sub-titling for film and television, marketing and advertising, technical and legal or other highly specialised texts.

**FRENCH 710** 30 Points  
**FRENCH 710A** 15 Points  
**FRENCH 710B** 15 Points

**Special Topic**  
 To complete this course students must enrol in FRENCH 710 A and B, or FRENCH 710

**FRENCH 711** 15 Points  
**Theory and Text**  
 Survey of the most important twentieth-century French literary critics and critical movements. Taught in English.

**FRENCH 715** 15 Points  
**Special Topic**  
**FRENCH 720** 30 Points  
**FRENCH 720A** 15 Points  
**FRENCH 720B** 15 Points

**Advanced French Translation**  
 A study of translation theory and intensive practice in the translation of a variety of texts.  
*Restriction: FRENCH 320*  
 To complete this course students must enrol in FRENCH 720 A and B, or FRENCH 720

**FRENCH 725** 30 Points  
**FRENCH 725A** 15 Points  
**FRENCH 725B** 15 Points  
**Special Topic**  
 To complete this course students must enrol in FRENCH 725 A and B, or FRENCH 725

**FRENCH 727** 30 Points  
**Special Topic**

**FRENCH 729** 30 Points  
**Gender and Culture: Perspectives from the French-speaking World**  
 A comparative study of the relation between gender and culture in selected sources: films, novels, personal and theoretical writings, from France, North Africa, the Caribbean, Africa, the French-speaking Pacific and Quebec.  
*Restriction: FRENCH 329*

**FRENCH 750** 15 Points  
**FRENCH 750A** 7.5 Points  
**FRENCH 750B** 7.5 Points  
**Special Study**  
 Supervised research on a topic or topics approved by the Academic Head or nominee.  
 To complete this course students must enrol in FRENCH 750 A and B, or FRENCH 750

**FRENCH 751** 30 Points  
**FRENCH 751A** 15 Points  
**FRENCH 751B** 15 Points  
**Special Study**  
 Supervised research on a topic or topics approved by the Academic Head or nominee.  
 To complete this course students must enrol in FRENCH 751 A and B, or FRENCH 751

**FRENCH 752** 15 Points  
**FRENCH 752A** 7.5 Points  
**FRENCH 752B** 7.5 Points  
**Special Study**  
 Supervised research on a topic or topics approved by the Academic Head or nominee.  
 To complete this course students must enrol in FRENCH 752 A and B, or FRENCH 752

**FRENCH 753** 30 Points  
**FRENCH 753A** 15 Points  
**FRENCH 753B** 15 Points  
**Special Study**  
 Supervised research on a topic or topics approved by the Academic Head or nominee.  
 To complete this course students must enrol in FRENCH 753 A and B, or FRENCH 753

<b>FRENCH 777</b>	<b>15 Points</b>
<b>Study Abroad</b>	
Formal study in an approved overseas university where the language of instruction is French. Supplementary study at the University of Auckland may be required as part of this course. The final grade will be determined by formal assessment of student achievement by the Academic Head or nominee. Enrolment requires the approval of the Academic Head or nominee.	
<b>FRENCH 778</b>	<b>15 Points</b>
<b>Study Abroad</b>	
Formal study in an approved overseas university where the language of instruction is French. Supplementary study at the University of Auckland may be required as part of this course. The final grade will be determined by formal assessment of student achievement by the Academic Head or nominee. Enrolment requires the approval of the Academic Head or nominee.	
<b>FRENCH 785</b>	<b>45 Points</b>
<b>FRENCH 785A</b>	<b>22.5 Points</b>
<b>FRENCH 785B</b>	<b>22.5 Points</b>
<b>Dissertation - Level 9</b>	
To complete this course students must enrol in FRENCH 785 A and B, or FRENCH 785	
<b>FRENCH 790</b>	<b>30 Points</b>
<b>FRENCH 790A</b>	<b>15 Points</b>
<b>FRENCH 790B</b>	<b>15 Points</b>
<b>Research Project - Level 9</b>	
To complete this course students must enrol in FRENCH 790 A and B, or FRENCH 790	
<b>FRENCH 791</b>	<b>60 Points</b>
<b>FRENCH 791A</b>	<b>30 Points</b>
<b>FRENCH 791B</b>	<b>30 Points</b>
<b>Dissertation - Level 9</b>	
To complete this course students must enrol in FRENCH 791 A and B, or FRENCH 791	
<b>FRENCH 792</b>	<b>45 Points</b>
<b>FRENCH 792A</b>	<b>22.5 Points</b>
<b>FRENCH 792B</b>	<b>22.5 Points</b>
<b>Dissertation - Level 9</b>	
To complete this course students must enrol in FRENCH 792 A and B, or FRENCH 792	
<b>FRENCH 793A</b>	<b>45 Points</b>
<b>FRENCH 793B</b>	<b>45 Points</b>
<b>Thesis - Level 9</b>	
To complete this course students must enrol in FRENCH 793 A and B	
<b>FRENCH 796A</b>	<b>60 Points</b>
<b>FRENCH 796B</b>	<b>60 Points</b>
<b>Thesis - Level 9</b>	
To complete this course students must enrol in FRENCH 796 A and B	
<b>FRENCH 797A</b>	<b>60 Points</b>
<b>FRENCH 797B</b>	<b>60 Points</b>
<b>Research Portfolio - Level 9</b>	
To complete this course students must enrol in FRENCH 797 A and B	

## Gender Studies

### Stage I

**GENDER 101** **15 Points**

**GENDER 101G** **15 Points**

#### Gender: Global and Local

Develops an understanding of key concepts that underlie gender analysis, and how they are expressed in politics, culture and society. Examines the meaning of gender across a range of subjects and issues on the global stage and in our everyday lives.

*Restriction: GENDER 100*

### Stage II

**GENDER 206** **15 Points**

#### Special Topic

*Prerequisite: 30 points passed*

**GENDER 207** **15 Points**

#### Special Topic

*Prerequisite: 30 points passed*

**GENDER 208** **15 Points**

#### Thinking Gender

Interdisciplinary examination of feminist theories of gender and sexuality. Focuses on contemporary issues, debates, and practices, while grounding them in foundational theories and investigating how these issues and debates play out across disciplines and practices. Examples include the perils of identity politics, tensions between feminist and queer theories, the politics of representation, and gender justice in a globalised world.

*Prerequisite: 30 points passed*

*Restriction: GENDER 308*

**GENDER 211** **15 Points**

#### Transgender and the Queering of Sexuality

Considers challenges of being transgender, coming out and queering sex/gender normativity. Transgender theory is deployed to analyse and interrogate material and subjective aspects of transgender, including generational attitudinal changes and the implications for capitalism, politics, culture and society. Draws on psychoanalytic-influenced theories to question and queer human sexuality, libidinal investments in masculine domination and sex/gender essentialism.

*Prerequisite: 30 points passed at Stage I*

*Restriction: GENDER 311*

### Stage III

**GENDER 300** **15 Points**

#### Special Topic

**GENDER 301** **15 Points**

#### Gender, Sex and Commodification

Focuses on current and controversial issues at the intersections of sex and gender and their co-construction. Issues will be approached from contemporary feminist and queer theory perspectives. Various topics are critically examined in both theoretical and practical terms, such as co-constructions of gender and sexualities in pornography and advertising, technologies and reproduction, representations of transgender bodies/identities, and the selling of cybersex.

*Prerequisite: 30 points at Stage II in Communication, Gender Studies, or Sociology*

*Restriction: SOCIOL 324*

**GENDER 306** 15 Points**Theory into Practice: Gender, Culture, and Social Change**

Takes a critical approach to social change by exploring the relationship between gender and other structures of inequality such as sexuality; class; ethnicity/race; and culture. Through collective readings and independent research, students will interrogate how gender inequality is re-produced, contested and/or transformed through a mix of literature, visual representations, media texts, social movements, everyday practices and interactions, and policy.

*Prerequisite:* 30 points at Stage II in Gender Studies, or 15 points at Stage II in Gender Studies and 30 points passed at Stage II in BA courses

**GENDER 307** 15 Points  
**Special Topic**

*Prerequisite:* 30 points at Stage II

*Restriction:* WOMEN 307

**GENDER 311** 15 Points  
**Transgender and the Queering of Sexuality**

Considers challenges of being transgender, coming out and queering sex/gender normativity. Transgender theory is deployed to analyse and interrogate material and subjective aspects of transgender, including generational attitudinal changes and the implications for capitalism, politics, culture and society. Draws on psychoanalytic-influenced theories to question and queer human sexuality, libidinal investments in masculine domination and sex/gender essentialism.

*Prerequisite:* 30 points passed at Stage II

*Restriction:* GENDER 211

**Postgraduate 700 Level Courses****GENDER 700** 30 Points  
**Critical Theories and Methods in Gender Studies**

Engages, using an interdisciplinary approach, critical theories and epistemological debates in gender studies; provides grounding in key gender studies methods and methodologies; traces the evolution in approaches to gender from early feminist scholarship to the present; requires independent research and application of theories and methods.

**GENDER 701** 30 Points**GENDER 701A** 15 Points**GENDER 701B** 15 Points**Special Study**

*To complete this course students must enrol in GENDER 701 A and B, or GENDER 701*

**GENDER 705** 15 Points  
**Special Topic****GENDER 706** 15 Points  
**Special Topic****GENDER 780** 30 Points**GENDER 780A** 15 Points**GENDER 780B** 15 Points**Research Project**

*Restriction:* GENDER 785

*To complete this course students must enrol in GENDER 780 A and B, or GENDER 780*

**GENDER 785** 45 Points**GENDER 785A** 22.5 Points**GENDER 785B** 22.5 Points**Dissertation - Level 9**

*To complete this course students must enrol in GENDER 785 A and B, or GENDER 785*

**GENDER 793** 60 Points**GENDER 793A** 30 Points**GENDER 793B** 30 Points**Dissertation - Level 9**

*To complete this course students must enrol in GENDER 793 A and B, or GENDER 793*

**GENDER 796A** 60 Points**GENDER 796B** 60 Points**Thesis - Level 9**

*To complete this course students must enrol in GENDER 796 A and B*

**GENDER 797A** 60 Points**GENDER 797B** 60 Points**Research Portfolio - Level 9**

*To complete this course students must enrol in GENDER 797 A and B*

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**German**

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**Stage I****GERMAN 101** 15 Points**GERMAN 101G** 15 Points**German Language Introductory 1**

Written and oral use of German for students with no previous knowledge of the language or with fewer than 16 credits in NCEA Level 2 German.

*Restriction:* May not be taken if a more advanced language acquisition course in this subject has previously been passed

**GERMAN 102** 15 Points**German Language Introductory 2**

Written and oral use of German. Assumes that students have passed GERMAN 101 or have at least 16 credits in NCEA Level 2 German.

*Prerequisite:* GERMAN 101 or approval of Academic Head or nominee

*Restriction:* May not be taken if a more advanced language acquisition course in this subject has previously been passed

**GERMAN 178** 15 Points**German Study Abroad I**

Course of at least 3 weeks in length and 60 taught hours on German language and/or culture to be taken at an approved academic institution in a German-speaking country.

*Prerequisite:* Approval of Academic Head or nominee

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**Stage II****GERMAN 200** 15 Points**German Language Intermediate 1**

Written and oral use of German. Assumes that students have passed GERMAN 102 or have achieved in all standards entered for German NCEA Level 3 or gained grade average 50 or above, or have acquired language competence through a stay or exchange in a German-speaking country.

*Prerequisite:* GERMAN 102 or approval of Academic Head or nominee

*Restriction:* GERMAN 104. May not be taken if a more advanced language acquisition course in this subject has previously been passed

<b>GERMAN 201</b> <b>German Language Intermediate 2</b> Written and oral use of German. <i>Prerequisite:</i> GERMAN 104 or 200 <i>Restriction:</i> May not be taken if a more advanced language acquisition course in this subject has previously been passed	<b>15 Points</b>	understanding of German teaching and learning, including concepts and theories behind second language learning, individual differences, learning needs, approaches to strengthen learner autonomy as well as methods and principles of teaching German. <i>Prerequisite:</i> GERMAN 201 or equivalent <i>Restriction:</i> GERMAN 314
<b>GERMAN 202</b> <b>Special Topic: Topics in German Culture and Language</b> A critical exploration of important issues in German Studies. The first part investigates German language studies, including the specifics of written and oral German, contrastive linguistics, dialects and varieties, German as a minority language (including in the South Pacific), youth language, and German online-communication. The second part examines modern German social and cultural history through works of literature and film. <i>Prerequisite:</i> GERMAN 102 <i>Restriction:</i> GERMAN 392	<b>15 Points</b>	<b>GERMAN 230</b> <b>German Cinema from Murnau to Riefenstahl</b> A close analysis of film from the Weimar Republic and the Third Reich as seen against the political and social upheavals of the time with an emphasis on the role of gender and the portrayal of gender in film. <i>Prerequisite:</i> Any 30 points passed in BA courses <i>Restriction:</i> GERMAN 314
<b>GERMAN 207</b> <b>Modern Germany: A century of social change</b> An overview of German society from 1914 to the present, exploring social change in late Imperial Germany the Weimar Republic, Nazi Germany, and the reconstruction of both East and West Germany. Considers issues such as state surveillance, political terrorism, social impacts of German unification, globalisation, and Germany's role within Europe. No knowledge of German is required. <i>Prerequisite:</i> 60 points passed <i>Restriction:</i> GERMAN 307	<b>15 Points</b>	<b>GERMAN 277</b> <b>German Study Abroad 2A</b> Course taken at an approved academic institution abroad. <i>Prerequisite:</i> Approval of Academic Head or nominee
<b>GERMAN 210</b> <b>20th Century German Literature</b> Literary criticism of aspects of twentieth century drama, prose and/or poetry. <i>Prerequisite:</i> 45 points in German <i>Restriction:</i> GERMAN 320	<b>15 Points</b>	<b>GERMAN 278</b> <b>German Study Abroad 2B</b> Course taken at an approved academic institution abroad. <i>Prerequisite:</i> GERMAN 277 and approval of Academic Head or nominee
<b>GERMAN 211</b> <b>Contemporary German Literature</b> A study of post-1990 German literary texts as well as their social and political environment. Topics include: literary responses to a newly developing national identity, literary reconstructions of life in the GDR, literary representations of a united Germany by immigrants, Jewish identity in a united Germany. Authors considered include Jens Sparschuh, Monika Maron, Barbara Honigmann, Stefan Heym and others. <i>Prerequisite:</i> 45 points in German <i>Restriction:</i> GERMAN 303	<b>15 Points</b>	<b>GERMAN 290</b> <b>Special Topic</b>
<b>GERMAN 212</b> <b>Special Study in German</b> A topic arranged and approved by the Academic Head or nominee. <i>Prerequisite:</i> Approval of Academic Head or nominee	<b>15 Points</b>	<b>GERMAN 291</b> <b>Central Europe and the South Pacific</b> A study of the German connection with New Zealand, with special reference to the arts and sciences, German-speaking settlements in the nineteenth century, and German and Austrian refugees in the twentieth century. <i>Prerequisite:</i> 45 points in German <i>Restriction:</i> GERMAN 391
<b>GERMAN 213</b> <b>Introduction to German Linguistics</b> Introduction to the linguistic side of Modern German, examining some of its different varieties (spoken vs written, sociolects etc) and some recent changes the language has undergone in its structure. <i>Prerequisite:</i> GERMAN 102 <i>Restriction:</i> GERMAN 313	<b>15 Points</b>	<b>Stage III</b>
<b>GERMAN 214</b> <b>Teaching German as a foreign language</b> Provides an overview of teaching and learning German as a second or heritage language. Students gain a solid	<b>15 Points</b>	<b>GERMAN 301</b> <b>German Language Advanced 1</b> Enables students to understand the main ideas of a wide range of complex texts on both concrete and abstract topics and to increase fluency both in oral and written communication. Brings students from proficiency level B1 to B2.1. The course is taught in German. <i>Prerequisite:</i> GERMAN 201 or 203 <i>Restriction:</i> May not be taken if a more advanced language acquisition course in this subject has previously been passed
		<b>GERMAN 302</b> <b>German Language Advanced 2</b> German language acquisition at an advanced level. Advances students from B2.1 level to B2.2 level, i.e., completes the B2 proficiency stage in all four skills: reading, writing, speaking and listening. The course is taught in German. <i>Prerequisite:</i> GERMAN 301
		<b>GERMAN 303</b> <b>Contemporary German Literature</b> A study of post-1990 German literary texts as well as their social and political environment. Topics include: literary responses to a newly developing national identity, literary reconstructions of life in the GDR, literary representations of a united Germany by immigrants, Jewish identity in a united Germany. Authors considered include Jens

Sparschuh, Monika Maron, Barbara Honigmann, Stefan Heym and others.

*Prerequisite:* GERMAN 201

*Restriction:* GERMAN 211

**GERMAN 305 15 Points**  
**Translation**

The theory, practice and critical evaluation of translation, principally of texts translated from German into English. Not intended for students enrolled in the Postgraduate Diploma in Translation Studies.

*Prerequisite:* GERMAN 301

**GERMAN 306 15 Points**  
**Language Acquisition C1**

Offers language tuition in the German language on the C1 level of the European Reference Framework for language acquisition courses.

*Prerequisite:* GERMAN 302

*Restriction:* GERMAN 701, 703

**GERMAN 307 15 Points**  
**Modern Germany: A century of social change**

An overview of German society from 1914 to the present, exploring social change in late Imperial Germany, the Weimar Republic, Nazi Germany, and the reconstruction of both East and West Germany. Considers issues such as state surveillance, political terrorism, social impacts of German unification, globalisation, and Germany's role within Europe. No knowledge of German is required.

**GERMAN 310 15 Points**  
**Classicism, Romanticism, Realism**

Literary criticism of selected major works of German literature of the eighteenth and nineteenth centuries.

*Prerequisite:* 45 points above Stage I in German

**GERMAN 312 15 Points**  
**Directed Reading and Research**

Supervised research projects.

*Prerequisite:* Approval of Academic Head or nominee

**GERMAN 313 15 Points**  
**Introduction to German Linguistics**

Introduction to the linguistic side of Modern German, examining some of its different varieties (spoken vs written, sociolects etc) and some recent changes the language has undergone in its structure.

*Prerequisite:* GERMAN 201

*Restriction:* GERMAN 213

**GERMAN 314 15 Points**  
**Teaching German as a Foreign Language**

Provides an overview of teaching and learning German as a second or heritage language. Students gain a solid understanding of German teaching and learning, including concepts and theories behind second language learning, individual differences, learning needs, approaches to strengthen learner autonomy as well as methods and principles of teaching German.

*Prerequisite:* GERMAN 301 or equivalent

*Restriction:* GERMAN 214

**GERMAN 320 15 Points**  
**20th Century German Literature**

Examines key literary works of prose, poetry and drama against the backdrop of major cultural, social and political shifts in Germany during the twentieth century. Two World Wars, the Weimar Republic, a divided and reunited

Germany will be a special focus of the texts examined in this course.

*Prerequisite:* GERMAN 201

*Restriction:* GERMAN 210

**GERMAN 331 15 Points**  
**German Cinema from Murnau to Riefenstahl**

A close analysis of film from the Weimar Republic and the Third Reich as seen against the political and social upheavals of the time with an emphasis on the role of gender and the portrayal of gender in film.

*Prerequisite:* 30 points passed in German above Stage I

*Restriction:* GERMAN 230

**GERMAN 377 15 Points**  
**German Study Abroad 3A**

Course taken at an approved academic institution abroad.

*Prerequisite:* Approval of Academic Head or nominee

**GERMAN 378 15 Points**  
**German Study Abroad 3B**

Course taken at an approved academic institution abroad.

*Prerequisite:* GERMAN 377 and approval of Academic Head or nominee

**GERMAN 391 15 Points**  
**Central Europe and the South Pacific**

A study of the German connection with New Zealand, with special reference to the arts and sciences, German-speaking settlements in the nineteenth century, and German and Austrian refugees in the twentieth century.

*Prerequisite:* GERMAN 201

*Restriction:* GERMAN 291

**GERMAN 392 15 Points**  
**Special Topic: Topics in German Culture and Language**

A critical exploration of important issues in German Studies. The first part investigates German language studies, including the specifics of written and oral German, contrastive linguistics, dialects and varieties, German as a minority language (including in the South Pacific), youth language, and German online-communication. The second part examines modern German social and cultural history through works of literature and film.

*Prerequisite:* GERMAN 201

*Restriction:* GERMAN 202

**GERMAN 393 15 Points**  
**Special Topic**

*Prerequisite:* GERMAN 201

**GERMAN 394 15 Points**  
**Special Topic**

*Prerequisite:* GERMAN 201

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**Postgraduate 700 Level Courses**

**GERMAN 703 15 Points**  
**German Language C1.1**

Offers language tuition in the German language on the C1 level of the European Reference Framework for language acquisition courses with a focus on the students' reading and writing skills.

*Prerequisite:* GERMAN 302

*Restriction:* GERMAN 701

**GERMAN 707 30 Points**  
**German Language C1**

Offers language tuition in the German language on the full



C1 level of the European Reference Framework for language acquisition courses.

*Prerequisite: GERMAN 302 or equivalent*

*Restriction: GERMAN 306, 703, 777, 778*

#### **GERMAN 710 15 Points**

##### **Topics in German Literature and Culture Studies**

Topics related to German literature and culture studies.

*Prerequisite: GERMAN 301 or equivalent*

*Restriction: GERMAN 713*

#### **GERMAN 713 30 Points**

##### **Issues in German Literature and Culture Studies**

In-depth analysis of topics related to German literature and culture studies.

*Prerequisite: GERMAN 301 or equivalent*

*Restriction: GERMAN 710*

#### **GERMAN 721 15 Points**

##### **Special Topic in Germanic Studies**

An academic topic arranged and approved by the Academic Head or nominee.

#### **GERMAN 728 15 Points**

##### **Special Topic**

#### **GERMAN 729 15 Points**

##### **Special Topic in Germanic Studies**

An academic topic arranged and approved by the Academic Head or nominee.

#### **GERMAN 730 15 Points**

##### **Special Topic**

#### **GERMAN 731 30 Points**

##### **Special Topic**

#### **GERMAN 732 30 Points**

##### **Special Topic**

#### **GERMAN 733 15 Points**

##### **Topics in German Linguistics and Applied Linguistics**

Topics related to German linguistics and applied linguistics.

*Prerequisite: GERMAN 301 or equivalent*

*Restriction: GERMAN 734*

#### **GERMAN 734 30 Points**

##### **Issues in German Linguistics and Applied Linguistics**

In-depth analysis of topics in German linguistics and applied linguistics.

*Prerequisite: GERMAN 301 or equivalent*

*Restriction: GERMAN 733*

#### **GERMAN 735 15 Points**

##### **Special Topic in German Linguistics**

An academic topic arranged and approved by the Academic Head or nominee.

#### **GERMAN 741 30 Points**

##### **GERMAN 741A 15 Points**

##### **GERMAN 741B 15 Points**

##### **German Translation Project**

Having learned to translate a wide variety of text categories, registers and genres, the student will focus on one major translation project. The project will include: client involvement to establish a brief, research, documentation, production and reflection.

*To complete this course students must enrol in GERMAN 741 A and B, or GERMAN 741*

#### **GERMAN 750 15 Points**

##### **Special Study**

Supervised research essays on a topic or topics approved by the Academic Head or nominee.

*Prerequisite: Approval of Academic Head or nominee*

#### **GERMAN 751 30 Points**

##### **Special Study**

Supervised research essays on a topic or topics approved by the Academic Head or nominee.

*Prerequisite: Approval of Academic Head or nominee*

#### **GERMAN 777 15 Points**

##### **Study Abroad**

Formal study in an approved overseas university where the language of instruction is German. Supplementary study at the University of Auckland may be required as part of this course. The final grade will be determined by formal assessment of student achievement by the Academic Head or nominee. Enrolment requires the approval of the Academic Head or nominee.

*Restriction: GERMAN 707*

#### **GERMAN 778 15 Points**

##### **Study Abroad**

Formal study in an approved overseas university where the language of instruction is German. Supplementary study at the University of Auckland may be required as part of this course. The final grade will be determined by formal assessment of student achievement by the Academic Head or nominee. Enrolment requires the approval of the Academic Head or nominee.

*Restriction: GERMAN 707*

#### **GERMAN 780 30 Points**

##### **GERMAN 780A 15 Points**

##### **GERMAN 780B 15 Points**

##### **Research Project - Level 9**

*To complete this course students must enrol in GERMAN 780 A and B, or GERMAN 780*

#### **GERMAN 791 60 Points**

##### **GERMAN 791A 30 Points**

##### **GERMAN 791B 30 Points**

##### **Dissertation - Level 9**

*To complete this course students must enrol in GERMAN 791 A and B, or GERMAN 791*

#### **GERMAN 792 45 Points**

##### **GERMAN 792A 22.5 Points**

##### **GERMAN 792B 22.5 Points**

##### **Dissertation - Level 9**

A dissertation with a suggested maximum of 15,000 words. *To complete this course students must enrol in GERMAN 792 A and B, or GERMAN 792*

#### **GERMAN 793A 45 Points**

##### **GERMAN 793B 45 Points**

##### **Thesis - Level 9**

*To complete this course students must enrol in GERMAN 793 A and B*

#### **GERMAN 796A 60 Points**

##### **GERMAN 796B 60 Points**

##### **Thesis - Level 9**

*To complete this course students must enrol in GERMAN 796 A and B*

**GERMAN 797A** 60 Points  
**GERMAN 797B** 60 Points  
**Research Portfolio - Level 9**  
 To complete this course students must enrol in GERMAN 797 A and B

## Global Studies

### Stage I

**GLOBAL 101** 15 Points  
**GLOBAL 101G** 15 Points

#### Global Issues, Sustainable Futures

The basis for sustainability – social issues such as population and consumption, environmental issues such as climate change, limited resources and environmental degradation. Discusses the roles that various disciplines (law, business, engineering and urban planning) will play in developing solutions, including consideration of human rights and good governance, new concepts in economics and business management which will lead to sustainable businesses, developments in science and technology which will change how we manage resources and new visions for cities and communities which will support sustainable ways of life.

*Restriction: GENED 101G*

**GLOBAL 102** 15 Points  
**Introduction to Global Studies**

Focuses on transdisciplinary frameworks underpinning the field and uses case studies to illustrate its key concepts. Explores global studies as a critical field of inquiry and covers transdisciplinary themes from the four major streams in global studies.

### Stage II

**GLOBAL 200** 15 Points  
**Global Challenges**

Engages with real-world challenges that evoke key global studies themes such as global economic complexity and interdependence; globalisation and identity; cyberspace and netizenship; environmental and health challenges; global citizenship and responsibility. A workshop-based format prioritises teamwork where students produce a joint project in response to their chosen challenge. Provides research methods training to enable students to produce a research proposal for their capstone project.

*Prerequisite: GLOBAL 100 or 102*

**GLOBAL 201** 15 Points  
**Special Topic**

*Prerequisite: 60 points at Stage I in Global Studies*

**GLOBAL 202** 15 Points  
**Special Topic**

*Prerequisite: 60 points at Stage I in Global Studies*

**GLOBAL 204** 15 Points  
**Global Issues Through the European Arts**

Investigates how artistic productions from different European traditions engage with and shape the world's most pressing global issues. Considers the socio-political and cultural context of such productions, their ideological orientation and limitations. Uses case studies on the transnational dimensions of migration and exile, unsustainable environmental development, financial and

health inequality, sexual slavery and drug trafficking, gender equality and political conflicts.

*Prerequisite: 60 points passed in Global Studies*

*Restriction: GLOBAL 304*

**GLOBAL 250** 15 Points  
**Special Topic: Social Entrepreneurship and Systems Change**

Explores the role of social entrepreneurship in addressing global challenges through systems change. Students will critically and creatively examine how social enterprises balance financial, social, and environmental goals while navigating complex systems. Through case studies and guest speakers, students will develop a nuanced understanding of social entrepreneurship's potential and limitations for systemic transformation.

*Prerequisite: 60 points at Stage I in Global Studies*

**GLOBAL 251** 15 Points  
**Migration in the Americas**

Examines migration in the Americas by exploring the responses of local communities and peoples in Central and South America to international involvement. Discusses the role of global power (and super power) in the region, the connections between historic US action and contemporary migration, and the ways these intersect with issues such as indigenous rights, self-governance and environmental activism.

*Prerequisite: 60 points passed at Stage I*

*Restriction: GLOBAL 351*

**GLOBAL 252** 15 Points  
**Asian Cities: Growth and Transition**

Explores urbanisation and development in Asia as processes from a variety of disciplinary approaches to provide a comprehensive global studies analysis of these interrelated concepts. Focuses on critical topics such as pollution, housing, labour, gender, mobility, and education. The geographical breadth of the course covers East, Southeast, and South Asia.

*Prerequisite: 60 points passed at Stage I*

*Restriction: GLOBAL 352*

**GLOBAL 277** 15 Points  
**Study Abroad 2A**

Course taken at an approved academic institution abroad.

*Prerequisite: Approval of Academic Head or nominee*

**GLOBAL 278** 15 Points  
**Study Abroad 2B**

Course taken at an approved academic institution abroad.

*Prerequisite: Approval of Academic Head or nominee*

**GLOBAL 279** 15 Points  
**Study Abroad 2C**

Course taken at an approved academic institution abroad.

*Prerequisite: Approval of Academic Head or nominee*

**GLOBAL 280** 15 Points  
**Study Abroad 2D**

Course taken at an approved academic institution abroad.

*Prerequisite: Approval of Academic Head or nominee*

### Stage III

**GLOBAL 300** 15 Points  
**Going Global**

Provides the opportunity for the synthesis and application of skills and knowledge developed throughout the degree programme. Students complete a variety of research,

community and policy projects concerning the ethics, practise and commitment/community of Global Studies.  
*Prerequisite: GLOBAL 200*

**GLOBAL 301** 15 Points

**Special Topic: Humanitarian Interventions**

Traces the rise and fall of the humanitarian narrative and examines how humanitarianism - along with other key words such as crisis, emergency, and intervention - has become one of the organising categories of political action and order. Explores the possibilities and limits of intervening in the lives of individuals and communities grounded upon discourses of compassion.

*Prerequisite: 60 points at Stage II in Global Studies*

**GLOBAL 302** 15 Points

**Special Topic**

*Prerequisite: 60 points at Stage II in Global Studies*

**GLOBAL 304** 15 Points

**Global Issues Through the European Arts**

Investigates how artistic productions from different European traditions engage with and shape the world's most pressing global issues. Considers the socio-political and cultural context of such productions, their ideological orientation and limitations. Uses case studies on the transnational dimensions of migration and exile, unsustainable environmental development, financial and health inequality, sexual slavery and drug trafficking, gender equality and political conflicts.

*Prerequisite: 60 points passed in Global Studies*

*Restriction: GLOBAL 204*

**GLOBAL 350** 15 Points

**Special Topic**

*Prerequisite: 60 points at Stage II in Global Studies*

**GLOBAL 351** 15 Points

**Migration in the Americas**

Examines migration in the Americas by exploring the responses of local communities and peoples in Central and South America to international involvement. Discusses the role of global power (and super power) in the region, the connections between historic US action and contemporary migration, and the ways these intersect with issues such as indigenous rights, self-governance and environmental activism.

*Prerequisite: 30 points passed at Stage II*

*Restriction: GLOBAL 251*

**GLOBAL 352** 15 Points

**Asian Cities: Growth and Transition**

Explores urbanisation and development in Asia as processes from a variety of disciplinary approaches to provide a comprehensive global studies analysis of these interrelated concepts. Focuses on critical topics such as pollution, housing, labour, gender, mobility, and education. The geographical breadth of the course covers East, Southeast, and South Asia.

*Prerequisite: 30 points passed at Stage II*

*Restriction: GLOBAL 252*

**GLOBAL 377** 15 Points

**Study Abroad 3A**

Course taken at an approved academic institution abroad.

*Prerequisite: Approval of Academic Head or nominee*

**GLOBAL 378** 15 Points

**Study Abroad 3B**

Course taken at an approved academic institution abroad.

*Prerequisite: Approval of Academic Head or nominee*

**GLOBAL 379** 15 Points

**Study Abroad 3C**

Course taken at an approved academic institution abroad.

*Prerequisite: Approval of Academic Head or nominee*

**GLOBAL 380** 15 Points

**Study Abroad 3D**

Course taken at an approved academic institution abroad.

*Prerequisite: Approval of Academic Head or nominee*

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## Postgraduate 700 Level Courses

**GLOBAL 700** 30 Points

**Themes in Global Studies**

Critically reviews the field of Global studies from an advanced theoretical perspective. Readings explore key concepts such as globalisation/antiglobalisation, inequality, transnationalism, labour, the environment, and public health. Emphasis on transdisciplinary theories concerning human rights, environmental sustainability, global business, Māori and indigenous issues, and cultural industries.

**GLOBAL 701** 30 Points

**Contemporary Issues in Global Studies**

Considers the current landscape of Global Studies at the intersection of theory and case studies. Investigates the novelty and challenges in approaching the world's most pressing problems using a Global Studies-inflected theoretical lens. Uses case studies from the Pacific and driven by indigenous knowledge to solve practical problems like social, economic, and health inequality, unsustainable environmental development, and political conflict.

**GLOBAL 702** 30 Points

**Global Studies Research Design**

An advanced examination of research design approaches with an emphasis on non-Western, Māori/Pacific, and indigenous methodologies. Surveys Global Studies methods and research design pathways, including those established in the Pacific and in indigenous contexts. Explorers methods required for advanced studies in the field.

**GLOBAL 704** 30 Points

**Special Topic**

**GLOBAL 705** 15 Points

**Special Topic**

**GLOBAL 706** 15 Points

**Directed Study**

**GLOBAL 707** 30 Points

**Directed Study**

**GLOBAL 793** 60 Points

**Dissertation - Level 9**

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## Health and Society

### Stage I

**HLTHSOC 100** 15 Points

**Introduction to Critical Global Health**

An introduction to how the social sciences and humanities shed light on understandings of the social, political-economic, historical and cultural dynamics that underpin contemporary healthcare, medical practices and knowledge-production, and experiences of health and illness around the world. Examines real-life case studies using a range of health social science approaches.

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**Stage II****HLTHSOC 201 15 Points**  
**Medicine, Power and Politics**

Explores the interplay between cultural values, local and national politics, and global health programmes and initiatives. Examines how experiences of medical care and ideas of illness and health vary across different cultural groups and socio-cultural settings, with a focus on issues of scientific expertise, patient empowerment and government involvement in healthcare.

*Prerequisite:* HLTHSOC 100

*Restriction:* ANTHRO 366

**HLTHSOC 202 15 Points**  
**Global Health and Development**

Introduces a critical social science approach to the study of health and globalisation, tracing historical genealogies from colonial hygiene movements, to international public health in the development sector, through to contemporary global health institutions and their governance structures. Current issues and case studies in health and development including the roles of Non-Governmental Organisations (NGOs), participatory approaches, and human rights frameworks.

*Prerequisite:* HLTHSOC 100, or 15 points at Stage I in Anthropology, Gender Studies, Politics and International Relations or Sociology, or 15 points in Global Studies

*Restriction:* DEVELOP 716, HLTHSOC 302

**HLTHSOC 203 15 Points**  
**Contemporary Issues: Pandemics**

Examines contemporary and historical pandemics in terms of their social and cultural impact, political-economic facets, and implications for health and healthcare. Topics include the social ramifications of states of emergency; the ethical implications of vaccines and other healthcare measures; religious, activist and NGO responses.

*Prerequisite:* 15 points at Stage I

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**Stage III****HLTHSOC 301 15 Points**  
**Researching Health and Social Medicine**

Introduces qualitative research approaches to health and social medicine and equips students with the methodological skills to conduct their own research project. Reviews all phases of a research project: design and theoretical framing, ethical considerations, methods employed for data collection and analysis, and writing.

*Prerequisite:* 15 points at Stage II in Health and Society

**HLTHSOC 302 15 Points**  
**Global Health and Development**

Introduces a critical social science approach to the study of health and globalisation, tracing historical genealogies from colonial hygiene movements, to international public health in the development sector, through to contemporary global health institutions and their governance structures. Current issues and case studies in health and development including the roles of NGOs, participatory approaches and human rights frameworks.

*Prerequisite:* 15 points at Stage II in Anthropology, Gender Studies, Health and Society, Politics and International Relations or Sociology, or 15 points at Stage II in Global Studies

*Restriction:* DEVELOP 716, HLTHSOC 202

**HLTHSOC 303 15 Points**  
**The Body**

Examines cultural and historical variations in how societies

understand and experience the human body, with a focus on social, historical, philosophical and political-economic approaches. Topics such as political violence, sport, health, illness, sexuality, gender and religious ritual will be considered. Case studies explore the cultural construction and social experience of the human body in a diverse range of global settings.

*Prerequisite:* 30 points at Stage II in Health and Society

*Restriction:* ANTHRO 354

**HLTHSOC 304 15 Points**  
**Violence and Pain**

Examines the meanings of violence and the various forms it might take, as well as how violence and pain shape ideas about personhood, the body, community and the state. Examines how experiences of pain are communicated, how various forms of violence shape and transform daily life, and how the study of health social science can address these impacts.

*Prerequisite:* HLTHSOC 201 and 15 points at Stage II in BA courses

*Restriction:* ANTHRO 743

**HLTHSOC 305 15 Points**  
**Culture, Science and Technology**

Examines the interplay between culture, scientific knowledge and practice, and technological development with respect to health and illness. Focusing on the social, cultural, ethical, and political dimensions of science and technology, the course introduces students to critical examinations of how knowledge, progress, innovation and expertise are constituted across a variety of global settings.

*Prerequisite:* HLTHSOC 201 and 15 points at Stage II in BA courses

*Restriction:* ANTHRO 243

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**Health Education**

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**Stage I****HEALTHED 101 15 Points**  
**Food and Education**

Examines the relationship between food, eating, nutrition, and the body. Examines the social, cultural, political, economic and environmental factors that determine how people eat, what they eat, and why. Explores contemporary issues in nutrition and food education, and key challenges to improving the nutrition of communities.

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**Stage II****HEALTHED 201 15 Points**  
**Youth Mental Health Education**

Examines mental health education in Aotearoa New Zealand. Explores holistic, western and non-western approaches to mental health in education settings and the history of public health in schools. Examines how current education policy, resourcing and pedagogical initiatives impact the mental health and wellbeing of children and young people.

*Restriction:* EDCURRIC 233

**HEALTHED 202 15 Points**  
**Sexuality, Education and Society**

Examines the role of sexuality and sexuality education in society. Investigates cultural, historical and contemporary perspectives on gender and sexuality in diverse settings, including education and human services. Explores values, beliefs and issues of equity and sexual social justice.

Develops sexuality pedagogies and advocacy for education settings and within communities.

*Restriction: EDCURRIC 333, EDUC 122*

### Stage III

#### HEALTHED 301

15 Points

##### Whaioranga

Critically examines a range of indigenous-Māori and critical literatures in health, physicality and wellbeing and provides opportunities to consider the relationships between indigenous-Māori wellbeing and other social locations and identities.

*Prerequisite: 15 points from EDUCSW 201, HEALTHED 201, SPORTHE 201*

#### HEALTHED 302

15 Points

##### Leading Health Promotion in Schools

Critically examines how a range of health promotion models and theories can be applied in education settings. Develops in-depth knowledge of how contemporary health issues such as mental health, alcohol, drugs and obesity affect young people in Aotearoa schools. Develops understanding and skills to apply health promotion principles to educational and community settings in culturally responsive and socially critical ways.

*Prerequisite: HEALTHED 201*

*Restriction: EDCURRIC 433*

## Higher Education

### Postgraduate 700 Level Courses

#### HIGHED 701

30 Points

##### Learning and Teaching

Students will document and critically reflect on their teaching practice in the context of their discipline and institution, and the higher education literature on learning and teaching and academic citizenship, taking into account how they will exhibit both leadership through innovation, scholarship and collegiality, and an awareness of difference (gender, ethnicity, ability) such that their practice is culturally and individually sustaining.

#### HIGHED 702

30 Points

##### Course Design

Students will explore and critically reflect on the theory and practice of learning and course design in higher education, including different models and methods of assessment and evaluation, such that they can design, implement and evaluate learning and teaching activities, assessment tasks and courses in ways that speak to practice in their discipline and institution, and the higher education literature.

*Prerequisite: HIGHED 701*

#### HIGHED 703

30 Points

##### Topics in Higher Education

Students will investigate and critically examine a range of current topics and theories in higher education and higher education research and their impact in a local context, in order to deepen their scholarly understanding of learning and teaching in their discipline and in the local and global higher education context, and equip them to design and undertake a higher education dissertation.

*Prerequisite: HIGHED 701, 702, or equivalent*

#### HIGHED 704

30 Points

##### Research Project Design

Students will be introduced to and critically reflect on

the breadth of higher education research methodologies and methods, and strategies for research project design and management. This will enable them to produce a research proposal, including a rationale, literature review, methodology and methods, for a higher education research project of their own.

*Prerequisite: HIGHED 701 or 702 or 703*

#### HIGHED 793

60 Points

##### HIGHED 793A

30 Points

##### HIGHED 793B

30 Points

##### Dissertation - Level 9

*Prerequisite: 30 points from EDUC 735, 787, EDUCSW 700, EDPROFST 754, HIGHED 704*

*To complete this course students must enrol in HIGHED 793 A and B, or HIGHED 793*

## History

### Stage I

#### HISTORY 103

15 Points

#### HISTORY 103G

15 Points

##### Global History

It is only since the fifteenth century that a truly global dimension to history can be identified. This course examines key determinants that have bound the fate of peoples together including the emergence of world trade networks, the growth of world religions, the spread of epidemic diseases, the formation of empires, and the migration of peoples across continents.

#### HISTORY 104

15 Points

##### Pacific History: An Introduction

Through analysing cross-cultural interactions and the agency of Pacific peoples, this course examines major periods of change in Pacific history from the Indigenous settlement of the Pacific to the post-WWII world.

#### HISTORY 107

15 Points

##### Titiro Whakamuri: Histories of Aotearoa New Zealand

Explores Aotearoa New Zealand history by asking 'ko wai tātou'? Who are we? Where are we? What – and who – is 'Aotearoa New Zealand'? What does it mean to belong to this place, and how has this belonging changed over time? Who have been included and excluded in this history?

*Restriction: HISTORY 122, 123*

#### HISTORY 108

15 Points

##### Rise and Fall of the USA

Examines the major themes and events in the history of the United States from the colonial period to the present. It focuses on the making and remaking of American identity, the promises and paradoxes of American freedom, struggles for justice, and the sources and implications of US power in global perspective.

*Restriction: HISTORY 105*

### Stage II

#### HISTORY 201

15 Points

##### Special Topic

*Prerequisite: 15 points at Stage I in History and 30 points passed*

*Restriction: HISTORY 318*

#### HISTORY 205

15 Points

##### Bloodlands: Global Warfare

Asks historical questions about warfare in the modern era. Analyses conflicts and state violence and their impacts on

people and their governments in a global setting. Themes include: the causes, course and consequences of warfare; restraint in warfare; ideologies of war and peace; civil war and revolution; imperial warfare; genocide; the human impact and context of war.

*Prerequisite:* 15 points at Stage I in History and 30 points passed or 30 points at Stage I in Global Politics and Human Rights

*Restriction:* HISTORY 309

#### **HISTORY 208** **15 Points** **African-American Freedom Struggles: USA 1900-2000**

An examination of the experience of African Americans during the 'long civil rights movement' of the twentieth century, emphasising the depth and breadth of Black oppositional spirit and activity, the achievements, and remaining challenges.

*Prerequisite:* 15 points in History and 30 points passed at Stage I

*Restriction:* HISTORY 308

#### **HISTORY 210** **15 Points** **Health, Medicine and Society**

Examines the rise of modern Western medicine since 1850 and its impact, with a particular emphasis on Britain and its colonies. Topics include public health, hospitals, nursing, psychiatry, sexual health, reproductive health, child health, tuberculosis, medicine and war, and alternative medicines.

*Prerequisite:* 15 points at Stage I in History and 30 points passed at Stage I, or HLTHSOC 100 and 30 points passed

*Restriction:* HISTORY 367

#### **HISTORY 217** **15 Points** **Nazi Germany and its Legacies**

An in-depth look into a period of history that has simultaneously fascinated and horrified generations of people around the world. Topics include: the origins of Nazism, Adolf Hitler and the rise of the NSDAP, life in Nazi Germany in peace and war, Hitler's foreign policy, the Second World War, the Holocaust and its myriad legacies in history and popular culture.

*Prerequisite:* 45 points passed

*Restriction:* HISTORY 317

#### **HISTORY 224** **15 Points** **Old Regime and Revolution: France, 1750-1815**

The French Revolution is recognised as a founding event of modern history. Revolutionaries reinvented political liberty, civic equality, democratic suffrage, human rights; but also reinvented gender discrimination, political terror, ideological war, dictatorship. We explore this through readings and discussions that examine the origins of the Revolution, the collapse of the monarchy, the experiment of mass democracy, and the Revolution's disputed legacies.

*Prerequisite:* 15 points at Stage I in History and 30 points passed

*Restriction:* HISTORY 324

#### **HISTORY 225** **15 Points** **Samurai and Scholars: Early Modern China and Japan**

Early modern China and Japan shared not only geographical space in East Asia but also a history of cultural interaction, trade, and an enduring interest in Confucianism as a moral, philosophical, and social framework. This course explores and compares the government, trade, and culture of these two societies with a focus on the structures and patterns of everyday life.

*Prerequisite:* 60 points passed

*Restriction:* HISTORY 222, 242, 322, 335, 342

#### **HISTORY 227** **15 Points** **Waitangi: Treaty to Tribunal**

A history of the Treaty of Waitangi and the Waitangi Tribunal. The course explores changing understandings of the Treaty and its role in New Zealand society and history since 1840. The establishment of the Waitangi Tribunal in 1975, the development of its work, and the historical and contemporary claims brought before it will also be studied.

*Prerequisite:* 15 points at Stage I in History, Health and Society or Politics and International Relations, or MĀORI 130 and 30 points passed

*Restriction:* HISTORY 327

#### **HISTORY 233** **15 Points** **Australian History Since 1788**

A survey of the history of Australia from European occupation to the present. It focuses on the lives and experiences of ordinary Australians, as well as providing an overview of the major political and economic developments across two centuries.

*Prerequisite:* 15 points at Stage I in History and 30 points passed

*Restriction:* HISTORY 333

#### **HISTORY 239** **15 Points** **Medieval Cultures: Faith, Power, Identities**

Explores the social, cultural, religious and political histories of medieval Europe and its relations with wider worlds. Topics covered may vary from year to year, but will likely include social structures, the place of religious faith, gender relations, power and authority, ethnic identities, conflict and dissent, migrations, literary and artistic expressions, and responses to crises.

*Prerequisite:* 15 points at Stage I in History and 30 points passed

*Restriction:* HISTORY 219, 254, 268, 319, 339, 354, 368

#### **HISTORY 241** **15 Points** **Making Sense of the Sixties: the USA 1954-1974**

An examination of the social, cultural and political history of the US in the 'long sixties', analysing the interplay of radicalism, liberalism and conservatism in this pivotal decade and giving attention to the sixties in historiography and popular memory.

*Prerequisite:* 15 points at Stage I in History and 30 points passed

*Restriction:* HISTORY 341

#### **HISTORY 243** **15 Points** **Body and Blood: Religious Cultures and Conflicts c. 50-1650**

An introduction to Christianity, Islam and Judaism in the late antique and medieval periods and the conflicts which shaped them. It examines the roots of Christian and Muslim religious thinking, their interaction with Jewish and Pagan traditions, the Crusades, anti-Semitism, heresy, schisms within Christianity and the Reformation.

*Prerequisite:* 15 points at Stage I in History and 30 points passed

*Restriction:* HISTORY 356

#### **HISTORY 250** **15 Points** **The Global Cold War**

Offers a history of key international events and global developments during the Cold War. Students will critically reflect on the importance and impact of these developments, both for Aotearoa and the wider world. Themes may include: US-Soviet relations, atomic diplomacy, the Berlin Wall, wars of decolonisation, the 1956 Suez crisis,

the creation of Israel, civil rights movements and anti-nuclear activism.

*Prerequisite:* 15 points at Stage I in History and 30 points passed or 30 points at Stage I in Global Politics and Human Rights

*Restriction:* HISTORY 350

#### **HISTORY 252 15 Points** **New Zealand Cultural History**

An introduction to changing ideas about New Zealand and New Zealand culture from colonial times to the present considering, among other topics, the history of exploration and travel, the iconography of the nation, public and private commemorations and celebrations, the history of the body and the commercialisation of leisure.

*Prerequisite:* 15 points at Stage I in History and 30 points passed

*Restriction:* HISTORY 352

#### **HISTORY 257 15 Points** **Progress and Poverty: The USA, 1877-1919**

A survey of the United States from the end of Reconstruction through the First World War that evaluates the role of ordinary people as well as influential figures. Themes include industrialisation; labour conflict and organisation; segregation; reform; literary and intellectual movements; popular culture; imperialism; politics and the state.

*Prerequisite:* 15 points at Stage I in History and 30 points passed

*Restriction:* HISTORY 357

#### **HISTORY 259 15 Points** **Special Topic: Capitalism and Consumerism in United States History**

Examines the development of consumerism as an economic and social order in the United States, focusing on the twentieth century. Students will explore how the consumption of goods and services assumed a dominant place in American life and consider the ways in which market relations and the commodification of things have shaped cultural forms, social practices, and political movements.

*Prerequisite:* 60 points passed

*Restriction:* HISTORY 359

#### **HISTORY 270 15 Points** **Ireland since 1798**

Examines the history of Ireland from 1798 to the present. It investigates major developments in the social, cultural, political and economic history of the island from the United Irish Rising at the end of the eighteenth century to the early twenty-first century, including the creation of the state of Northern Ireland and ongoing attempts to secure a lasting peace there.

*Prerequisite:* 15 points at Stage I in History and 30 points passed

*Restriction:* HISTORY 265, 365, 370

#### **HISTORY 271 15 Points** **Atlantic Revolutions**

Introduces students to early modern Atlantic history. From the mid-16th to the early 19th centuries, revolutionary upheavals in the Netherlands, England, the Americas and France made the Atlantic basin a crucible of global change. Topics include state power and imperial competition; commercial and cultural interconnections; colonisation and conflict; local and transoceanic communication networks; and the experiences of revolutionary change.

*Prerequisite:* 60 points passed

*Restriction:* HISTORY 371

### **Stage III**

#### **HISTORY 300 15 Points**

##### **Thinking History: Approaches to the Past**

Focuses on the study of history and how historians have understood and explained the past as well as the challenges facing the discipline today. Topics include post-structuralism and history, gender and history, the nature of historical memory and the impact of non-Western perspectives on the discipline.

*Prerequisite:* 15 points at Stage II in History and 60 points passed

#### **HISTORY 308 15 Points**

##### **African-American Freedom Struggles: USA 1900-2000**

An examination of the experience of African Americans during the 'long civil rights movement' of the twentieth century, emphasising the depth and breadth of Black oppositional spirit and activity, the achievements, and remaining challenges. Attention will also be given to the 'long civil rights movement' in historiography and popular memory.

*Prerequisite:* 15 points in History and 30 points passed at Stage II

*Restriction:* HISTORY 208

#### **HISTORY 309 15 Points**

##### **Bloodlands: Global Warfare**

Asks historical questions about warfare in the modern era. Analyses conflicts and state violence and their impacts on people and their governments in a global setting. Themes include: the causes, course and consequences of warfare; restraint in warfare; ideologies of war and peace; civil war and revolution; imperial warfare; genocide; the human impact and context of war.

*Prerequisite:* 15 points at Stage II in History and 60 points passed or 30 points at Stage II in Global Politics and Human Rights

*Restriction:* HISTORY 205

#### **HISTORY 317 15 Points**

##### **Nazi Germany and its Legacies**

An in-depth look into a period of history that has simultaneously fascinated and horrified generations of people around the world. Topics include: the origins of Nazism, Adolf Hitler and the rise of the NSDAP, life in Nazi Germany in peace and war, Hitler's foreign policy, the Second World War, the Holocaust and its myriad legacies in history and popular culture.

*Prerequisite:* 15 points at Stage II and 60 points passed

*Restriction:* HISTORY 217

#### **HISTORY 318 15 Points**

##### **Special Topic**

*Prerequisite:* 15 points at Stage II in History and 60 points passed

*Restriction:* HISTORY 201

#### **HISTORY 324 15 Points**

##### **Old Regime and Revolution in France c.1750-1815**

The French Revolution is recognised as a founding event of modern history. Revolutionaries reinvented political liberty, civic equality, democratic suffrage, human rights but also reinvented gender discrimination, political terror, ideological war, dictatorship. We explore this through readings and discussions that examine the origins of the

Revolution, the collapse of the monarchy, the experiment of mass democracy, and the Revolution's disputed legacies.

*Prerequisite: 15 points at Stage II in History and 60 points passed*

*Restriction: HISTORY 224*

#### **HISTORY 327**

**15 Points**

##### **Waitangi: Treaty to Tribunal**

A history of the Treaty of Waitangi and the Waitangi Tribunal. The course explores changing understandings of the Treaty and its role in New Zealand society and history since 1840. The establishment of the Waitangi Tribunal in 1975, the development of its work, and the historical and contemporary claims brought before it will also be studied.

*Prerequisite: 15 points at Stage II in History and 60 points passed, or HISTORY 103 and 30 points at Stage II in BGlobalSt courses or Health and Society*

*Restriction: HISTORY 227*

#### **HISTORY 333**

**15 Points**

##### **Australian History Since 1788**

A survey of the history of Australia from European occupation to the present. It focuses on the lives and experiences of ordinary Australians, as well as providing an overview of the major political and economic developments across two centuries.

*Prerequisite: 15 points at Stage II in History and 60 points passed*

*Restriction: HISTORY 233*

#### **HISTORY 335**

**15 Points**

##### **Samurai and Scholars: Early Modern China and Japan**

Early modern China and Japan shared not only geographical space in East Asia but also a history of cultural interaction, trade, and an enduring interest in Confucianism as a moral, philosophical, and social framework. This course explores and compares the government, trade, and culture of these two societies with a focus on the structures and patterns of everyday life.

*Prerequisite: 90 points passed*

*Restriction: HISTORY 222, 225, 242, 322, 342*

#### **HISTORY 339**

**15 Points**

##### **Medieval Cultures: Faith, Power, Identities**

Explores the social, cultural, religious and political histories of medieval Europe and its relations with wider worlds. Topics covered may vary from year to year, but will likely include social structures, the place of religious faith, gender relations, power and authority, ethnic identities, conflict and dissent, migrations, literary and artistic expressions, and responses to crises.

*Prerequisite: 15 points at Stage II in History and 60 points passed*

*Restriction: HISTORY 219, 239, 254, 268, 319, 354, 368*

#### **HISTORY 341**

**15 Points**

##### **Making Sense of the Sixties: the USA 1954-1974**

An examination of the social, cultural and political history of the US in the 'long sixties', analysing the interplay of radicalism, liberalism and conservatism in this pivotal decade and giving attention to the sixties in historiography and popular memory.

*Prerequisite: 15 points at Stage II in History and 60 points passed*

*Restriction: HISTORY 241*

#### **HISTORY 350**

**15 Points**

##### **The Global Cold War**

Offers a history of key international events and global developments during the Cold War. Students will critically reflect on the importance and impact of these

developments, both for Aotearoa and the wider world. Themes may include: US-Soviet relations, atomic diplomacy, the Berlin Wall, wars of decolonisation, the 1956 Suez crisis, the creation of Israel, civil rights movements and anti-nuclear activism.

*Prerequisite: 15 points at Stage II in History and 60 points passed or 30 points at Stage II in Global Politics and Human Rights*

*Restriction: HISTORY 250*

#### **HISTORY 352**

**15 Points**

##### **New Zealand Cultural History**

An in-depth examination of the cultural history of nineteenth and twentieth century New Zealand considering, among other topics, the history of exploration and travel, the iconography of the nation, public and private commemorations and celebrations, the history of the body and the commercialisation of leisure.

*Prerequisite: 15 points at Stage II in History and 60 points passed*

*Restriction: HISTORY 252*

#### **HISTORY 356**

**15 Points**

##### **Body and Blood: Religious Cultures and Conflicts c.50-1650**

An in-depth analysis of Christianity, Islam and Judaism in the late antique and medieval periods and the conflicts which shaped them. It examines the roots of Christian and Muslim religious thinking, their interaction with Jewish and Pagan traditions, the Crusades, anti-Semitism, heresy, schisms within Christianity and the Reformation.

*Prerequisite: 15 points at Stage II in History and 60 points passed*

*Restriction: HISTORY 243*

#### **HISTORY 357**

**15 Points**

##### **Progress and Poverty: The USA, 1877-1919**

An advanced survey of the United States from the end of Reconstruction through the First World War that evaluates the role of ordinary people as well as influential figures. Themes include industrialisation; labour conflict and organisation; segregation; reform; literary and intellectual movements; popular culture; imperialism; politics and the state.

*Prerequisite: 15 points at Stage II in History and 60 points passed*

*Restriction: HISTORY 257*

#### **HISTORY 359**

**15 Points**

##### **Special Topic: Capitalism and Consumerism in United States History**

Examines the development of consumerism as an economic and social order in the United States, focusing on the twentieth century. Students will explore how the consumption of goods and services assumed a dominant place in American life and considers the ways in which market relations and the commodification of things have shaped cultural forms, social practices, and political movements.

*Prerequisite: 90 points passed*

*Restriction: HISTORY 259*

#### **HISTORY 367**

**15 Points**

##### **Health, Medicine and Society**

Examines the rise of modern Western medicine since 1850 and its impact, with a particular emphasis on Britain and its colonies. Topics include public health, hospitals, nursing,



psychiatry, sexual health, reproductive health, child health, tuberculosis, medicine and war, and alternative medicines.  
*Prerequisite: 15 points at Stage II in History and 30 points passed, or HLTHSOC 201 and 30 points passed*  
*Restriction: HISTORY 210*

#### **HISTORY 370** **15 Points** **Ireland since 1798**

Examines the history of Ireland from 1798 to the present. It investigates major developments in the social, cultural, political and economic history of the island from the United Irish Rising at the end of the eighteenth century to the early twenty-first century, including the creation of the state of Northern Ireland and ongoing attempts to secure a lasting peace there.

*Prerequisite: 15 points at Stage II in History and 60 points passed*

*Restriction: HISTORY 265, 270, 365*

#### **HISTORY 371** **15 Points** **Atlantic Revolutions**

Examines early modern Atlantic history. From the mid-16th to the early 19th centuries, revolutionary upheavals in the Netherlands, England, the Americas, and France made the Atlantic basin a crucible of global change. Topics include state power and imperial competition; commercial and cultural interconnections; colonisation and conflict; local and transoceanic communication networks; and the experiences of revolutionary change.

*Prerequisite: 90 points passed*

*Restriction: HISTORY 271*

### **Postgraduate 700 Level Courses**

#### **HISTORY 700A** **15 Points**

#### **HISTORY 700B** **15 Points**

##### **Settlers and Empire**

Explores the histories of nineteenth and twentieth century British settler societies, with a particular focus on New Zealand, Australia and Canada. Examines the key conceptual frameworks and major themes for thinking about the comparative and transnational pasts of these settler societies.

*To complete this course students must enrol in HISTORY 700 A and B*

#### **HISTORY 705A** **15 Points**

#### **HISTORY 705B** **15 Points**

##### **Writing New Zealand**

A study of the writing of New Zealand history from nineteenth century accounts through to more recent, revisionist undertakings. Considers general and overview histories, as well as key texts and the debates generated by such works. Students will have an opportunity to undertake research on a topic of their own choosing.

*To complete this course students must enrol in HISTORY 705 A and B*

#### **HISTORY 706A** **15 Points**

#### **HISTORY 706B** **15 Points**

##### **Topics in European Cultural History**

An historical introduction to the relationship between ideologies, cultural practices, social structures and political institutions in Europe. Topics include: the political history of manners and court culture; public opinion and print culture; gender and consumerism; the history of the senses and the human body.

*To complete this course students must enrol in HISTORY 706 A and B*

#### **HISTORY 711A** **15 Points**

#### **HISTORY 711B** **15 Points**

##### **Texts and Contexts**

Takes a broad view of the histories of culture and of communication. It links aspects of the history of ideas (historical, political, religious, scientific, legal, cultural) to the modes of their transmission (objects, performances, languages, spoken, manuscript and printed texts). It relates a wide variety of texts to the historical circumstances of their generation and reception.

*To complete this course students must enrol in HISTORY 711 A and B*

#### **HISTORY 712A** **15 Points**

#### **HISTORY 712B** **15 Points**

##### **Insider Histories**

Considers histories from 'the inside', related debates about oral histories and oral history practice. Uses Māori histories as case studies to explore the use of oral sources and issues of subjectivity, offering practical historical research and analytical skills. Topics include: the nature of and problems with oral and other sources, balancing textual and oral sources, writing from a subject position.

*To complete this course students must enrol in HISTORY 712 A and B*

#### **HISTORY 713A** **15 Points**

#### **HISTORY 713B** **15 Points**

##### **Empire and Insurgency, 1840-1950**

Investigates insurgency within the British Empire between 1840 and 1950. Drawing upon examples including the Indian Rebellion of 1857, the Irish Revolution, and the New Zealand Wars, it explores frameworks for studying insurgencies, the challenges that arise for historians in comparing acts of rebellion, and how nationalist movements drew upon an empire-wide repertoire of insurgency to advance their objectives.

*To complete this course students must enrol in HISTORY 713 A and B*

#### **HISTORY 715A** **15 Points**

#### **HISTORY 715B** **15 Points**

##### **Topics in the History of War and Peace**

An exploration of the history and historiography of modern warfare, peace and state violence, focusing on case studies from the 1850-1950 period, including warfare in Aotearoa and the wider Pacific. Topics include the course, conduct and consequences of inter-state, civil, revolutionary and imperial warfare as well as of peace-making, internationalism, humanitarianism and the regulation of warfare in international law.

*Restriction: HISTORY 716*

*To complete this course students must enrol in HISTORY 715 A and B*

#### **HISTORY 716** **15 Points**

##### **Topics in the History of War and Peace**

An exploration of the history and historiography of modern warfare, peace and state violence, focusing on case studies from the 1850-1950 period, including warfare in Aotearoa and the wider Pacific. Topics include the course, conduct and consequences of inter-state, civil, revolutionary and imperial warfare as well as of peace-making, internationalism, humanitarianism and the regulation of warfare in international law.

*Restriction: HISTORY 715*

<b>HISTORY 721A</b>	<b>15 Points</b>	one or more staff members and approved by the Academic Head or nominee.
<b>HISTORY 721B</b>	<b>15 Points</b>	<i>To complete this course students must enrol in HISTORY 760 A and B, or HISTORY 760</i>
<b>Special Topic</b>		
<i>To complete this course students must enrol in HISTORY 721 A and B</i>		
<b>HISTORY 725A</b>	<b>15 Points</b>	
<b>HISTORY 725B</b>	<b>15 Points</b>	
<b>Health, Medicine and Society</b>		
Health and medicine within the context of the society of which they are part, with a special emphasis on New Zealand from 1840 to the present day. Various public health topics will be investigated including mental health, infant health and maternity, sexually transmitted diseases, tuberculosis, and the politics of health care.		
<i>Restriction: HISTORY 702</i>		
<i>To complete this course students must enrol in HISTORY 725 A and B</i>		
<b>HISTORY 734A</b>	<b>15 Points</b>	
<b>HISTORY 734B</b>	<b>15 Points</b>	
<b>Uncovering United States History</b>		
Explores the arguments, assumptions, and points of view that have created and continue to create historical knowledge of the United States. The course engages with the practice of United States history and historiography, emphasising historians' ways of doing, thinking, valuing, and writing about the past.		
<i>To complete this course students must enrol in HISTORY 734 A and B</i>		
<b>HISTORY 736A</b>	<b>15 Points</b>	
<b>HISTORY 736B</b>	<b>15 Points</b>	
<b>Medieval Women, c.1100-1500</b>		
A study of the history and historiography of medieval women, this course considers what medieval women's history consists of, how it can or should be written, and why it is worth writing.		
<i>To complete this course students must enrol in HISTORY 736 A and B</i>		
<b>HISTORY 737A</b>	<b>15 Points</b>	
<b>HISTORY 737B</b>	<b>15 Points</b>	
<b>Rethinking History</b>		
An examination of key issues in the theory and practice of history, with a focus on the controversies and consequences of the so-called "poststructuralist (or linguistic) turn" of the 1980s, as well as more recent challenges. The aim is to provide a self-reflexive approach to historians' representations and interpretations of the past.		
<i>Restriction: HISTORY 710</i>		
<i>To complete this course students must enrol in HISTORY 737 A and B</i>		
<b>HISTORY 740</b>	<b>15 Points</b>	
<b>Special Topic</b>		
<b>HISTORY 742A</b>	<b>15 Points</b>	
<b>HISTORY 742B</b>	<b>15 Points</b>	
<b>Special Topic</b>		
<i>To complete this course students must enrol in HISTORY 742 A and B</i>		
<b>HISTORY 760</b>	<b>30 Points</b>	
<b>HISTORY 760A</b>	<b>15 Points</b>	
<b>HISTORY 760B</b>	<b>15 Points</b>	
<b>Special Study</b>		
Individual research, normally related to one of the courses HISTORY 706 to HISTORY 736, selected in consultation with		
<b>HISTORY 761</b>	<b>30 Points</b>	
<b>HISTORY 761A</b>	<b>15 Points</b>	
<b>HISTORY 761B</b>	<b>15 Points</b>	
<b>Special Study</b>		
Individual research, normally related to one of the courses HISTORY 706 to HISTORY 736, selected in consultation with one or more staff members and approved by the Academic Head or nominee.		
<i>To complete this course students must enrol in HISTORY 761 A and B, or HISTORY 761</i>		
<b>HISTORY 780</b>	<b>30 Points</b>	
<b>HISTORY 780A</b>	<b>15 Points</b>	
<b>HISTORY 780B</b>	<b>15 Points</b>	
<b>Research Project - Level 9</b>		
<i>To complete this course students must enrol in HISTORY 780 A and B, or HISTORY 780</i>		
<b>HISTORY 793</b>	<b>60 Points</b>	
<b>HISTORY 793A</b>	<b>30 Points</b>	
<b>HISTORY 793B</b>	<b>30 Points</b>	
<b>Dissertation - Level 9</b>		
<i>To complete this course students must enrol in HISTORY 793 A and B, or HISTORY 793</i>		
<b>HISTORY 796A</b>	<b>60 Points</b>	
<b>HISTORY 796B</b>	<b>60 Points</b>	
<b>Thesis - Level 9</b>		
<i>To complete this course students must enrol in HISTORY 796 A and B</i>		
<b>HISTORY 797A</b>	<b>60 Points</b>	
<b>HISTORY 797B</b>	<b>60 Points</b>	
<b>Research Portfolio - Level 9</b>		
<i>To complete this course students must enrol in HISTORY 797 A and B</i>		
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<b>Humanities</b>		
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<b>Stage I</b>		
<b>HUMS 101</b>	<b>15 Points</b>	
<b>Europe: Medieval to Modern</b>		
A thematic and chronological survey of major developments in European history and visual culture since the early Middle Ages. The course is designed to provide a solid foundation for subsequent study in European history, art history and culture as well as an introduction to the nature of scholarly research and writing in the Humanities.		
<i>Restriction: ARTHIST 106, 107, HISTORY 106</i>		
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<b>Stage III</b>		
<b>HUMS 300</b>	<b>15 Points</b>	
<b>Critiquing the Museum</b>		
An introduction to the history and theory of museums, and to institutional collecting and the interpretation of culture. Focuses on the role of museums in colonisation and nation building, involvement in globalising processes as well as the opportunities museums offer for social advocacy.		
<i>Prerequisite: 15 points in BA courses</i>		

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## Human Services

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### Stage I

**HUMSERV 102** 15 Points  
**Lifespan Development for Human Services**

An introduction to the theories of lifespan development. Key issues affecting human development and its relevance and application to the work of human service practitioners will be explored. The consideration of social contexts of human development will be a central theme.

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## Indigenous Studies

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### Postgraduate 700 Level Courses

**INDIGEN 700** 30 Points  
**Indigenous Theories**

Topics include cultural autonomy, political inclusion, land claims, urbanisation and indigenous rights. Through a close reading of key texts and engaging in seminar discussions, students will deepen their insight into the knowledge systems that embody indigenous world views and be able to critically and analytically engage with historical and contemporary issues in Indigenous Studies.

**INDIGEN 701** 15 Points  
**Special Topic**

**INDIGEN 702** 30 Points  
**Special Topic**

**INDIGEN 710** 15 Points  
**Indigenous Methodologies**

Research has been a powerful tool of colonisation. This course seeks to explore traditional and new methodologies that are robust, ethical and culturally informed to study Indigenous and Indigenous-related issues. In developing an understanding of relevant methodologies, ethics/tikanga and cultural understanding in Indigenous Studies students will gain knowledge of the links between Indigenous epistemology, research methodology and application.

**INDIGEN 711** 30 Points  
**Indigenous Environmental Politics**

Examines contemporary issues related to Indigenous peoples and the environment. There will be a particular focus on the interface between Indigenous peoples, governments and corporate bodies. Topics may include Indigenous responses to environmental degradation; Indigenous peoples and extractive industries; sustainable development; Indigenous environmental protest movements; land and treaty rights; traditional knowledge and resource protection; and Indigenous peoples and climate change.

**INDIGEN 712** 30 Points  
**Indigenous Psychologies**

Examines the historical and material circumstances Indigenous peoples face and the emergence and development of Indigenous psychologies to respond to a range of social and psychological challenges. Covers topics relevant to Indigenous and non-Indigenous survival and flourishing including cultural contributions to health and collective and individual wellbeing.

**INDIGEN 792** 45 Points  
**INDIGEN 792A** 30 Points  
**INDIGEN 792B** 15 Points  
**Dissertation - Level 9**

Examines key research issues for indigenous peoples. Students will develop a focused understanding of relevant methodologies, ethics and cultural understandings in Indigenous Studies. Students will develop a research project that identifies a particular indigenous issue and implement an appropriate methodology.

*To complete this course students must enrol in INDIGEN 792 A and B, or INDIGEN 792*

**INDIGEN 793** 60 Points  
**INDIGEN 793A** 30 Points  
**INDIGEN 793B** 30 Points  
**Dissertation - Level 9**

*To complete this course students must enrol in INDIGEN 793 A and B, or INDIGEN 793*

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## Italian

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### Stage I

**ITALIAN 100** 15 Points  
**ITALIAN 100G** 15 Points

#### Introductory Italian Language

Learn basic Italian language structures and communication skills, including common words and basic phrases concerning everyday life. Acquire skills of interacting verbally by asking and answering straightforward questions on familiar topics. The course is delivered through a combination of class instruction and interactive online activities. For students with no previous knowledge of Italian.

*Restriction: ITALIAN 106. May not be taken if an equivalent or more advanced language acquisition course in this subject has previously been passed.*

**ITALIAN 106** 15 Points  
**ITALIAN 106G** 15 Points

#### Italian Language for Beginners 1

Students learn to speak, read and write Italian, studying aspects of contemporary Italian society and thought. This course does not count towards a major in Italian. For students with no previous knowledge of Italian.

*Restriction: ITALIAN 100. May not be taken if a more advanced language acquisition course in this subject has previously been passed*

*Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed*

**ITALIAN 107** 15 Points  
**Italian Language for Beginners 2**

Learners further develop lexical, grammatical, cultural and communicative competence, allowing them to prepare for intermediate level grammar and to be operative in social situations requiring a direct exchange of information in the target language environment and areas of immediate need. Meets the standard of Basic User Level A2 as set out by the Council of Europe's Language Policy Unit.

*Prerequisite: ITALIAN 100 or 106*

*Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed*

**ITALIAN 177** 15 Points  
**Study Abroad 1**  
 Language course taken at an approved overseas institution where instruction is in Italian.  
*Prerequisite: ITALIAN 106*  
*Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed*

## Stage II

**ITALIAN 200** 15 Points  
**Intermediate Italian Language 1**  
 Develops writing, reading, speaking and listening skills to an intermediate level, through practice on a wide range of written texts and current audio-visual material.  
*Prerequisite: ITALIAN 107*  
*Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed*

**ITALIAN 201** 15 Points  
**Intermediate Italian Language 2**  
 Continues to develop language skills at an intermediate level.  
*Prerequisite: ITALIAN 200*  
*Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed*

**ITALIAN 202** 15 Points  
**Engendered Voices (Texts in Italian)**  
 A critical study of the representation of women's experiences and of issues of gender and culture, through an examination of literary texts and films by Italian women writers and filmmakers. Students will study texts in Italian.  
*Prerequisite: ITALIAN 107*  
*Corequisite: ITALIAN 200*  
*Restriction: ITALIAN 203, 335*

**ITALIAN 203** 15 Points  
**Engendered Voices (Texts in English)**  
 A critical study of the representation of women's experiences and of issues of gender and culture, through an examination of literary texts and films by Italian women writers and filmmakers. Students will study texts in English. This course does not count towards a major or minor in Italian. Students taking an Italian major or minor should take ITALIAN 202 instead.  
*Prerequisite: 90 points passed*  
*Restriction: ITALIAN 202, 335*

**ITALIAN 206** 15 Points  
**Special Topic**  
*Prerequisite: ITALIAN 107*

**ITALIAN 235** 15 Points  
**Special Topic**  
*Prerequisite: ITALIAN 107*  
*Corequisite: ITALIAN 200*

**ITALIAN 236** 15 Points  
**Special Topic**  
*Prerequisite: 90 points passed in BA courses*

**ITALIAN 277** 15 Points  
**Italian Study Abroad 2A**  
 Refer to the entry for Language Study Abroad.  
*Prerequisite: Approval of Academic Head or nominee*

**ITALIAN 278** 15 Points  
**Italian Study Abroad 2B**  
 Refer to the entry for Language Study Abroad.  
*Prerequisite: ITALIAN 277 and approval of Academic Head or nominee*

## Stage III

**ITALIAN 300** 15 Points  
**Advanced Italian Language**  
 Builds on the language skills acquired in ITALIAN 200 and 201, focusing on selected topics in more specialised contexts.  
*Prerequisite: ITALIAN 201*

**ITALIAN 301** 15 Points  
**Italian Translation Practice**  
 Designed specifically for Stage III Italian students who have no prior formal experience in translation. The course will develop students' reading, writing, listening and speaking skills in Italian, while introducing a fifth skill, that of translation.  
*Prerequisite: ITALIAN 300*

**ITALIAN 312** 15 Points  
**Special Topic**  
*Prerequisite: ITALIAN 107*  
*Restriction: ITALIAN 211, 212*

**ITALIAN 313** 15 Points  
**Special Topic**  
*Prerequisite: ITALIAN 201 and 15 points from ITALIAN 202, 204, 206, 209, 211, 235, 236*

**ITALIAN 330** 15 Points  
**Modern Italian Fiction and Drama**  
 Studies in selected fictional and dramatic works of the twentieth century and beyond. It considers the structures, topics and influence of these works and the ways in which they refer to historical, social and political issues as well as to literary and theatrical conventions.  
*Prerequisite: ITALIAN 201 and 15 points from ITALIAN 202, 204, 206, 209, 211, 235, 236*  
*Corequisite: ITALIAN 300 or equivalent language proficiency*  
*Restriction: ITALIAN 331, 339, 712, 739*

**ITALIAN 335** 15 Points  
**Engendered Voices (Texts in Italian)**  
 A critical study of the representation of women's experiences and of issues of gender and culture, through an examination of literary texts and films by Italian women writers and filmmakers. Students will study texts in Italian.  
*Prerequisite: ITALIAN 201 and 15 points from ITALIAN 204, 206, 209, 211, 235, 236*  
*Restriction: ITALIAN 202, 203*

**ITALIAN 337** 15 Points  
**Special Topic**  
*Prerequisite: ITALIAN 201 and 15 points from ITALIAN 202, 204, 206, 209, 211, 235, 236*  
*Corequisite: ITALIAN 300*

**ITALIAN 338** 15 Points  
**Special Topic**  
*Prerequisite: ITALIAN 201 and 15 points from ITALIAN 202, 204, 206, 209, 211, 235, 236*  
*Corequisite: ITALIAN 300*

**ITALIAN 355** 15 Points  
**Directed Study**  
*Prerequisite: ITALIAN 201 and 15 points from ITALIAN 202, 204, 206, 209, 211, 235, 236 and approval of Academic Head or nominee*

**ITALIAN 356** 15 Points  
**Directed Study**  
*Prerequisite: ITALIAN 201 and 15 points from ITALIAN 202, 204, 206, 209, 211, 235, 236 and approval of Academic Head or nominee*

**ITALIAN 377** 15 Points  
**Italian Study Abroad 3A**  
 Refer to the entry for Language Study Abroad.  
*Prerequisite: Approval of Academic Head or nominee*

**ITALIAN 378** 15 Points  
**Italian Study Abroad 3B**  
 Refer to the entry for Language Study Abroad.  
*Prerequisite: ITALIAN 377 and approval of Academic Head or nominee*

**ITALIAN 379** 15 Points  
**Study Abroad – Internship**  
 Research-informed project based on an internship in an institution or organisation in Italy to gain both academic credit and work experience. Projects will be completed under the supervision of a workplace supervisor and assessed by a University of Auckland academic.  
*Prerequisite: Approval of Academic Head or nominee*

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### Postgraduate 700 Level Courses

**ITALIAN 700** 30 Points  
**ITALIAN 700A** 15 Points  
**ITALIAN 700B** 15 Points  
**Language Acquisition: Oral and Written Use of Italian**  
 The fundamental skills of reading, writing and speaking in various registers of Italian are taken to an advanced level. All classes are held in Italian.  
*To complete this course students must enrol in ITALIAN 700 A and B, or ITALIAN 700*

**ITALIAN 701** 15 Points  
**Special Topic**

**ITALIAN 704** 30 Points  
**Special Topic**

**ITALIAN 709** 30 Points  
**Special Topic**

**ITALIAN 720** 30 Points  
**Special Topic**

**ITALIAN 721** 15 Points  
**Special Topic**

**ITALIAN 730** 30 Points  
**Special Topic**

**ITALIAN 732** 30 Points  
**Special Topic**

**ITALIAN 777** 15 Points  
**Study Abroad**  
 Formal study in an approved overseas university where the language of instruction is Italian. Supplementary study at the University of Auckland may be required as part of this course. The final grade will be determined by formal assessment of student achievement by the Academic Head or nominee. Enrolment requires the approval of the Academic Head or nominee.

**ITALIAN 778** 15 Points  
**Study Abroad**  
 Formal study in an approved overseas university where the language of instruction is Italian. Supplementary study at the University of Auckland may be required as part of this course. The final grade will be determined by formal assessment of student achievement by the Academic Head or nominee. Enrolment requires the approval of the Academic Head or nominee.

**ITALIAN 779** 15 Points  
**Study Abroad – Internship**  
 Research-informed project based on an internship in an institution or organisation in Italy to gain both academic credit and work experience. Projects will be completed under the supervision of a workplace mentor and assessed by a University of Auckland academic staff. Supplementary study at the University of Auckland may be required as part of this course.  
*Prerequisite: Approval of Academic Head or nominee*

**ITALIAN 780** 30 Points  
**ITALIAN 780A** 15 Points  
**ITALIAN 780B** 15 Points  
**Research Project – Level 9**  
*To complete this course students must enrol in ITALIAN 780 A and B, or ITALIAN 780*

**ITALIAN 782** 30 Points  
**Research Essay – Level 9**

**ITALIAN 791** 60 Points  
**Dissertation – Level 9**

**ITALIAN 792** 45 Points  
**ITALIAN 792A** 22.5 Points  
**ITALIAN 792B** 22.5 Points  
**Dissertation – Level 9**  
*To complete this course students must enrol in ITALIAN 792 A and B, or ITALIAN 792*

**ITALIAN 793A** 45 Points  
**ITALIAN 793B** 45 Points  
**Thesis – Level 9**  
*To complete this course students must enrol in ITALIAN 793 A and B*

**ITALIAN 796A** 60 Points  
**ITALIAN 796B** 60 Points  
**Thesis – Level 9**  
*To complete this course students must enrol in ITALIAN 796 A and B*

**ITALIAN 797A** 60 Points  
**ITALIAN 797B** 60 Points  
**Research Portfolio – Level 9**  
*To complete this course students must enrol in ITALIAN 797 A and B*

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## Japanese

### Stage I

**JAPANESE 130** 15 Points  
**JAPANESE 130G** 15 Points  
**Japanese Language 1A**  
 An integrated basic course in modern Japanese covering reading, writing, speaking and listening.  
*Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed*

**JAPANESE 131** 15 Points  
**Japanese Language 1B**  
 Further develops the basic proficiency in modern Japanese necessary to communicate in limited situations. Uses a range of exercises and activities to develop speaking, listening, reading and writing skills as well as strategies to enhance and support these skills. Introduces some sociocultural aspects directly related to language-use

situations. Note: Students with NCEA level 2 Japanese or equivalent should enrol in this course.

*Prerequisite:* JAPANESE 130 or approval of Academic Head or nominee

*Restriction:* May not be taken if a more advanced language acquisition course in this subject has previously been passed

**JAPANESE 150** **15 Points**  
**Exploring Japan**

Covers Japanese history, culture and society from the seventeenth century to the contemporary period, and serves as an introduction to Japan. Deals with such diverse topics as Japan under the Shoguns, Japan's modernisation, the modern political system, Japan's position in the world, popular culture, social structures and gender relations. No knowledge of the Japanese language is required.

**JAPANESE 178** **15 Points**  
**Japanese Study Abroad 1**

Formal language study in an approved overseas institution where instruction is in Japanese. May not be taken if a more advanced language acquisition course in this subject has previously been passed.

*Prerequisite:* Approval of Academic Head or nominee

**Stage II**

**JAPANESE 222** **15 Points**  
**Structural Analysis of the Japanese Language**

Structural analysis of the pronunciation, grammar, script and usage of the modern Japanese language.

*Corequisite:* JAPANESE 231 or 232

**JAPANESE 231** **15 Points**  
**Japanese Language 2A**

Further develops the basic proficiency in modern Japanese necessary to communicate in everyday situations. Uses a range of exercises and activities to develop communicative use of speaking, listening, reading and writing skills in a range of situations as well as strategies to enhance and support these skills. Note: Students with NCEA level 3 Japanese or equivalent should enrol in this course.

*Prerequisite:* JAPANESE 131 or approval of Academic Head or nominee

*Restriction:* JAPANESE 230, 239. May not be taken if a more advanced language acquisition course in this subject has previously been passed

**JAPANESE 232** **15 Points**  
**Japanese Language 2B**

A continuation of JAPANESE 231 covering more advanced grammar. By the end of the course, students will have acquired all essential grammar items and will be ready to explore more authentic materials in Stage III. Further develops communicative use of the language in speaking, listening, reading and writing in various situations and strategies to enhance and support these skills.

*Prerequisite:* JAPANESE 231 or approval of Academic Head or nominee

*Restriction:* JAPANESE 230, 239. May not be taken if a more advanced language acquisition course in this subject has previously been passed

**JAPANESE 240** **15 Points**  
**Villains and Heroes in Japanese Literature**

Critically examines important works related to Japan's literature and culture, from various genres and all periods including the present. Readings in English translation. Emphasis on production and reception of literary texts

within such contexts as history, gender, ethnicity, religion, the environment, and power issues.

*Prerequisite:* 45 points in BA courses, including either JAPANESE 150 or ASIAN 100

*Restriction:* JAPANESE 340

**JAPANESE 241** **15 Points**  
**Japanese Popular Culture since 1945**

Examines post-1945 Japanese popular culture such as manga, anime, music and literature, from the perspective of how they have dealt with issues such as national/cultural identity, 'race', war memory, gender and globalisation. The historical and political context of each text and cultural practice is emphasised. No knowledge of Japanese language required.

*Prerequisite:* 45 points in BA courses

*Restriction:* JAPANESE 341

**JAPANESE 243** **15 Points**  
**Geisha and Samurai: Edo Literature**

Explores literary works and other writings and media from early modern (Edo/Tokugawa) Japan, focusing on the way these texts reflect aspects of Edo culture. Texts in English translation.

*Prerequisite:* 45 points in BA courses, including either JAPANESE 150 or ASIAN 100

*Restriction:* JAPANESE 343

**JAPANESE 270** **15 Points**  
**Japanese Culture and Traditions**

Examines important aspects of Japanese culture, society, and history. Focuses particularly on the creation and recreation of traditions, and the interaction between cultural and historical forces in shaping society. The course consists of four thematic parts, dealing with history, education, family, and health.

*Prerequisite:* 45 points in BA courses, including either JAPANESE 150 or ASIAN 100

*Restriction:* JAPANESE 370

**JAPANESE 277** **15 Points**  
**Japanese Study Abroad 2A**

Refer to the entry for Language Study Abroad.

*Prerequisite:* Approval of Academic Head or nominee

**JAPANESE 278** **15 Points**  
**Japanese Study Abroad 2B**

Refer to the entry for Language Study Abroad.

*Prerequisite:* JAPANESE 277 and approval of Academic Head or nominee

**JAPANESE 292** **15 Points**  
**Special Topic: Religion in Modern Japanese Society**

Aims to understand the role of religious beliefs, practices, and institutions in modern Japanese society. Topics to be covered include the "invention" of State Shinto and its role in nation-building, the decline of established temple Buddhism, the emergence and impact of new religious movements, and social conflict related to religion-state issues in the postwar period.

*Prerequisite:* JAPANESE 150 or ASIAN 100, and, a further 30 points from BA courses.

*Restriction:* JAPANESE 308

**Stage III**

**JAPANESE 300** **15 Points**  
**Special Topic**

**JAPANESE 307 15 Points****Classical Language and Culture**

Introduction to the classical Japanese language and culture. Involves extensive readings of selected works from the classics in the original language.

*Prerequisite:* 45 points at Stage II in Japanese

*Corequisite:* JAPANESE 331 or 332

**JAPANESE 308 15 Points****Religion in Modern Japanese Society**

The aim of this course is to understand the role of religious beliefs, practices, and institutions in modern Japanese society. Topics to be covered include the "invention" of State Shinto and its role in nation-building, the decline of established temple Buddhism, the emergence and impact of new religious movements, and social conflict related to religion-state issues in the postwar period. *Prerequisite:* ASIAN 100 and 30 points at Stage II in Asian Studies or 45 points in Stage II BA courses, including one of the following: ANTHRO 250, JAPANESE 240, 241, 243, 270, THEOLOGY 201 or THEOREL 201, SOCIOL 213

*Restriction:* ASIAN 708, JAPANESE 292

**JAPANESE 324 15 Points****Topics in Japanese Linguistics**

A study of selected areas of Japanese language structure and usage.

*Prerequisite:* 45 points at Stage II in Japanese including JAPANESE 222

*Corequisite:* JAPANESE 331 or 332

*Restriction:* JAPANESE 728

**JAPANESE 331 15 Points****Japanese Language 3A**

Further develops communicative use of the Japanese language in and beyond everyday situations. With greater focus on written Japanese, students will explore a variety of authentic materials including essays, folk tales, poems and visual texts that contain both traditional and contemporary cultural elements. Students are encouraged to study autonomously as well as collaboratively.

*Prerequisite:* JAPANESE 232

*Restriction:* JAPANESE 330, 338, 339. May not be taken if a more advanced language acquisition course in this subject has previously been passed

**JAPANESE 332 15 Points****Japanese Language 3B**

Further develops communicative use of Japanese language in speaking, listening, reading and writing beyond everyday situations. With greater focus on written Japanese, students will familiarise themselves with various styles of Japanese texts including newspaper articles, manga and short novels, through which their understanding of Japanese culture will deepen.

*Prerequisite:* JAPANESE 331

*Restriction:* JAPANESE 330, 338, 339. May not be taken if a more advanced language acquisition course in this subject has previously been passed

**JAPANESE 340 15 Points****Villains and Heroes in Japanese Literature**

Critically examines important works related to Japan's literature and culture, from various genres and all periods including the present. Readings in English translation. Emphasis on production and reception of literary texts within such contexts as history, gender, ethnicity, religion, the environment, and the deployment of power.

*Prerequisite:* JAPANESE 150 and 45 points at Stage II in

Japanese including one of JAPANESE 241, 242, 270, HISTORY 242

*Restriction:* JAPANESE 240

**JAPANESE 341 15 Points****Japanese Popular Culture since 1945**

Examines post-1945 Japanese popular culture such as manga, anime, music and literature, from the perspective of how they have dealt with issues such as national/cultural identity, 'race', war memory, gender and globalisation. The historical and political context of each text and cultural practice is emphasised. No knowledge of Japanese language required.

*Prerequisite:* JAPANESE 150 and 45 points at Stage II in Japanese including one of JAPANESE 240, 243, 270 HISTORY 242, or 30 points at Stage II in Asian Studies

*Restriction:* JAPANESE 241

**JAPANESE 343 15 Points****Geisha and Samurai Edo Literature**

Explores, mainly in English translation, literary works and other writings/media from early modern (Edo/Tokugawa) Japan. The emphasis is on understanding aspects of the culture by direct reference to texts written by Japanese at that time.

*Prerequisite:* JAPANESE 150 and 45 points at Stage II in Japanese including JAPANESE 240, 241, or 270

*Restriction:* JAPANESE 243

**JAPANESE 370 15 Points****Japanese Culture and Traditions**

Examines important aspects of Japanese culture, society, and history. Focuses particularly on the creation and recreation of traditions, and the interaction between cultural and historical forces in shaping society. The course consists of four thematic parts, dealing with history, education, family, and health.

*Prerequisite:* JAPANESE 150 and either 45 points at Stage II including one of JAPANESE 240, 241, 243 and HISTORY 242 or 30 points at Stage II in Asian Studies

*Restriction:* JAPANESE 270

**JAPANESE 377 15 Points****Japanese Study Abroad 3A**

Refer to the entry for Language Study Abroad.

*Prerequisite:* Approval of Academic Head or nominee

**JAPANESE 378 15 Points****Japanese Study Abroad 3B**

Refer to the entry for Language Study Abroad.

*Prerequisite:* JAPANESE 377 and approval of Academic Head or nominee

**JAPANESE 392 15 Points****Special Topic**

*Prerequisite:* JAPANESE 150 and 45 points at Stage II in Japanese

**Postgraduate 700 Level Courses****JAPANESE 702 30 Points****Topics in Japanese Culture and Society**

In-depth study of selected topics on Japanese culture and society. Topics may include Japanese religion and society, popular culture, early modern history, Japan in East Asia and globalisation. This will be a team-taught course, and the content each year will be adapted according to student research interests. The course requires critical reading of core texts and regular student seminar presentations.

<b>JAPANESE 703</b>	<b>30 Points</b>
<b>Topics in Japanese Language and Linguistics</b>	
In-depth study of selected topics on Japanese language and linguistics. Topics may include accentuation, morphophonology, transitivity, subjectivity, gender and language, politeness, and discourse strategies. The course focuses on student-led seminar presentations and discussions on assigned key works in the field.	
<b>JAPANESE 706</b>	<b>15 Points</b>
<b>Advanced Japanese Language Acquisition 1</b>	
Uses authentic materials on a variety of topics to enhance language skills in support of postgraduate studies.	
<i>Restriction: JAPANESE 707</i>	
<b>JAPANESE 707</b>	<b>30 Points</b>
<b>Advanced Japanese Language Acquisition 2</b>	
Use materials on a variety of topics to enhance language skills in support of postgraduate studies. Readings relevant to the individual student's research field will be assigned for critical analysis in Japanese.	
<i>Restriction: JAPANESE 706</i>	
<b>JAPANESE 745</b>	<b>15 Points</b>
<b>JAPANESE 745A</b>	<b>7.5 Points</b>
<b>JAPANESE 745B</b>	<b>7.5 Points</b>
<b>Directed Study</b>	
<i>To complete this course students must enrol in JAPANESE 745 A and B, or JAPANESE 745</i>	
<b>JAPANESE 746A</b>	<b>22.5 Points</b>
<b>JAPANESE 746B</b>	<b>22.5 Points</b>
<b>Research Essay - Level 9</b>	
<i>To complete this course students must enrol in JAPANESE 746 A and B</i>	
<b>JAPANESE 747</b>	<b>30 Points</b>
<b>JAPANESE 747A</b>	<b>15 Points</b>
<b>JAPANESE 747B</b>	<b>15 Points</b>
<b>Directed Study</b>	
<i>To complete this course students must enrol in JAPANESE 747 A and B, or JAPANESE 747</i>	
<b>JAPANESE 748</b>	<b>15 Points</b>
<b>Research Essay - Level 9</b>	
<b>JAPANESE 780</b>	<b>30 Points</b>
<b>JAPANESE 780A</b>	<b>15 Points</b>
<b>JAPANESE 780B</b>	<b>15 Points</b>
<b>Research Project - Level 9</b>	
<i>To complete this course students must enrol in JAPANESE 780 A and B, or JAPANESE 780</i>	
<b>JAPANESE 782</b>	<b>30 Points</b>
<b>JAPANESE 782A</b>	<b>15 Points</b>
<b>JAPANESE 782B</b>	<b>15 Points</b>
<b>Research Essay - Level 9</b>	
<i>To complete this course students must enrol in JAPANESE 782 A and B, or JAPANESE 782</i>	
<b>JAPANESE 791</b>	<b>60 Points</b>
<b>JAPANESE 791A</b>	<b>30 Points</b>
<b>JAPANESE 791B</b>	<b>30 Points</b>
<b>Dissertation - Level 9</b>	
<i>To complete this course students must enrol in JAPANESE 791 A and B, or JAPANESE 791</i>	

<b>JAPANESE 792A</b>	<b>22.5 Points</b>
<b>JAPANESE 792B</b>	<b>22.5 Points</b>
<b>Dissertation - Level 9</b>	
<i>To complete this course students must enrol in JAPANESE 792 A and B</i>	
<b>JAPANESE 793A</b>	<b>45 Points</b>
<b>JAPANESE 793B</b>	<b>45 Points</b>
<b>Thesis - Level 9</b>	
<i>To complete this course students must enrol in JAPANESE 793 A and B</i>	
<b>JAPANESE 796A</b>	<b>60 Points</b>
<b>JAPANESE 796B</b>	<b>60 Points</b>
<b>Thesis - Level 9</b>	
<i>To complete this course students must enrol in JAPANESE 796 A and B</i>	
<b>JAPANESE 797A</b>	<b>60 Points</b>
<b>JAPANESE 797B</b>	<b>60 Points</b>
<b>Research Portfolio - Level 9</b>	
<i>To complete this course students must enrol in JAPANESE 797 A and B</i>	

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## Korean

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### Stage I

<b>KOREAN 110</b>	<b>15 Points</b>
<b>KOREAN 110G</b>	<b>15 Points</b>
<b>Korean for Beginners 1</b>	
Basic written and spoken skills in modern Korean. Through the practice of listening to and reading basic Korean sentences, fundamental grammar and vocabulary are taught so that students will be able to carry out basic conversation and comprehend simple Korean texts.	
<i>Restriction: KOREAN 100, 250. May not be taken if a more advanced language acquisition course in this subject has previously been passed</i>	

<b>KOREAN 111</b>	<b>15 Points</b>
<b>Korean for Beginners 2</b>	
Further develops the basic proficiency in Korean necessary to communicate in limited situations. Uses a range of exercises and activities to develop speaking, listening, reading and writing skills. Introduces distinctive aspects of contemporary Korean culture related to language-use situations.	
<i>Prerequisite: KOREAN 110</i>	
<i>Restriction: KOREAN 100, 250. May not be taken if a more advanced language acquisition course in this subject has previously been passed</i>	

<b>KOREAN 120</b>	<b>15 Points</b>
<b>Korean Society and Culture</b>	
An introduction to Korean society and culture, focusing on the development of the nation. The course covers the colonial legacy, national division, and cultural, social, economic and political changes in the two Koreas. No knowledge of Korean language required.	

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### Stage II

<b>KOREAN 200</b>	<b>15 Points</b>
<b>Intermediate Korean 1</b>	
Aims to expand students' proficiency in Korean by introducing further points of grammar and their usage.	



This course serves as the base for oral and written language skills at an intermediate level.

*Prerequisite:* KOREAN 100 or 111

*Restriction:* KOREAN 250. May not be taken if a more advanced language acquisition course in this subject has previously been passed

#### **KOREAN 201 15 Points** **Intermediate Korean 2**

A continuation of KOREAN 200 covering more advanced grammar points and their usage. Further develops communicative use of Korean in a wide range of everyday situations.

*Prerequisite:* KOREAN 200

*Restriction:* KOREAN 250. May not be taken if a more advanced language acquisition course in this subject has previously been passed

#### **KOREAN 203 15 Points** **Special Topic: Korean Pop Culture: Digital and Global**

Examines the multifaceted growth of Korean Pop Culture, with a focus on the nation's pop music industry. In the new millennium, the rise of Korean Pop Culture has become one of the most distinctive global media phenomena. This course offers a comprehensive understanding of Korean Pop Culture, emphasizing its conjunction with digital communication technologies and global media platforms.

*Prerequisite:* 15 points at Stage I in Asian Studies, Chinese, Japanese, or Korean

#### **KOREAN 205 15 Points** **Korea through TV Drama and Film**

Examines some of the cultural, social and political issues of contemporary South Korea through a selection of popular TV dramas and films.

*Prerequisite:* 15 points at Stage I in Asian Studies, Chinese, Japanese or Korean, or 15 points at Stage I in Media and Screen Studies and 30 points passed

*Restriction:* ASIAN 202, KOREAN 305

#### **KOREAN 250 15 Points** **Korean for Heritage Speakers**

Aims to enhance written skills in modern Korean for students with native speaker background. Emphasis will be placed on the comprehension of a wide range of issues in Korean society.

*Prerequisite:* Approval of Academic Head or nominee

*Restriction:* KOREAN 110, 111, 200, 201, 300, 301. May not be taken if a more advanced language acquisition course in this subject has previously been passed

#### **KOREAN 277 15 Points** **Korean Study Abroad 2A**

Refer to the entry for Language Study Abroad.

*Prerequisite:* Approval of Academic Head or nominee

#### **KOREAN 278 15 Points** **Korean Study Abroad 2B**

Refer to the entry for Language Study Abroad.

*Prerequisite:* KOREAN 277 and approval of Academic Head or nominee

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### **Stage III**

#### **KOREAN 300 15 Points** **Advanced Korean 1**

Korean grammar at an advanced level. A continuation of KOREAN 201.

*Prerequisite:* KOREAN 201

*Restriction:* May not be taken if a more advanced language acquisition course in this subject has previously been passed

#### **KOREAN 301 15 Points**

##### **Advanced Korean 2**

Designed to emphasise comprehension and composition of Korean texts.

*Prerequisite:* KOREAN 300

#### **KOREAN 305 15 Points** **Korea through TV Drama and Film**

Examines some of the cultural, social and political issues of contemporary South Korea through a selection of popular TV dramas and films.

*Prerequisite:* 30 points at Stage II in Asian Studies, Chinese, Japanese or Korean or Media and Screen Studies

*Restriction:* ASIAN 202, KOREAN 205

#### **KOREAN 306 15 Points** **Special Topic**

#### **KOREAN 377 15 Points** **Korean Study Abroad 3A**

Refer to the entry for Language Study Abroad.

*Prerequisite:* Approval of Academic Head or nominee

#### **KOREAN 378 15 Points** **Korean Study Abroad 3B**

Refer to the entry for Language Study Abroad.

*Prerequisite:* KOREAN 377 and approval of Academic Head or nominee

#### **KOREAN 381 15 Points** **Korean Study Abroad 3C**

Formal language study at an approved overseas institution where the language of instruction is Korean. May include supplementary study at the University of Auckland.

*Prerequisite:* KOREAN 301 or 377 or 378 and approval by Academic Head or nominee

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### **Language Study Abroad**

The Language Study Abroad courses are intended to permit students to take advantage of opportunities for formal language study in an approved overseas institution where instruction is in a language other than English. Supplementary study at the University of Auckland may be required as part of these courses.

Students taking one of these courses should enrol prior to undertaking the overseas study, and enrolment is subject to approval of the planned overseas study by the Academic Head or nominee for the language subject concerned. A final grade for any of the courses will be based on formal assessment of achievement in the language concerned, together with any other work required by the Academic Head or nominee.

The courses available for Language Study Abroad are listed under the following subjects: Arts General, Chinese, French, German, Italian, Japanese, Korean, Russian and Spanish.

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### **Language Teaching and Learning**

#### **Stage I**

#### **LANGTCHG 101 15 Points** **Introduction to Language Teaching**

An introduction to a range of approaches to second language teaching and the theories of language and learning which underpin them. Students will explore the basic concepts related to current approaches to ELT in current contexts of learning.

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**Stage II****LANGTCHG 202 15 Points**  
**Introductory English Language Analysis for Teachers**

Introduces key concepts of phonology, grammar and vocabulary of English and develops an understanding of how they function as systems in written and spoken English. Develops the skills needed to formally analyse the phonological, lexical and grammatical systems of English. Illustrates how linguistic descriptions can be applied in language teaching.

*Prerequisite:* 30 points passed or approval of Academic Head or nominee.

**LANGTCHG 205 15 Points**  
**Developing Literacy in a Second Language**

Examines the theory and practice related to the development of both initial and advanced literacy in a second language: how reading and writing skills are developed in a second language; the interdependency of first and second language literacy skills; effective instructional methods and the role played by second language literacy in the development of academic skills where English is the medium of instruction.

*Prerequisite:* 30 points passed or approval of Academic Head or nominee

**LANGTCHG 206 15 Points**  
**Special Topic: Language Learning and the Brain**

Introduces prominent cognitive aspects of language learning. These include memory, attention, code-switching, and multimodal integration when learners form correspondences between linguistic and sensory input. Examines the power of language to influence brain responses and optical illusions. The mechanisms of linguistic influence on the brain, and their implications for teaching, will be explored from multiple angles.

*Prerequisite:* 30 points passed

**LANGTCHG 207 15 Points**  
**Instructed Language Learning**

Introduces the study of the language acquisition-rich classroom by considering how a second or foreign language is learned, and explores different aspects of language teaching from the perspective of language learning and factors responsible for individual differences in learning. Students will consider concepts and research in instructed language learning in relation to classroom, institutional, and broader social and political contexts.

*Prerequisite:* 30 points passed or approval of Academic Head or nominee

*Restriction:* LANGTCHG 303

**LANGTCHG 209 15 Points**  
**Using Tasks in Language Teaching**

Students learn about task-based language teaching and have opportunities for hands-on practice in developing tasks for use in the language classroom. The course also enhances students' understanding of the difference between task-based teaching and traditional approaches to language teaching.

*Prerequisite:* LANGTCHG 101 or 30 points passed or approval of Academic Head or nominee

*Restriction:* LANGTCHG 306

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**Stage III****LANGTCHG 300 15 Points**  
**Theory and Practice of Language Teaching**

A general introduction to English language teaching. This course requires students to undertake a study of

current theory and practice relating to the teaching of the knowledge systems of English and of language skills.

*Prerequisite:* LANGTCHG 101 or 202 or 30 points passed at Stage II or above or approval of Academic Head or nominee

**LANGTCHG 301 15 Points**  
**The Second Language Curriculum**

Introduces principles and procedures used in course design and to evaluate TEFL courses, coursebooks and materials. Develops a practical understanding of how to set about planning an EFL curriculum.

*Prerequisite:* LANGTCHG 101 or 30 points passed at Stage II or above or approval of Academic Head or nominee

**LANGTCHG 302 15 Points**  
**Practical Language Teaching**

Develops an understanding of the procedures, techniques and options used in teaching language lessons; helps participants to design and deliver effective language lessons for a variety of contexts; and introduces participants to a variety of tools for teacher development such as peer teaching, peer observation, and reflective teaching.

**LANGTCHG 304 15 Points**  
**The Young Second Language Learner**

Examines the experience of children aged 6-12 years and adolescents aged 12-19 in learning a second language. Gives particular attention to the social, cognitive and psychological characteristics of children; examines the needs of young learners of a second language and how languages are learned in different contexts.

*Prerequisite:* LANGTCHG 101 or 30 points at Stage II or above or approval of the Academic Head or nominee

**LANGTCHG 305 15 Points**  
**Special Topic****LANGTCHG 307 15 Points**  
**Special Topic**

*Prerequisite:* 30 points passed at Stage II

**LANGTCHG 308 15 Points**  
**Special Topic****LANGTCHG 309 15 Points**  
**Second/Foreign Language Teaching Experience**

Students teach English (or another language) for an organisation (local or abroad) approved by the Academic Head or nominee. Excludes teaching in a NZ primary, intermediate or secondary school.

*Prerequisite:* LANGTCHG 101, 202, 300, 301, 302 with a B average or higher and approval of Academic Head or nominee

**LANGTCHG 311 15 Points**  
**Language and Technology**

Introduces students to theoretical and practical aspects of using technology for language learning and teaching purposes. Enables students to develop confidence in their ability to integrate technology into their teaching, and in their capacity to explore other technological applications in response to workplace needs. Students will also experience and reflect upon the language learning dimension, and critically examine on the relative benefits of particular applications with reference to sound pedagogical principles.

*Prerequisite:* 30 points passed at Stage II

**LANGTCHG 312 15 Points**  
**Special Topic**

**Postgraduate 700 Level Courses****LANGTCHG 701 15 Points**  
**Multilingual Lives - Level 9**

Examines main theoretical approaches to understanding multilingualism. Students acquire specialised knowledge of different approaches to addressing the needs of an ethnolinguistically diverse population, and develop a critical awareness of issues and debates in the field. Assignments involve substantial independent research that includes the analysis of factors that influence the acquisition, maintenance, and use of multiple languages in individuals' lives.

**LANGTCHG 708 15 Points**  
**Special Topic: Experimental Approaches to SLA**

Familiarises students with experiments that investigate second language acquisition. There are two goals. First, to develop an understanding of a range of methods in the field, which include categorisation and memory tests, eye-tracking, measuring skin conductance responses and brain signals. Second, to train students to critically read reports from experiments and to evaluate their relevance for SLA research.

**LANGTCHG 710 15 Points**  
**Task-based Language Teaching**

Examines research that has investigated task-based second language learning and the theoretical rationale for task-based language teaching. Also considers factors in the design of task-based syllabuses and methodological options for lessons based on tasks, and problems in implementation.

**LANGTCHG 715 15 Points**  
**Developing Academic Literacy**

Aims to help participants understand and develop their academic literacies. Focuses on texts involved in the research process, such as review articles, research paper proposals, dissertations and conference abstracts; makes extensive reference to findings from genre and corpus-based analyses; and includes conducting mini-analyses on the discourse in participants' own disciplines.

**LANGTCHG 734 15 Points**  
**Identity in Language Teaching and Learning**

Explores the concepts of language learner identity and language teacher identity. The course reviews theory and research on identity and considers the practical applications of identity research and debates in classroom practice. Students conduct an independent self-reflective project.

**LANGTCHG 739 15 Points**  
**Directed Study**

Supervised research on an approved topic or topics related to language teaching and learning.

**LANGTCHG 740 15 Points**  
**Language Analysis for Teachers**

Develops an advanced understanding of the structures of English and advanced skills of analysing the key concepts and features of English phonology, morphology, syntax and vocabulary from the perspective of second/foreign language teaching.

*Restriction: LANGTCHG 720*

**LANGTCHG 746 15 Points**  
**Materials Development and Evaluation**

Examines the principles and processes of designing,

adapting and evaluating language teaching materials for teaching language systems and language skills. Examines the role materials development play in professional development.

**LANGTCHG 751 15 Points**  
**Corpus Studies in Applied Linguistics**

Covers the theoretical and practical aspects of using corpora to promote language learning. A major part of the course will focus on using corpora and text analysis tools to provide a description of language as it is used by different people for different purposes. Once we have a good description of language usage, we can move on to consider the role of corpus studies in language teaching.

**LANGTCHG 752 15 Points**  
**Computer Assisted Language Learning**

Covers the theoretical and practical aspects of using technology to promote language learning. Includes culture and CALL, exercise authoring, CALL research, technology and the four skills, web-based language learning, computer-mediated communication, and CALL evaluation.

**LANGTCHG 754 15 Points**  
**English for Specific Purposes**

Considers theory and practice in developing language courses to meet the specific academic or work-related needs of adult learners. In particular, it focuses on analysis of target communication, needs analysis, issues and methodologies in ESP and ESP research. Uses the example of English for Specific Purposes but is relevant to the teaching of other languages for specific purposes as well.

**LANGTCHG 756 15 Points**  
**Special Topic****LANGTCHG 757 15 Points**  
**Conducting Research in Applied Language Studies - Level 9**

Explores advanced theoretical perspectives for research into second/foreign language learning, teaching, and use. Enables students to acquire an advanced understanding of selected research methods. Students work independently on a small-scale project, which involves the collection and analysis of data on second or foreign language learning, teaching or use.

*Restriction: LANGTCHG 732, 745*

**LANGTCHG 760 15 Points**  
**Curriculum Design - Level 9**

Advanced level study of theoretical principles and current issues in the second language curriculum. Includes historical examination of influential approaches and methods, with particular attention to the development and current position of communicative approaches. Examines issues associated with course design processes including assessment of needs, objectives setting, syllabus and materials selections, and course evaluation.

*Restriction: LANGTCHG 741*

**LANGTCHG 761 15 Points**  
**Sociolinguistics - Level 9**

Examines sociolinguistic concepts relevant to understanding influences on language use at the level of individuals, social groups and institutions. Enables students to acquire an advanced understanding of social and regional dialects, perceived differences in the market status of particular languages, the use of sociolects and ethnolects in the

media and other public domains, and policies and practices concerning migrant and heritage language maintenance.  
*Restriction: LANGTCHG 749*

**LANGTCHG 762** 15 Points

**Second Language Acquisition - Level 9**

Advanced study of current theories of second language acquisition and research that have examined both instructed and naturalistic acquisition. Includes an independent study involving analysis of learner language and writing a standard research report and a critique of a pedagogical approach, drawing on contemporary research on how languages are learned.

*Restriction: LANGTCHG 722, 723, 743*

**LANGTCHG 763** 15 Points

**Discourse Analysis - Level 9**

Examines major theoretical approaches to the analysis of discourse and implications for pedagogy. Students acquire specialised knowledge of approaches to analysis and frameworks that underpin research, and develop advanced skills in written and spoken text analysis and critical awareness of issues and debates in the field. Assignments involve substantial independent research that includes analysis and interpretation of data.

*Restriction: LANGTCHG 744*

**LANGTCHG 764** 15 Points

**Creativity: Research and Practice - Level 9**

Theoretical perspectives, pedagogical practices and research projects related to the topic of creativity in language learning and teaching. Enables students to acquire an advanced understanding of the concept of 'creativity' with reference to language teaching and learning through exploratory research, practice and reflection.

*Restriction: LANGTCHG 755*

**LANGTCHG 765** 15 Points

**Language Testing and Assessment - Level 9**

Advanced study of theoretical principles and current issues in language testing, assessment and evaluation, and their application to teaching practice and research. Examines issues associated with the creation of valid and reliable assessments, and the implications for course design processes, with particular attention to the testing, assessment and evaluation of communicative language proficiency.

*Restriction: LANGTCHG 742*

**LANGTCHG 790** 30 Points

**LANGTCHG 790A** 15 Points

**LANGTCHG 790B** 15 Points

**Research Project - Level 9**

*Prerequisite: A GPA of 7.0 or higher over four courses from LANGTCHG 700, 701, 710, 715, 716, 739, 740, 746, 747, 751, 752, 754, 756, 757, 760-765*

*To complete this course students must enrol in LANGTCHG 790 A and B, or LANGTCHG 790*

**LANGTCHG 793** 60 Points

**LANGTCHG 793A** 30 Points

**LANGTCHG 793B** 30 Points

**Dissertation - Level 9**

*To complete this course students must enrol in LANGTCHG 793 A and B, or LANGTCHG 793*

**LANGTCHG 796A** 60 Points

**LANGTCHG 796B** 60 Points

**Thesis - Level 9**

*To complete this course students must enrol in LANGTCHG 796 A and B*

**LANGTCHG 797A** 60 Points

**LANGTCHG 797B** 60 Points

**Research Portfolio - Level 9**

*To complete this course students must enrol in LANGTCHG 797 A and B*

## Languages and Literature

### Postgraduate 700 Level Courses

**LANGLIT 792** 45 Points

**LANGLIT 792A** 22.5 Points

**LANGLIT 792B** 22.5 Points

**Dissertation - Level 9**

*To complete this course students must enrol in LANGLIT 792 A and B, or LANGLIT 792*

**LANGLIT 794** 60 Points

**LANGLIT 794A** 30 Points

**LANGLIT 794B** 30 Points

**Dissertation - Level 9**

*To complete this course students must enrol in LANGLIT 794 A and B, or LANGLIT 794*

**LANGLIT 796A** 60 Points

**LANGLIT 796B** 60 Points

**Thesis - Level 9**

*To complete this course students must enrol in LANGLIT 796 A and B*

**LANGLIT 797A** 60 Points

**LANGLIT 797B** 60 Points

**Research Portfolio - Level 9**

*To complete this course students must enrol in LANGLIT 797 A and B*

## Latin

### Stage I

**LATIN 100** 15 Points

**LATIN 100G** 15 Points

**Introduction to Latin Language 1**

An introduction to the vocabulary and the grammar of simple sentences in Latin.

*Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed*

**LATIN 101** 15 Points

**Introduction to Latin Language 2**

An advancing beginner's course in the vocabulary and the grammar of complex sentences in Latin.

*Prerequisite: LATIN 100 or approval of Academic Head or nominee*

*Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed*

### Stage II

**LATIN 200** 15 Points

**Latin Language Acquisition: Intermediate**

The analysis and description of Latin grammar, practice

in the translation of Latin to and from English, vocabulary acquisition.

*Prerequisite: LATIN 101 or 201 or 202 or approval of Academic Head or nominee*

*Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed*

**LATIN 201** 15 Points

#### **Latin Literary Texts 2A**

Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.

*Prerequisite: LATIN 101 or 200 or 202 or approval of Academic Head or nominee*

**LATIN 202** 15 Points

#### **Latin Literary Texts 2B**

Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.

*Prerequisite: LATIN 101 or 200 or 201 or approval of Academic Head or nominee*

**LATIN 203** 15 Points

#### **Latin Literary Texts 2C**

Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.

*Prerequisite: LATIN 201*

**LATIN 204** 15 Points

#### **Latin Literary Texts 2D**

Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.

*Prerequisite: LATIN 202*

**LATIN 205** 15 Points

#### **Special Topic: Latin Texts**

Study of literary texts in Latin.

*Prerequisite: LATIN 101 or approval of Academic Head or nominee*

### **Stage III**

**LATIN 300** 15 Points

#### **Advanced Language Study Part 1**

The structure and use of the Latin language including the use of non-classical Latin.

*Prerequisite: 30 points from LATIN 200-205*

**LATIN 301** 15 Points

#### **Latin Literary Texts 3A**

Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.

*Prerequisite: 30 points from LATIN 200-205*

**LATIN 302** 15 Points

#### **Latin Literary Texts 3B**

Detailed study of prescribed texts with reference to their language and meaning, and critical appreciation of their literary, historical and/or philosophical qualities.

*Prerequisite: 30 points from LATIN 200-205*

**LATIN 305** 15 Points

#### **Directed Study**

Directed reading and individual study on a topic approved by the Academic Head or nominee.

*Prerequisite: 30 points from LATIN 200-205 and approval of Academic Head or nominee*

**LATIN 310** 15 Points

#### **Advanced Language Study Part 2**

An advanced analytical study of Latin; translation.

*Prerequisite: 30 points from LATIN 200-205*

### **Postgraduate 700 Level Courses**

**LATIN 707** 30 Points

**LATIN 707A** 15 Points

**LATIN 707B** 15 Points

#### **Selected Latin Texts 1**

Selected texts will be set for translation and explanation.

*To complete this course students must enrol in LATIN 707 A and B, or LATIN 707*

**LATIN 709** 30 Points

**LATIN 709A** 15 Points

**LATIN 709B** 15 Points

#### **Directed Study**

Directed reading and individual study on a topic approved by the Graduate Adviser.

*Prerequisite: Approval of Academic Head or nominee*

*To complete this course students must enrol in LATIN 709 A and B, or LATIN 709*

**LATIN 714** 15 Points

**LATIN 714A** 7.5 Points

**LATIN 714B** 7.5 Points

#### **Translation Portfolio: Latin to English**

A learning portfolio which may include practical exercises in translation, comparative study of different translations of one or more Latin authors, stylistic analysis, or study of the translation history of one or more Latin texts.

*Restriction: LATIN 700*

*To complete this course students must enrol in LATIN 714 A and B, or LATIN 714*

**LATIN 792** 45 Points

**LATIN 792A** 22.5 Points

**LATIN 792B** 22.5 Points

#### **Dissertation - Level 9**

*To complete this course students must enrol in LATIN 792 A and B, or LATIN 792*

**LATIN 794A** 45 Points

**LATIN 794B** 45 Points

#### **Thesis - Level 9**

*To complete this course students must enrol in LATIN 794 A and B*

**LATIN 796A** 60 Points

**LATIN 796B** 60 Points

#### **Thesis - Level 9**

*To complete this course students must enrol in LATIN 796 A and B*

**LATIN 797A** 60 Points

**LATIN 797B** 60 Points

#### **Research Portfolio - Level 9**

*To complete this course students must enrol in LATIN 797 A and B*

### **Latin American Studies**

#### **Stage II**

**LATINAM 200** 15 Points

#### **Special Topic: Latin American Icons**

An examination of the ways in which Latin America, as a

place and a people, has served as a site of otherness and exoticism, providing an economic and symbolic capital for the consumption and pleasure of colonial, neo-colonial and neo-liberal powers. Latin American cultural studies texts offer students a way to read against the grain established by this process.

*Prerequisite:* 30 points from BA courses or 15 points from BGlobalSt courses

*Restriction:* LATINAM 306

#### **LATINAM 201 15 Points**

##### **Latin American History and Culture Through Film**

A journey through five moments of Latin American history and culture, from its creation as a region imagined through the gaze of colonialism, through the development of an independent, revolutionary Third Cinema, to the present when globalisation is critiqued from the periphery.

*Prerequisite:* 15 points from COMMS 100, FTVMS 100, 101, 112, MEDIA 101, SPANISH 103, 105, 200, 201, 277, 278, 319, 321, 377, 378, or 45 points in BGlobalSt courses

*Restriction:* LATINAM 303

#### **LATINAM 202 15 Points**

##### **Study Abroad (Latin America)**

A minimum of four weeks of study at an overseas institution approved by the Spanish and Latin American Study Abroad Adviser.

*Prerequisite:* Programme Coordinator approval

#### **LATINAM 210 15 Points**

##### **Visual Cultures and Industries in Latin America**

Follows transformations in Latin American visual cultures and culture industries since the 1930s, from the liberal to the neoliberal era. Throughout this history, who controls visual media production and how does this control relate to democracy? Have recent alliances between Indigenous groups and social movements to introduce new Media Laws successfully widened participation and challenged corporate media ownership?

*Prerequisite:* 45 points in BA courses or approval of Programme Coordinator

*Restriction:* LATINAM 310

#### **LATINAM 216 15 Points**

##### **Music, Politics and Social Change**

A theorised study of the history of twentieth-century social movements in Latin America through its poetry and music, largely as expressed in popular forms. The major focus is on the political and cultural manifestations of these expressions as they respond to and instigate social change.

*Prerequisite:* 15 points from SPANISH 103, 105, 200, 201, 277, 278, 319, 321, 377, 378

*Restriction:* LATINAM 301, SPANISH 216

### **Stage III**

#### **LATINAM 301 15 Points**

##### **Music, Politics and Social Change**

A theorised study of the history of twentieth-century social movements in Latin America through its poetry and music, largely as expressed in popular forms. The major focus is on the political and cultural manifestations of these expressions as they respond to and instigate social change.

*Prerequisite:* 15 points from LATINAM 201, SPANISH 202, 306, or 30 points at Stage II in BGlobalSt courses

*Restriction:* LATINAM 216, SPANISH 216

#### **LATINAM 302 15 Points**

##### **Special Topic**

*Prerequisite:* 15 points from LATINAM 201, SPANISH 202, 306

#### **LATINAM 303 15 Points**

##### **Latin American History and Culture through Film**

A journey through five moments of Latin American history and culture, from its creation as a region imagined through the gaze of colonialism, through the development of an independent, revolutionary Third Cinema, to the present when globalisation is critiqued from the periphery.

*Prerequisite:* 15 points from LATINAM 216, 301, SPANISH 202, or 30 points at Stage II in BGlobalSt courses

*Restriction:* LATINAM 201

#### **LATINAM 304 15 Points**

##### **Study Abroad (Latin America)**

A minimum of four weeks of study at an overseas institution approved by the Spanish and Latin American Study Abroad Adviser.

*Prerequisite:* 30 points at Stage II from the BA schedule or approval of Academic Head or nominee

#### **LATINAM 306 15 Points**

##### **Latin American Icons: The Political Economy of Otherness**

An examination of the ways in which Latin America, as a place and a people, has served as a site of otherness and exoticism providing economic and symbolic capital for the consumption and pleasure of colonial, neo-colonial and neo-liberal powers. Latin American cultural studies texts offer students a way to read against the grain established by this process.

*Prerequisite:* 15 points from LATINAM 201, 216, SPANISH 201, 202, or 30 points at Stage II in BGlobalSt courses

*Restriction:* SPANISH 306, 729

#### **LATINAM 310 15 Points**

##### **Visual Cultures and Industries**

Follows transformations in Latin American visual cultures and culture industries since the 1930s, from the liberal to the neoliberal era. Throughout this history, who controls visual media production and how does this control relate to democracy? Have recent alliances between Indigenous groups and social movements to introduce new Media Laws successfully widened participation and challenged corporate media ownership?

*Prerequisite:* 45 points at Stage II in BA courses or approval of Programme Coordinator

*Restriction:* LATINAM 210

#### **LATINAM 320 15 Points**

##### **Latin American Knowledges**

An examination of new knowledges produced in Latin America that have influenced socio-political theory and global epistemological paradigms but are subalternised as art, culture, or politics. Therefore this course will examine the link between theory and practice in the creation of new knowledge.

*Prerequisite:* 15 points from LATINAM 201, 216, POLITICS 234, SOCIO 210, SPANISH 202, or 30 points at Stage II in BGlobalSt courses

*Restriction:* SPANISH 720

#### **LATINAM 350 15 Points**

##### **Directed Reading and Research**

Supervised research projects.

*Prerequisite:* 75 points in Latin American Studies at Stages I and II, and approval of Academic Head or nominee

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**Linguistics**


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**Stage I**
**LINGUIST 100** **15 Points**  
**Introduction to Linguistics**

An introduction to the main areas of linguistics: the production and function of sounds in language (phonetics and phonology), word structure and word formation (morphology), the principles of grammar through a study of sentence structure (syntax), and various aspects of meaning (semantics). The course is a self-contained introduction and assumes no prior knowledge of linguistics or language study.

*Restriction: LINGUIST 103*

**LINGUIST 101** **15 Points**  
**LINGUIST 101G** **15 Points**
**Language, Mind and Society**

A survey of three areas: the interaction between language structure and use on the one hand, and social structure and social norms on the other (sociolinguistics); the relationship between linguistic and cultural knowledge (anthropological linguistics); and the inter-relationship of language and other cognitive structures, especially as it is revealed through language acquisition (psycholinguistics).

**Stage II**
**LINGUIST 200** **15 Points**  
**Syntax**

Continues on from LINGUIST 100 or 103 and consists of a formal and a functional part, providing problems and exercises in syntactic analysis, as well as an introduction to grammatical theories and types of grammatical system.

*Prerequisite: LINGUIST 100 or 103*

**LINGUIST 201** **15 Points**  
**Phonetics and Phonology**

Includes a survey of speech sounds in the world's languages, an overview of speech production and perception, and an introduction to how these sounds are organised into language. Includes a practical component in which theories are applied to language data.

*Prerequisite: LINGUIST 100 or 103*

**LINGUIST 203** **15 Points**  
**Applied English Grammar**

Covers the different types of sentences in English, with special attention to the relationship between grammar and meaning, tense, aspect and voice; their roles in texts, such as foregrounding, backgrounding and highlighting information, and introducing new information. Students will be shown how to distinguish standard and non-standard varieties of written English, and how to judge if written sentences are effective, appropriate and grammatical.

*Prerequisite: 15 points at Stage I*

**LINGUIST 206** **15 Points**  
**Semantics and Pragmatics**

An introduction to a wide range of issues of contemporary relevance to the study of meaning. The semantics part includes topics in structural, truth-conditional and cognitive semantics. The pragmatics part covers some of the basic topics in pragmatics.

*Prerequisite: LINGUIST 100 or 103*

*Restriction: LINGUIST 302*

**LINGUIST 207** **15 Points**  
**English Language to 1900**

Introduction to the history of the English language from its origins to 1900, with an emphasis on the development of sound changes, grammar, words and meanings in sociocultural and historical contexts.

*Prerequisite: 30 points in English or Linguistics*

*Restriction: ENGLISH 203*

**LINGUIST 208** **15 Points**  
**Special Topic**
**LINGUIST 209** **15 Points**  
**Special Topic**


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**Stage III**
**LINGUIST 300** **15 Points**  
**Advanced Syntax**

A continuation of LINGUIST 200. Examines selected topics, such as syntactic dependencies, movement, grammatical relations, phrase structure, typology and universals.

*Prerequisite: LINGUIST 200*

**LINGUIST 301** **15 Points**  
**Advanced Phonology**

A continuation of LINGUIST 201, introducing a more theoretical approach to phonology including distinctive feature theory, syllable theory, metrical phonology, autosegmental phonology and lexical phonology. Issues are explored in the context of a constraint-based approach to phonology. Includes a practical component in which theories are applied to language data.

*Prerequisite: LINGUIST 201*

**LINGUIST 305** **15 Points**  
**Child Language Acquisition**

Examines the patterns and mechanisms by which children acquire knowledge of their native language and assesses a number of current theories which have been developed to explain the process.

*Prerequisite: LINGUIST 200 or 201 or 203*

**LINGUIST 308** **15 Points**  
**Language Change**

Introduces long-term historical trends, types of language change, language families and comparative reconstruction.

*Prerequisite: LINGUIST 200, 201*

*Restriction: LINGUIST 202*

**LINGUIST 310** **15 Points**  
**Linguistics Essays Course**

Students undertake supervised research.

*Prerequisite: Permission of Academic Head or nominee*

**LINGUIST 311** **15 Points**  
**Special Topic**
**LINGUIST 314** **15 Points**  
**Special Topic**
**LINGUIST 315** **15 Points**  
**Special Topic**
**LINGUIST 320** **15 Points**  
**Topics in Pragmatics**

Pragmatics is the systematic study of language in use and is a rapidly developing discipline in linguistics. This course will give a critical survey of the central topics and the latest developments of pragmatics. The domain of pragmatics,

implicature, presupposition, speech act and deixis will be among the issues dealt with in individual lectures.

*Prerequisite: LINGUIST 100*

**LINGUIST 322** 15 Points

**Middle English: Language and Change**

A study of the origins, development and influences on English until around 1500.

*Prerequisite: 15 points from LINGUIST 200, 201, ENGLISH 203*

**LINGUIST 324** 15 Points

**Morphology**

Provides an overview of linguistic morphology and the various strategies of word formation across languages. Theories such as Distributed Morphology, Lexical Phonology and Morphology, Lexeme-Based Morphology, Prosodic Morphology, and Word Syntax will be discussed, and the course will include a practical component in which these theories are applied to language data.

*Prerequisite: LINGUIST 100 or 103*

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**Postgraduate 700 Level Courses**

**LINGUIST 700** 15 Points

**Directed Study**

**LINGUIST 701** 15 Points

**Special Topic**

**LINGUIST 704** 15 Points

**Special Topic**

**LINGUIST 705** 15 Points

**Field Methods: Phonetics and Phonology**

Students analyse the structure of an unfamiliar language, focusing on phonetics and phonology. The language studied in LINGUIST 705 and 706 may be the same in any given academic year.

*Prerequisite: LINGUIST 201 and either LINGUIST 300 or 313*

*Restriction: LINGUIST 707*

**LINGUIST 706** 15 Points

**Field Methods: Morpho-syntax**

Students analyse the structure of an unfamiliar language, focusing on morphosyntax. The language studied in LINGUIST 705 and 706 may be the same in any given academic year.

*Prerequisite: LINGUIST 201 and either LINGUIST 300 or 313*

*Restriction: LINGUIST 707*

**LINGUIST 709** 15 Points

**Linguistic Research**

Research methods and practices in Linguistics, which provides students with skills necessary for carrying out linguistic research. In addition to practicum sessions students will propose, develop and complete an independent research project.

**LINGUIST 721** 15 Points

**Formal Syntax**

Formal theories of syntax, generative grammar, and current topics of interest to students. This could include: LFG, Minimalism, the DP analysis, theories of argument structure, and/or formal models of language processing.

**LINGUIST 722** 15 Points

**Phonology**

A range of topics from the field of non-linear phonology, including autosegmental phonology, syllable theory, feature geometry and CV phonology.

**LINGUIST 724** 15 Points

**Semantics and Pragmatics**

Deals with a wide range of issues in semantics and especially pragmatics. Topics may include implicature, presupposition, speech act, deixis, reference, pragmatics and cognition, pragmatics and semantics, and pragmatics and syntax.

*Prerequisite: LINGUIST 206 or 302, or equivalent*

**LINGUIST 736** 15 Points

**Issues in Advanced Morphology**

Focuses on competing theoretical models of morphology and includes application of one theory in an extended analysis.

**LINGUIST 739** 15 Points

**Directed Study**

Directed reading and individual study course designed in consultation with appropriate staff according to the field of research.

**LINGUIST 743** 15 Points

**Special Topic**

**LINGUIST 790** 30 Points

**LINGUIST 790A** 15 Points

**LINGUIST 790B** 15 Points

**Research Project - Level 9**

*To complete this course students must enrol in LINGUIST 790 A and B, or LINGUIST 790*

**LINGUIST 791** 60 Points

**LINGUIST 791A** 30 Points

**LINGUIST 791B** 30 Points

**Dissertation - Level 9**

*To complete this course students must enrol in LINGUIST 791 A and B, or LINGUIST 791*

**LINGUIST 792** 45 Points

**LINGUIST 792A** 22.5 Points

**LINGUIST 792B** 22.5 Points

**Dissertation - Level 9**

*To complete this course students must enrol in LINGUIST 792 A and B, or LINGUIST 792*

**LINGUIST 793A** 45 Points

**LINGUIST 793B** 45 Points

**Thesis - Level 9**

*To complete this course students must enrol in LINGUIST 793 A and B*

**LINGUIST 796A** 60 Points

**LINGUIST 796B** 60 Points

**Thesis - Level 9**

*To complete this course students must enrol in LINGUIST 796 A and B*

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**Logic and Computation**

**Stage II**

**LOGICOMP 201** 15 Points

**Special Topic**

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**Stage III**

**LOGICOMP 300** 15 Points

**Directed Study**

*Prerequisite: Approval of Academic Head or nominee*



**LOGICOMP 301** 15 Points  
**Philosophy and Computation**  
 Covers a range of issues arising from the engagement of philosophy and computer science. Topics include the nature of computation, the limits of computation, and philosophical problems facing Artificial Intelligence.  
*Prerequisite: COMPSCI 120, and PHIL 216 or 222*

**LOGICOMP 302** 15 Points  
**Special Topic**

**LOGICOMP 399** 15 Points  
**Capstone: Logic and Computation**  
 Potential topics relate logic and computation, and their roles in modern information society. Topics and reading material are introduced before students pick topics, to work alone or in small teams. The topics will be chosen to be accessible to all participants, thereby fostering interaction and interdisciplinary collaboration.  
*Prerequisite: 30 points at Stage III in Logic and Computation*

### Postgraduate 700 Level Courses

**LOGICOMP 701** 15 Points  
**Directed Studies**  
 Supervised research studies in an area of logic and computation.

**LOGICOMP 702** 15 Points  
**Special Topic**

**LOGICOMP 703** 15 Points  
**Directed Study**  
 Supervised research studies in an area of logic and computation.

**LOGICOMP 704** 15 Points  
**Special Topic**

**LOGICOMP 705** 15 Points  
**Special Topic**

**LOGICOMP 782** 30 Points

**LOGICOMP 782A** 15 Points

**LOGICOMP 782B** 15 Points

**Research Project - Level 9**

*Restriction: LOGICOMP 780, 788*

*To complete this course students must enrol in LOGICOMP 782 A and B, or LOGICOMP 782*

**LOGICOMP 796A** 60 Points

**LOGICOMP 796B** 60 Points

**Thesis - Level 9**

*Prerequisite: A BA(Hons) in Logic and Computation with at least Second Class Honours, First Division, or equivalent*

*To complete this course students must enrol in LOGICOMP 796 A and B*

### Māori Studies

#### Stage I

**MĀORI 101** 15 Points

**MĀORI 101G** 15 Points

**Introduction to Written Māori**

An introduction to listening, reading, writing and translation techniques used in the composition, reading and understanding of basic Māori. Designed for students with little or no knowledge of the language, and for those

with some fluency wishing to understand simple sentence structure and composition.

*Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed*

**MĀORI 103** 15 Points

**MĀORI 103G** 15 Points

**Introduction to Spoken Māori**

An introduction to spoken Māori for those with no previous knowledge of the language. Concentrates on the acquisition of aural and oral skills, developing the ability to understand and speak Māori.

*Restriction: MĀORI 106. May not be taken if a more advanced language acquisition course in this subject has previously been passed*

**MĀORI 104** 15 Points

**Reo Tuatahi Kōrero 1**

The development of skills in speaking, writing and hearing language. This course is intended for students with a good command of Māori. He akoranga rumaki reo Māori tēnei, ka mutu, he akoranga ā-wānanga.

*Restriction: MĀORI 103, 106*

**MĀORI 130** 15 Points

**MĀORI 130G** 15 Points

**Te Ao Māori: The Māori World**

An introduction to Māori analyses of topics that are often discussed and sometimes controversial, and that continue to shape contemporary life in New Zealand. Topics include aspects of world view, philosophy and social organisation; the Declaration of Independence, the Treaty of Waitangi and European immigration; and contemporary issues including Treaty claims, ownership of the foreshore and seabed and constitutional issues.

**MĀORI 131** 15 Points

**Te Taumata Ngaio: Te Reo 1**

An introduction to te reo Māori for University of Auckland staff members with little or no previous knowledge of the language. This course concentrates on the acquisition of written, aural, and oral skills, with a particular focus on te reo Māori for professional contexts, developing the ability to understand and speak Māori, with confidence and competence.

*Restriction: MĀORI 103, 106. May not be taken if a more advanced language acquisition course in this subject has previously been passed. Available to University of Auckland staff only.*

**MĀORI 190** 15 Points

**Kapa Haka 1**

An introductory course for beginners or others who have only a minimal knowledge of traditional and contemporary Māori performing arts. The course is strongly practical. It will stress the fundamentals of performance and the various social, cultural and political settings that give it meaning.

#### Stage II

**MĀORI 200** 15 Points

**Kaupapa Hōu: Special Topic: Māori Health and Wellbeing**

Draws on critical and ecological approaches to examine Māori health and its contribution to understanding the challenges and impacts of poverty, inequality, racism, discrimination, privilege and power for Māori health across Aotearoa. This course covers topics relevant to students who wish to draw upon Māori health in applied settings and research whilst working responsibly with Māori and other indigenous peoples.

**MĀORI 201** 15 Points  
**Whakatakoto Reo Tuarua / Intermediate Written Māori**  
 Follows on from MĀORI 101. Techniques in listening, reading, writing and translation are further developed.  
*Prerequisite:* MĀORI 101 or 105  
*Restriction:* May not be taken if a more advanced language acquisition course in this subject has previously been passed

**MĀORI 202** 15 Points  
**Decolonising the Screen in Aotearoa**  
 An in-depth examination of the socio-cultural and political impact of New Zealand films foregrounding Māori, both in front of and especially, behind the camera. The course looks primarily at how Māori filmmakers have used cinema as a means to reassert cultural identity and tino rangatiratanga, from its activist beginnings during the Māori Cultural Renaissance in the 1980s, to the present.  
*Prerequisite:* 60 points at Stage I or approval of Academic Head or nominee  
*Restriction:* MĀORI 303

**MĀORI 203** 15 Points  
**Intermediate Spoken Māori**  
 Continuing the development of language skills that will facilitate students' own communicative ability.  
*Prerequisite:* MĀORI 103 or 131  
*Restriction:* MĀORI 206. May not be taken if a more advanced language acquisition course in this subject has previously been passed

**MĀORI 204** 15 Points  
**Reo Tuarua Kōrero II**  
 Further development of listening and oral skills. This course follows on from MĀORI 104 or EDPROFM 101 and is structured to advance listening and oral skills. He akoranga rumaki reo Māori tēnei, ka mutu, he akoranga ā-wānanga.  
*Prerequisite:* MĀORI 104 or EDPROFM 101  
*Restriction:* MĀORI 203, 206

**MĀORI 230** 15 Points  
**Te Ao Hurihuri / Te Tiriti o Waitangi**  
 Follows on from MĀORI 130, examining aspects of traditional Māori society that continue to challenge and mould contemporary life in New Zealand. Topics are covered from a Māori perspective and include the Treaty of Waitangi, the role of the churches in colonisation, language loss and revitalisation, the modern protest movements and the influence of the issues raised on Māori-Pākehā relations.  
*Prerequisite:* MĀORI 130 or 60 points passed

**MĀORI 233** 15 Points  
**Tikanga Ancestral Ways**  
 Examines tikanga (ancestral ways of living) and how these have changed since the arrival of Māori in Aotearoa. Beginning with topics of contemporary interest such as land use, the sea, kinship, gender relations, justice, health and economics, this course will trace the patterns of ancestral life, explore historical debates and reflect upon possible futures.  
*Prerequisite:* 30 points passed  
*Restriction:* MĀORI 396

**MĀORI 270** 15 Points  
**Kaupapa Hōu: Special Topic**

**MĀORI 271** 15 Points  
**Māori and the Media / Te Ao Pāho**  
 Examines the interrelationship between Māori and media. The course falls into two main strands: the representation of Māori and te ao Māori across a range of mainstream media, both historic and contemporary, and media made

by Māori, for both a general audience and for a Māori audience. The course will draw on theories of political economy, postcolonialism and Kaupapa Māori.  
*Prerequisite:* 30 points passed  
*Restriction:* MĀORI 370

**MĀORI 292** 15 Points  
**Kapa Haka 2**  
 Examines traditional and contemporary Māori performing arts and covers all aspects of Māori performance including whakaeke (entry), waiata mōteatea, waiata-ā-ringa (action song), poi, haka, whakawātea (exit). There is a strong practical element to the course as well as an analysis of social, cultural and political contexts of the songs and performance.  
*Prerequisite:* MĀORI 190

### Stage III

**MĀORI 301** 15 Points  
**Reo Māori Tuhitui**  
 Follows on from MĀORI 201. Advances skills and techniques in listening, reading, writing and translation. Examines the preservation of oral traditions including grammatical analysis and practical exercises in transcription and translation.  
*Prerequisite:* MĀORI 201

**MĀORI 302** 15 Points  
**Reo Māori Kōrero**  
 Ko tēnei te pepa whakaohoho ake i ngā tau ka taha. Ko te whāinga, ko te whanake i ngā ture whakatakotoranga o te Reo Māori, mai i ngā tuhinga me ngā kōrero Māori kia pai ai te puta mai o te kōrero. Mai anō hoki i ngā tuhinga Māori, ka atā tirohia te ao o te Māori, te ātaahuatanga o te whakaahuatanga mai o te kōrero i roto i te Reo Māori.  
*Prerequisite:* 15 points from MĀORI 203, 204, 206

**MĀORI 303** 15 Points  
**Decolonising the Screen in Aotearoa**  
 An in-depth examination of the socio-cultural and political impact of New Zealand films foregrounding Māori, both in front of and especially, behind the camera. The course looks primarily at how Māori filmmakers have used cinema as a means to reassert cultural identity and tino rangatiratanga, from its activist beginnings during the Māori Cultural Renaissance in the 1980s, to the present.  
*Prerequisite:* 60 points at Stage II or approval of Academic Head or nominee  
*Restriction:* MĀORI 202

**MĀORI 304** 15 Points  
**Kaupapa Hōu: Special Topic: Kaupapa Māori Research Methodologies**  
 Kaupapa Māori research methodologies is grounded within Mātauranga Māori (Māori epistemology), worldviews, and practices. Students will learn how Kaupapa Māori research methodologies is a critical approach to research practices relevant to Māori, drawing upon Mātauranga Māori, incorporates strategies of resistance to ongoing colonialism as a pathway toward tino rangatiratanga (Māori self-determination), whilst focusing on decolonising Western research practices.  
*Prerequisite:* 30 points at Stage II from the BA

**MĀORI 320** 15 Points  
**Mātauranga: Māori Knowledge**  
 Explores the various facets of knowledge. This includes genealogy - cosmic, theogenic and anthropogenic (whakapapa), traditional songs (mōteatea), proverbs

(whakataukī). The aim is to help develop an understanding of a Māori world view and a te ao mārama paradigm through studying Māori epistemology.

*Prerequisite:* 15 points from MĀORI 201, 203, 206 or 30 points at Stage II

**MĀORI 330** 15 Points

**Te Ao Hōu / Contemporary Māori Issues**

An examination of contemporary issues and debates around Māori identity as indigenous peoples in the twenty-first century. Various aspects of Māori political, cultural, social and economic development in the twenty-first century will be discussed.

*Prerequisite:* 30 points at Stage II

**MĀORI 335** 15 Points

**Mana Takekake / Indigenous Sovereignty and Public Policy**

Examines the nature of the claims that indigenous minorities are making and the political strategies that they use to pursue their self-determining agendas in both domestic and international arenas. Concepts of indigenous and human rights, redistributive justice and others are discussed and explored in relation to contemporary demands of some indigenous peoples.

*Prerequisite:* 30 points at Stage II

**MĀORI 370** 15 Points

**Māori and the Media / Te Ao Pāho**

Examines the interrelationship between Māori and media. The course falls into two main strands: the representation of Māori and te ao Māori across a range of mainstream media, both historic and contemporary, and media made by Māori, for both a general audience and for a Māori audience. The course will draw on theories of political economy, postcolonialism and Kaupapa Māori.

*Prerequisite:* 30 points passed at Stage II in any subject

*Restriction:* MĀORI 271

**MĀORI 393** 15 Points

**Kapa Haka 3**

Advances the lessons learned in MĀORI 292. The practical aspects of performance remain paramount while the range is extended to cover in much greater depth and detail, ancient waiata, various forms and styles of haka and poi, leading into contemporary song, dance and choral works; analysis of the social, cultural and political issues that have inspired historical and contemporary works.

*Prerequisite:* MĀORI 292 or approval of Academic Head or nominee

**MĀORI 394** 15 Points

**Kaupapa Hōu: Special Topic**

*Prerequisite:* 15 points at Stage II in Māori Studies

**MĀORI 396** 15 Points

**Tikanga: Ancestral Ways**

Examines tikanga (ancestral ways of living) and how these have changed since the first arrival of the ancestors of Māori in Aotearoa. Beginning with topics of contemporary interest such as land use, the sea, kinship, gender relations, justice, health and economics, this course will trace the patterns of ancestral life, explore historical debates and reflect upon possible futures.

*Prerequisite:* 30 points at Stage II

*Restriction:* MĀORI 233

**Postgraduate 700 Level Courses**

**MĀORI 700** 30 Points

**Reo Māori: Topic in Māori Language**

An examination of developments in Māori and Polynesian

language description, analysis and preservation over the past 50 years.

**MĀORI 732** 30 Points

**Rangatiratanga**

A study of a theoretical framework for the analysis of cultural politics between Māori and Pākehā and between Indigenous Peoples and coloniser States, in particular He Whakaputanga o te Rangatiratanga o Nū Tirenī, Te Tiriti o Waitangi and the United Nations Declaration on the Rights of Indigenous Peoples.

**MĀORI 733** 30 Points

**Kaupapa Hōu: Special Topic**

**MĀORI 734** 30 Points

**Kaupapa Hōu: Special Topic**

**MĀORI 740** 30 Points

**MĀORI 740A** 15 Points

**MĀORI 740B** 15 Points

**Kaupapa Hōu: Te Ao Māori: Special Topic**

*To complete this course students must enrol in MĀORI 740 A and B, or MĀORI 740*

**MĀORI 741** 30 Points

**Ngā Taonga Hanga: Taonga Māori**

An extension of skills and research methods in material culture.

**MĀORI 742** 15 Points

**MĀORI 742A** 7.5 Points

**MĀORI 742B** 7.5 Points

**Kaupapa Hōu: Special Topic**

*To complete this course students must enrol in MĀORI 742 A and B, or MĀORI 742*

**MĀORI 743** 30 Points

**Tōrangapū / Issues in Māori Politics and Policy**

An examination of selected issues in public policy and their impact on Māori development.

**MĀORI 744** 30 Points

**Whakaora ai Te Reo Māori - Sociolinguistics**

The study of language revival and revitalisation strategies for te reo Māori that have been informed by research, especially the work undertaken since the 1970s Māori renaissance.

**MĀORI 748** 15 Points

**Kaupapa Hōu: Special Topic**

**MĀORI 749** 15 Points

**Kaupapa Hōu: Special Topic**

**MĀORI 750** 15 Points

**Kaupapa Motuhake: Special Study in Māori Studies**

A directed reading and individual study course under supervision approved by the Academic Head or nominee.

**MĀORI 785** 45 Points

**MĀORI 785A** 22.5 Points

**MĀORI 785B** 22.5 Points

**Dissertation - Level 9**

*To complete this course students must enrol in MĀORI 785 A and B, or MĀORI 785*

**MĀORI 790** 30 Points

**MĀORI 790A** 15 Points

**MĀORI 790B** 15 Points

**Research Project - Level 9**

Students will design and develop a research project. They

will become familiar with relevant methodological and ethical issues as well as designing and carrying out their research project.

To complete this course students must enrol in MĀORI 790 A and B, or MĀORI 790

**MĀORI 792A** 22.5 Points

**MĀORI 792B** 22.5 Points

#### Dissertation - Level 9

To complete this course students must enrol in MĀORI 792 A and B

**MĀORI 793** 60 Points

#### Dissertation - Level 9

**MĀORI 796A** 60 Points

**MĀORI 796B** 60 Points

#### Thesis - Level 9

To complete this course students must enrol in MĀORI 796 A and B

**MĀORI 797A** 60 Points

**MĀORI 797B** 60 Points

#### Research Portfolio - Level 9

To complete this course students must enrol in MĀORI 797 A and B

## Mātauranga

### Stage I

**MĀTAU 101** 15 Points

#### Language Planning and Policy: New Zealand

Explores the principles of language planning for Indigenous and minority languages. Indigenous language advocacy and activism movements are canvassed alongside the influence of Kaupapa Māori movements on language rights and language policy in Aotearoa.

**MĀTAU 102** 15 Points

#### Rangatahi-led Political Action

Explores historical and contemporary examples of rangatahi-led political movements - their evolution, kaupapa, challenges, strategies, and achievements. Examines rangatahi leadership including challenges and future possibilities.

### Stage II

**MĀTAU 201** 15 Points

#### Indigenising STEM Learning

Me hoki whakamuri kia anga whakamua. Examines historical and contemporary movements to indigenise STEM spaces, including how compulsory schooling has been used to create space for mātauranga in STEM. Current challenges and future directions for mātauranga in the STEM curriculum are also explored and critiqued.

**MĀTAU 202** 15 Points

#### Amplifying Indigenous Voices

Explores contemporary examples of how digital media platforms have been used to unite and galvanise health, education, whenua protection, indigenous wāhine identity and wellbeing movements. Examines and critiques the way that social media campaigns such as GotYaDot, #ProtectIhumātao and NUKU have contributed to te reo Māori and mātauranga revitalisation.

### Stage III

**MĀTAU 302** 15 Points

#### Inspiring Māori-led Change

Examines the similarities and differences between whakapapa and kaupapa-led movements, both historical and contemporary. Provides opportunities for ākonga to connect/reconnect with a kaupapa or whakapapa-led movement that is significant to them. Critically examines Indigenous notions of resistance and resilience through whakapapa and kaupapa Māori lenses.

## Media and Screen Studies

### Stage I

**MEDIA 101** 15 Points

#### Film Studies

An introduction to the feature film and the main traditions of film criticism. A series of significant films, from 1915 to the present, are explored in detail. The aim is to develop a historical perspective, an awareness of film-making as an art and an interest in the relationship between films and society, including debates about race, gender, censorship.

**MEDIA 102** 15 Points

#### Media and Culture

Examines popular media texts, genres, audiences and industries, reflecting on how they influence our notions of self and society. Draws on case studies from a range of popular media, from film and television to comics, games, popular music, social media and advertising. Fosters critical perspectives on media as vehicles for cultural meaning, alongside strategies for crafting personal and collective narratives.

### Stage II

**MEDIA 202** 15 Points

#### Hollywood and its Others

An investigation of Hollywood's interactions with European and Asian cinema, with a particular focus on its industrial, aesthetic and cultural aspects. Students will gain a historical understanding of Hollywood cinema and how its relationships with other film cultures have shaped the dynamics of global cinema.

*Prerequisite:* 15 points at Stage I in Media and Screen Studies and 30 points passed, or 30 points in Transnational Cultures and Creative Practice

*Restriction:* MEDIA 307

**MEDIA 212** 15 Points

#### Video Games: Theory and Culture

A study of video games as a new media form situated in the broader context of media theory and history. Considers video gaming as an industry, as a leisure activity, and as a site of aesthetic and narrative innovation. The course examines what makes video games a distinctive media form.

*Prerequisite:* 15 points at Stage I in Media and Screen Studies and 30 points passed, or 30 points in Communication

*Restriction:* MEDIA 328

**MEDIA 213** 15 Points

#### Cinema of Aotearoa New Zealand

Traces a thematic history of filmmaking in Aotearoa New Zealand from the mid-1980s until the present. Locates a range of films in their historical, social and political contexts by concentrating on issues that arise for a small nation

defined by indigenous and settler relations, immigration and globalisation.

*Prerequisite: 15 points at Stage I in Media and Screen Studies and 30 points passed*

*Restriction: MEDIA 313*

**MEDIA 214 15 Points**  
**Social Media**

Addresses issues related to the use of social media and considers in particular the influence of new media corporations such as Facebook, as well as platforms like Twitter, SnapChat, Tinder and YouTube. Explores our cultural practices and social rituals in relation to these peer-to-peer, one-to-many media technologies, and examines this revolution in the media landscape.

*Prerequisite: 15 points at Stage I in Media and Screen Studies and 30 points passed, or 30 points in Communication*

*Restriction: COMMS 204, MEDIA 314*

**MEDIA 216 15 Points**  
**Special Topic**

*Prerequisite: 15 points at Stage I in Media and Screen Studies and 30 points passed*

**MEDIA 217 15 Points**  
**Special Topic**

*Prerequisite: 15 points at Stage I in Media and Screen Studies and 30 points passed*

**MEDIA 218 15 Points**  
**Popular Music on Screens**

Explores relationships between popular music and visual media, such as film, television and online media. Includes analysis of documentaries, feature films, TV shows, music videos and social media platforms. Themes include stardom, fandom, songs, dancing, music genres, technologies and industries. Texts are situated in debates about music media and power relations marked by class, gender, sexuality, race and ethnicity.

*Prerequisite: 15 points at Stage I in Media and Screen Studies, or ANTHRO 106, and 30 points passed*

*Restriction: MEDIA 323*

**MEDIA 220 15 Points**  
**Mockumentary and Docu-Genres**

Considers the development of mockumentary and fakery in relation to documentary genres. Introduces students to basic concepts related to documentary realism and then explores a range of film and television examples that refer to, subvert, and problematise notions of visible evidence and factuality.

*Prerequisite: 15 points at Stage I in Media and Screen Studies and 30 points passed*

*Restriction: MEDIA 316*

**MEDIA 221 15 Points**  
**Action Films**

Investigates action films as a genre and a “spectacle” in world cinema. Considers the aesthetic qualities of the genre and its interaction with the wider context. Issues studied include the relationship between conventions and inventions, the combination of visual and aural spectacle, as well as how identity is articulated through the discourse of nation, gender, ethnicity, age and the landscape.

*Prerequisite: 15 points at Stage I in Media and Screen Studies and 30 points passed*

*Restriction: MEDIA 315*

**MEDIA 222 15 Points**  
**Comics and Graphic Storytelling**

Explores the medium of comics both as a visual language

and as a means of communication. Beginning with a history of comics, the course considers a variety of storytelling techniques, ranging from comics journalism to graphic medicine, from activism to indigeneity, as well as superheroes, the underground, and manga.

*Prerequisite: 15 points at Stage I in Art History or Media and Screen Studies and 30 points passed, or 30 points in Communication or Transnational Culture and Creative Practice*

**MEDIA 227 15 Points**  
**Special Topic**

*Prerequisite: 15 points at Stage I in Media and Screen Studies, and 30 points passed*

**MEDIA 229 15 Points**  
**Recorded Music and Media Formats**

Cultural studies of the sounds and significance of popular recorded music through the media formats in which it has been manufactured, distributed and consumed. Provides a critical introduction to the role of technologies and industries, studios and producers, musicians, music scenes and everyday listening in relation to vinyl records, radio, cassettes, CDs, the MP3 and streaming music.

*Prerequisite: 15 points at Stage I in Media and Screen Studies or ANTHRO 106, and 30 points passed*

*Restriction: MEDIA 331*

**MEDIA 231 15 Points**  
**Eco/media**

Eco/media introduces students to the increasingly important and varied role that nature, environment, and ecology play in media, film, and television studies. Students explore how environmentalism is communicated through various media, how the mediation of flora, fauna and the earth's atmosphere offers powerful new insights into media texts, and how media production and consumption can be analysed using ecological frameworks.

*Prerequisite: 15 points at Stage I in Media and Screen Studies and 30 points passed, or 30 points in Communication or Global Environment and Sustainable Development*

*Restriction: MEDIA 332*

**MEDIA 233 15 Points**  
**Special Topic**

*Prerequisite: 15 points at Stage I in Media and Screen Studies, and 30 points passed*

**MEDIA 235 15 Points**  
**Visual Culture**

Visual culture is not just part of our everyday lives, it is our everyday lives. This course introduces students to the practices, technologies and knowledges through which visual imagery is constructed and how it circulates. It provides students with the tools for analysing and communicating with various kinds of visual images and objects.

*Prerequisite: 15 points at Stage I in Media and Screen Studies or Art History, and 30 points passed*

*Restriction: COMMS 302, MEDIA 335*

**MEDIA 236 15 Points**  
**Horror Media**

Explores horror's aesthetic, experiential, and political dimensions, investigating why and how it has persisted as one of popular culture's most vigorous and influential genres. Closely considers a range of classic and

contemporary films, TV shows and video games, confronting questions of power, affect, mediation and representation.  
*Prerequisite:* 15 points at Stage I in Media and Screen Studies, and 30 points passed  
*Restriction:* MEDIA 336

**MEDIA 237** **Visualising Screen Stories** **15 Points**

Investigates the conceptual and practical dimensions of creating visual stories for screen. Encourages students to explore aesthetic principles from film history and visual culture by using the basic tools of contemporary digital media. Students will develop screenplays, storyboards and lookbooks, and work collaboratively to create short smartphone films.

*Prerequisite:* 15 points at Stage I in Media and Screen Studies, and 30 points passed  
*Restriction:* SCREEN 201, MEDIA 337

**MEDIA 238** **Creating Advertising: Text, Image, Story** **15 Points**

Explores the connections between visual expression, cinematic storytelling and commercial persuasion. Students analyse promotional posters, advertising copy and video-based advertisements before creating their own persuasive media projects. This course offers a thorough introduction to advertising strategies and industrial practices, and develops students' skills in promotional messaging and audiovisual storytelling.

*Prerequisite:* 15 points at Stage I in Media and Screen Studies, and 30 points passed  
*Restriction:* COMMS 309, MEDIA 338

**MEDIA 241** **Writing Screen Stories** **15 Points**

Focuses on the fundamentals and principles of dramatic writing for screen. Encourages students to explore narrative strategies from film and television to understand the mechanics of screen stories and to write meaningful screenplays in their own voice.

*Prerequisite:* 15 points at Stage I in Media and Screen Studies and 30 points passed  
*Restriction:* MEDIA 341

### Stage III

**MEDIA 307** **Hollywood and its Others** **15 Points**

An investigation of Hollywood's interactions with European and Asian cinema, with a particular focus on its industrial, aesthetic, and cultural aspects. Students will gain a historical understanding of Hollywood cinema and how its relationships with other film cultures have shaped the dynamics of global cinema.

*Prerequisite:* 30 points at Stage II in Media and Screen Studies or Transnational Cultures and Creative Practice  
*Restriction:* MEDIA 202

**MEDIA 313** **Cinema of Aotearoa New Zealand** **15 Points**

Traces a thematic history of filmmaking in Aotearoa New Zealand from the mid-1980s until the present. Locates a range of films in their historical, social and political contexts by concentrating on issues that arise for a small nation defined by indigenous and settler relations, immigration and globalisation.

*Prerequisite:* 30 points at Stage II in Media and Screen Studies  
*Restriction:* MEDIA 213

**MEDIA 314** **Social Media** **15 Points**

Addresses issues related to the use of social media and considers in particular the influence of new media corporations such as Facebook, as well as platforms like Twitter, SnapChat, Tinder and YouTube. Explores our cultural practices and social rituals in relation to these peer-to-peer, one-to-many media technologies, and examines this revolution in the media landscape.

*Prerequisite:* 30 points at Stage II in Communication or Media and Screen Studies  
*Restriction:* COMMS 204, MEDIA 214

**MEDIA 315** **Action Films** **15 Points**

Investigates action films as a genre and a "spectacle" in world cinema. Considers the aesthetic qualities of the genre and its interaction with the wider context. Issues studied include the relationship between conventions and inventions, the combination of visual and aural spectacle, as well as how identity is articulated through the discourse of nation, gender, ethnicity, age and the landscape.

*Prerequisite:* 30 points at Stage II in Media and Screen Studies  
*Restriction:* MEDIA 221

**MEDIA 316** **Mockumentary and Docu-Genres** **15 Points**

Considers the development of mockumentary and fakery in relation to documentary genres. Introduces students to basic concepts related to documentary realism and then explores a range of film and television examples that refer to, subvert, and problematise notions of visible evidence and factuality.

*Prerequisite:* 30 points at Stage II in Media and Screen Studies  
*Restriction:* MEDIA 220

**MEDIA 323** **Popular Music on Screens** **15 Points**

Explores relationships between popular music and visual media, such as film, television and online media. Includes analysis of documentaries, feature films, TV shows, music videos and social media platforms. Themes include stardom, fandom, songs, dancing, music genres, technologies and industries. Texts are situated in debates about music media and power relations marked by class, gender, sexuality, race and ethnicity.

*Prerequisite:* 30 points at Stage II in Anthropology or Media and Screen Studies  
*Restriction:* MEDIA 218

**MEDIA 327** **Comics and Graphic Storytelling** **15 Points**

Explores the medium of comics both as a visual language and as a means of communication. Beginning with a history of comics, the course considers a variety of storytelling techniques, ranging from comics journalism to graphic medicine, from activism to indigeneity, as well as superheroes, the underground, and manga.

*Prerequisite:* 30 points at Stage II in Communication or Media and Screen Studies or Transnational Cultures and Creative Practice  
*Restriction:* MEDIA 222

**MEDIA 328** **Video Games: Theory and Culture** **15 Points**

A study of video games as a new media form situated in the broader context of media theory and history. Considers video gaming as an industry, as a leisure activity, and as a site of aesthetic and narrative innovation. The course

examines what makes video games a distinctive media form.

*Prerequisite:* 30 points at Stage II in Communication or Media and Screen Studies

*Restriction:* MEDIA 212

#### **MEDIA 331 15 Points**

##### **Recorded Music and Media Formats**

Cultural studies of the sounds and significance of popular recorded music through the media formats in which it has been manufactured, distributed and consumed. Provides a critical introduction to the role of technologies and industries, studios and producers, musicians, music scenes and everyday listening in relation to vinyl records, radio, cassettes, CDs, the MP3 and streaming music.

*Prerequisite:* 30 points at Stage II in Anthropology or Media and Screen Studies

*Restriction:* MEDIA 229

#### **MEDIA 332 15 Points**

##### **Eco/media**

Eco/media introduces students to the increasingly important and varied role that nature, environment, and ecology play in media, film, and television studies. Students explore how environmentalism is communicated through various media, how the mediation of flora, fauna and the earth's atmosphere offers powerful new insights into media texts, and how media production and consumption can be analysed using ecological frameworks.

*Prerequisite:* 30 points at Stage II in Communication or Global Environment and Sustainable Development or Media and Screen Studies

*Restriction:* MEDIA 231

#### **MEDIA 333 15 Points**

##### **Special Topic**

*Prerequisite:* 30 points at Stage II in Media and Screen Studies

#### **MEDIA 334 15 Points**

##### **Special Topic**

*Prerequisite:* 30 points at Stage II in Media and Screen Studies

#### **MEDIA 335 15 Points**

##### **Visual Culture**

Visual culture is not just part of our everyday lives, it is our everyday lives. This course introduces students to the practices, technologies and knowledges through which visual imagery is constructed and how it circulates. It provides students with the tools for analysing and communicating with various kinds of visual images and objects.

*Prerequisite:* 30 points at Stage II in Art History or Media and Screen Studies

*Restriction:* COMMS 302, MEDIA 235

#### **MEDIA 336 15 Points**

##### **Horror Media**

Explores horror's aesthetic, experiential, and political dimensions, investigating why and how it has persisted as one of popular culture's most vigorous and influential genres. Closely considers a range of classic and contemporary films, TV shows and video games, confronting questions of power, affect, mediation and representation.

*Prerequisite:* 30 points at Stage II in Media and Screen Studies

*Restriction:* MEDIA 236

#### **MEDIA 337 15 Points**

##### **Visualising Screen Stories**

Investigates the conceptual and practical dimensions of creating visual stories for screen. Encourages students to explore aesthetic principles from film history and visual

culture by using the basic tools of contemporary digital media. Students will develop screenplays, storyboards and lookbooks, and work collaboratively to create short smartphone films.

*Prerequisite:* 30 points at Stage II in Media and Screen Studies

*Restriction:* SCREEN 201, MEDIA 237

#### **MEDIA 338 15 Points**

##### **Creating Advertising: Text, Image, Story**

Explores the connections between visual expression, cinematic storytelling and commercial persuasion. Students analyse promotional posters, advertising copy and video-based advertisements before going on to create their own persuasive media projects. This course offers a thorough introduction to advertising strategies and industrial practices, and develops students' skills in promotional messaging and audiovisual storytelling.

*Prerequisite:* 30 points at Stage II in Media and Screen Studies

*Restriction:* COMMS 309, MEDIA 238

#### **MEDIA 340 15 Points**

##### **Filmmaking**

A hands-on exploration of the aesthetic and technical challenges of cinematic storytelling. Students are encouraged to reflect on filmmakers' creative strategies and pursue their own choices in relation to camera, sound, lighting and editing. This limited-entry course involves a blend of lectures and studio-based workshops, and emphasises the links between cinematic ideas and the practical techniques used to realise them.

*Prerequisite:* 30 points at Stage II in Media and Screen Studies

*Restriction:* SCREEN 200, 302

#### **MEDIA 341 15 Points**

##### **Writing Screen Stories**

Focuses on the fundamentals and principles of dramatic writing for screen. Encourages students to explore narrative strategies from film and television to understand the mechanics of screen stories and to write meaningful screenplays in their own voice.

*Prerequisite:* 30 points at Stage II in English or Media and Screen Studies

*Restriction:* MEDIA 241

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### **Postgraduate 700 Level Courses**

#### **MEDIA 713 30 Points**

##### **Media, Sound and Music**

Interdisciplinary scholarship on sound and music media. Topics include: listening and soundscapes; noise/music; popular culture; the politics of sound and music; audio technologies; affect, feelings and emotions; identities; stardom, celebrity and fandom; voices; material cultures; audiovisual media; social media; and the political economy of music.

#### **MEDIA 715 30 Points**

##### **Visualising Difference**

Critically examines the representation of racial and ethnic difference in cinema and broadcast television. This course explores and discusses how difference has been conceptualised in colonial, post-colonial, and multicultural frameworks using examples from the USA, Canada, Australia, and New Zealand.

#### **MEDIA 716 30 Points**

##### **Love in/Loving the Cinema**

Critically examines the theme of love in the cinema. Looks at why the love story has been such a staple of movie

narratives and what films can teach us about love. Also explores the nature of the love of cinema itself, cinephilia.

**MEDIA 717** 30 Points

### **Ubiquitous Media**

Ubiquitous computing has led to an increasingly mediated world known as the 'Internet of things'. With the increased use of tags and sensors, the development of smart environments means that communication and information media increasingly shape our world and define our relations with others. This interdisciplinary course interrogates the philosophical, social and political implications of the move from software to 'everyware'.

**MEDIA 726** 30 Points  
**Directed Study**

**MEDIA 729** 30 Points  
**Film Evil**

Explores the theme of evil in the cinema. What films can teach about evil and why it is that conceptions of evil - its nature and source as well as distinctions between natural and moral evil - have formed so much of the subject matter of cinema. The course also considers the proposition that some films may themselves be evil.

**MEDIA 741** 30 Points  
**Time and the Moving Image**

Explores how moving images mediate our experience of time, from the actualités of early cinema to video games and digital special effects. Addresses the representation and articulation of time across documentary and narrative cinema, experimental film and video, television and new media, with reference to key concepts in philosophy and media theory.

**MEDIA 742** 15 Points  
**Directed Study**

**MEDIA 743** 30 Points  
**Chinese Film Genres**

Explores the evolution of major film genres of the Chinese-language cinemas (i.e., cinemas of mainland China, Hong Kong, Taiwan and the Chinese diaspora). Investigates the formal styles of such genres as melodrama, youth, avant-garde, and documentary as well as how the changing styles reflect some big issues of sociocultural significances.

**MEDIA 746** 30 Points  
**Special Topic**

**MEDIA 748** 30 Points

### **Special Topic: Documentary Making**

A hands-on production course in which students produce, direct and edit a 9-12 minute documentary. Emphasis is placed on learning technical and craft aspects of documentary-making informed by the rich and varied tradition of the genre. Students are also required to analyse a series of influential documentaries screened as part of the course.

*Restriction: SCREEN 713, COMMS 713*

**MEDIA 781** 30 Points  
**Research Project - Level 9**

**MEDIA 792** 45 Points

**MEDIA 792A** 22.5 Points

**MEDIA 792B** 22.5 Points

### **Dissertation - Level 9**

*To complete this course students must enrol in MEDIA 792 A and B, or MEDIA 792*

**MEDIA 793** 60 Points

**MEDIA 793A** 30 Points

**MEDIA 793B** 30 Points

### **Dissertation - Level 9**

*To complete this course students must enrol in MEDIA 793 A and B, or MEDIA 793*

**MEDIA 796A** 60 Points

**MEDIA 796B** 60 Points

### **Thesis - Level 9**

*To complete this course students must enrol in MEDIA 796 A and B*

**MEDIA 797A** 60 Points

**MEDIA 797B** 60 Points

### **Research Portfolio - Level 9**

Comprises both a creative and a written component.

*To complete this course students must enrol in MEDIA 797 A and B*

## **Museums and Cultural Heritage**

### **Postgraduate 700 Level Courses**

**MUSEUMS 700** 15 Points

### **Exhibiting Cultures: International**

Investigates the presentation of cultures in museums, art galleries and other sites globally, the strategies of public exhibitions, and the role of curators and institutions in identity formation and nationalism. Case studies are drawn from international and indigenous practice, as well as regional examples from Aotearoa New Zealand, Australia and the Pacific.

*Restriction: ARTHIST 715, 721, 736, MUSEUMS 701, 703, 704*

**MUSEUMS 702** 15 Points

### **Inside the Museum**

Provides a foundation in the best practices, critical issues, and the future of museology and introduces students to a variety of museum collection-based activities through experiential education at the Auckland War Memorial Museum/Tāmaki Paenga Hira.

**MUSEUMS 704** 30 Points

**MUSEUMS 704A** 15 Points

**MUSEUMS 704B** 15 Points

### **Exhibiting Cultures**

Investigates the presentation of cultures in museums, art galleries and other sites globally, the strategies of public exhibitions, and the role of curators and institutions in identity formation and nationalism. Case studies are drawn from international and indigenous practice as well as regional examples from Aotearoa New Zealand, Australia and the Pacific.

*Restriction: ARTHIST 715, 721, 736, MUSEUMS 700, 701, 703, 705*

*To complete this course students must enrol in MUSEUMS 704 A and B, or MUSEUMS 704*

**MUSEUMS 705** 15 Points

### **Exhibiting Cultures: Māori and Indigenous**

An examination of key museological issues in relation to indigenous peoples, with a particular focus on Māori, Pacific, Aboriginal, Inuit and Native American communities.

*Restriction: ARTHIST 715, 721, 736, MUSEUMS 701, 703, 704*

**MUSEUMS 706** 15 Points

### **Special Topic**



<b>MUSEUMS 751</b> <b>Special Topic</b>	<b>30 Points</b>
<b>MUSEUMS 760</b> <b>Directed Study</b>	<b>15 Points</b>
A directed reading and individual study course or research project to prepare students in the methodologies and subject matter of museum studies.	
<b>MUSEUMS 761</b>	<b>30 Points</b>
<b>MUSEUMS 761A</b>	<b>15 Points</b>
<b>MUSEUMS 761B</b>	<b>15 Points</b>
<b>Directed Study</b>	
A directed reading and individual study course or research project to prepare students in the methodologies and subject matter of museum studies.	
<i>To complete this course students must enrol in MUSEUMS 761 A and B, or MUSEUMS 761</i>	
<b>MUSEUMS 780</b>	<b>30 Points</b>
<b>MUSEUMS 780A</b>	<b>15 Points</b>
<b>MUSEUMS 780B</b>	<b>15 Points</b>
<b>Research Project - Level 9</b>	
<i>To complete this course students must enrol in MUSEUMS 780 A and B, or MUSEUMS 780</i>	
<b>MUSEUMS 792</b>	<b>45 Points</b>
<b>MUSEUMS 792A</b>	<b>22.5 Points</b>
<b>MUSEUMS 792B</b>	<b>22.5 Points</b>
<b>Dissertation - Level 9</b>	
<i>To complete this course students must enrol in MUSEUMS 792 A and B, or MUSEUMS 792</i>	
<b>MUSEUMS 793</b>	<b>60 Points</b>
<b>MUSEUMS 793A</b>	<b>30 Points</b>
<b>MUSEUMS 793B</b>	<b>30 Points</b>
<b>Dissertation - Level 9</b>	
<i>To complete this course students must enrol in MUSEUMS 793 A and B, or MUSEUMS 793</i>	
<b>MUSEUMS 796A</b>	<b>60 Points</b>
<b>MUSEUMS 796B</b>	<b>60 Points</b>
<b>Thesis - Level 9</b>	
<i>To complete this course students must enrol in MUSEUMS 796 A and B</i>	
<b>MUSEUMS 797A</b>	<b>60 Points</b>
<b>MUSEUMS 797B</b>	<b>60 Points</b>
<b>Research Portfolio - Level 9</b>	
<i>To complete this course students must enrol in MUSEUMS 797 A and B</i>	

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## Music

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### Stage 1

<b>MUS 103</b> <b>Music Fundamentals</b>	<b>15 Points</b>
A practical and theoretical overview of the fundamental written and aural skills required for music literacy. This course prepares students for MUS 104 and further university-level study and practice in music.	
<i>Restriction: MUS 100, may not be taken with or after passing MUS 101, 104, 174, 184, 284</i>	
<b>MUS 104</b> <b>Music Literacies</b>	<b>15 Points</b>
The development of music theory, aural skills and perception necessary to be an effective musician. The study of basic theory, harmony, analysis, aural perception	

and musicianship with exemplars from classical, jazz and popular music genres. Includes a choral component.  
*Prerequisite: MUS 103*

<b>MUS 106</b> <b>Ensemble Communication and Direction</b>	<b>15 Points</b>
An examination of the skills and techniques required for the communication and direction of ensembles including orchestras, bands, jazz and contemporary ensembles, choirs and other performing arts contexts. Includes knowledge of repertoire style, genre and period associated with directing music.	

<b>MUS 110</b> <b>Composition 1</b>	<b>15 Points</b>
Foundational studies in music composition and sonic arts. Modular content includes: rhythm and meter, melody and harmony, structure and gesture, time and meter, synthesis and notation and repertoire study. Students may complete Composition 1 and Composition 2 in any order.	

<b>MUS 111</b> <b>Composition 2</b>	<b>15 Points</b>
Foundational studies in music composition and sonic arts. Modular content includes: rhythm and form, timbre and texture, aesthetics and function, style and idea, material and manipulation, creative planning and processes and the composer in society. Students may complete Composition 1 and Composition 2 in any order.	

<b>MUS 120</b> <b>Performance 1</b>	<b>15 Points</b>
Individual lessons and performance classes on an approved instrument or voice. (See course outline and instrumental/vocal syllabus for specific curriculum requirements).	
<i>Prerequisite: Entrance is by audition. Departmental approval</i>	

<b>MUS 121</b> <b>Performance 2</b>	<b>15 Points</b>
Continuation of work undertaken in MUS 120. (See course outline and instrumental/vocal syllabus for specific curriculum requirements.)	
<i>Prerequisite: MUS 120</i>	

<b>MUS 125</b> <b>Music in Aotearoa New Zealand</b>	<b>15 Points</b>
An introduction to the ways in which music is and has been situated in Aotearoa New Zealand, concentrating on the issue of music's connection to place and the contexts of music composition and performance across classical genres, jazz and pop, contemporary and traditional Māori music (including taonga pūoro), and music from Asia and the Pacific region.	
<i>Restriction: MUS 143, 343</i>	

<b>MUS 130</b> <b>Introduction to Music Technology</b>	<b>15 Points</b>
A survey of digital technologies available to assist producing, composing, and performing music. Topics may include: music production (Digital Audio Workstation, MIDI and audio recording/editing, synthesis, and multi-track mixing), sonic art (sound-based composition, visual music, interactive installations), and computer music (sound design, live coding, algorithmic composition).	
<i>Restriction: MUS 119</i>	

<b>MUS 144G</b> <b>Turning-points in Western Music</b>	<b>15 Points</b>
A study of significant people, major discoveries and inventions, and key factors (artistic, intellectual, social,	

technical) that were important agents of change in Western music. No previous knowledge of music is assumed.

**MUS 145** 15 Points

### **Western Music Across the Centuries**

A comprehensive overview of the enormously rich repertoire of Western music, from the beginnings of a literate tradition, through the classical giants, to the present day.

*Prerequisite:* MUS 125 or 143

**MUS 149** 15 Points

**MUS 149G** 15 Points

### **Rock to Reggae: Tracking Popular Music in New Zealand**

An introduction to New Zealand's home-grown popular music, from the 1950s to the present day. A broad range of musical styles will be considered and situated within various social contexts. The issue of cultural identity in music – at national and local levels – will also be explored.

**MUS 162** 15 Points

### **Introduction to Music Teaching and Learning**

A conceptual and practical introduction to music teaching and learning in its various forms and contexts. A survey of the field including studio pedagogy, music education methods, school music, community music, lesson planning, composition and improvisation pedagogy, and foundational knowledge of music teaching and learning.

*Restriction:* MUS 160

**MUS 170** 15 Points

### **Jazz Performance 1**

The development of instrumental technique and improvisational skills through in-depth study of scales, rhythm, harmony and relevant musical analysis. This course prepares students who major in Jazz Performance and includes 1:1 tuition and group based improvisation classes.

*Prerequisite:* Entrance is by audition. Departmental approval.

*Coresquisite:* MUS 197

**MUS 171** 15 Points

### **Jazz Performance 2**

Continuation of the work undertaken in MUS 170.

*Prerequisite:* MUS 170 or JAZZ 101 and 107

**MUS 180** 15 Points

### **Creative Practice in Popular Music 1**

Exploration of ideas and processes in the creation and presentation of popular music through workshops, seminars and group discussion. Students will write songs, compose music, use music recording and production techniques and present aspects of their coursework in live performance.

*Prerequisite:* Entrance is by audition. Departmental approval

**MUS 181** 15 Points

### **Creative Practice in Popular Music 2**

Continuation of work undertaken in MUS 180.

*Prerequisite:* MUS 180

**MUS 190** 15 Points

**MUS 190A** 7.5 Points

**MUS 190B** 7.5 Points

### **Auxiliary Performance Study 1**

Tuition on an approved traditional or computer-based instrument or voice.

*Prerequisite:* Entrance is by audition. Departmental approval

To complete this course students must enrol first in MUS 190A and then 190B, or MUS 190

**MUS 191** 15 Points

**MUS 191A** 7.5 Points

**MUS 191B** 7.5 Points

### **Classical Ensembles 1**

The development of performance skills through ensemble work including chamber music, string orchestra, wind orchestra, flute choir, contemporary ensembles and other combinations.

To complete this course students must enrol first in MUS 191A and then 191B, or MUS 191

**MUS 192A** 7.5 Points

**MUS 192B** 7.5 Points

### **Performance Skills for Instrumentalists 1**

The development of a range of instrumental performance skills beyond those gained in the instrumental studio including collaborative piano, repertoire studies, ensemble techniques, basic pedagogy, keyboard skills, accompanying and other applications.

To complete this course students must enrol first in MUS 192A and then 192B

**MUS 193A** 7.5 Points

**MUS 193B** 7.5 Points

### **Performance Skills for Singers 1**

The introduction of vocal practices that help voice students develop and sustain a professional career. This course aims to give students the knowledge and practical experience necessary to develop and maintain vocal health in diverse performing contexts.

To complete this course students must enrol first in MUS 193A and then 193B

**MUS 196A** 7.5 Points

**MUS 196B** 7.5 Points

### **Popular Music Performance 1**

The development of instrumental technique and interpretative skills through the in-depth study of scales, rhythm, harmony and the relevant musical analyses of set works. This course prepares students who major in Popular Music with 1:1 instrumental tuition and group-based classes and/or workshops.

*Prerequisite:* Audition required

*Restriction:* MUS 182, 183

To complete this course students must enrol first in MUS 196A and then 196B

**MUS 197A** 7.5 Points

**MUS 197B** 7.5 Points

### **Jazz Ensembles 1**

The application of instrumental and improvisational techniques through performance practice. This course develops stylistic, interpretive and literary musical skills through a variety of large and small ensembles.

To complete this course students must enrol first in MUS 197A and then 197B

## **Stage II**

**MUS 203** 15 Points

### **Classical Theory and Musicianship 1**

Continuation of work begun in MUS 104 on music theory, aural skills and musicianship. Includes a choral component.

*Prerequisite:* MUS 104

<b>MUS 204</b> <b>Classical Theory and Musicianship 2</b> Continuation of work in MUS 203 on music theory, aural skills and musicianship. Includes a choral component. <i>Prerequisite:</i> MUS 203	<b>15 Points</b>	outline and instrumental/vocal syllabus for specific curriculum requirements). <i>Prerequisite:</i> MUS 220
<b>MUS 205</b> <b>Classical Theory and Musicianship 3</b> Continuation of work in MUS 204 on music theory, aural skills and musicianship. Includes a choral component. <i>Prerequisite:</i> MUS 204	<b>15 Points</b>	<b>MUS 224</b> <b>Interpreting Music Performance</b> Academic study of the resources, instruments, techniques, scholarship, and stylistic conventions relevant to the performance of historical musical repertoires. Students consider the role that an awareness of historical factors can play in contemporary performance, and gain understanding of some of the key debates surrounding historically informed performance. <i>Prerequisite:</i> MUS 125 or 143
<b>MUS 206</b> <b>Conducting 1</b> The study of conducting including listening to and writing about a wide variety of music from all historical periods. The practical component of this course concentrates on posture, patterns and gesture. Studies include examples from choral and orchestral repertoire. <i>Prerequisite:</i> MUS 106	<b>15 Points</b>	<b>MUS 225</b> <b>Music in Society</b> The study of music and text in society using a wide-angled lens to explore how it can be intertwined with issues of politics, gender, religion, race, psychology and class. Examples will include music and text in diverse genres and from various places. <i>Prerequisite:</i> MUS 125 or MUS 143 or 30 points from <i>European Studies, German, Italian, Spanish, or Transnational Cultures and Creative Practice</i> <i>Restriction:</i> MUS 243
<b>MUS 207</b> <b>Conducting 2</b> An introduction to rehearsal planning and management, baton technique, the development of conducting gesture, and advanced score preparation. Repertoire includes classical symphonies, a cappella repertoire and a selection of choral/orchestral works. <i>Prerequisite:</i> MUS 206	<b>15 Points</b>	<b>MUS 230</b> <b>Music Production 1</b> A study of the theoretical and practical knowledge and skills required to engage in music production through everyday technologies. An emphasis on production in the home/project studio environment, and for developing producers and songwriters. Topics include: microphone types, patterns and configurations; simple vocal and instrumental recording; synthesis; production techniques; and mixing using modern DAWs. <i>Prerequisite:</i> MUS 119 or 130 <i>Restriction:</i> MUS 219
<b>MUS 210</b> <b>Composition 3</b> Applied concepts and techniques in instrumental/vocal composition and sonic arts. Students will develop original creative ideas through experimentation with both notational and sound-based approaches to composing, the study of relevant repertoire and the realisation of a portfolio of works for mixed resources that may include solo instruments, voices, small ensembles, found objects/sounds, loudspeakers and visual media. Liaison with performers both within and outside the class is important. <i>Prerequisite:</i> MUS 110, 111 <i>Restriction:</i> MUS 258	<b>15 Points</b>	<b>MUS 231</b> <b>Music Production 2</b> A study of industry-standard studio recording and production techniques supported by practical studio-based exercises. Topics may include: multi-channel recording and editing, band and ensemble recording, analogue and digital production, synthesis, mixing and mastering. <i>Prerequisite:</i> MUS 230 <i>Restriction:</i> MUS 219
<b>MUS 211</b> <b>Composition 4</b> Continuation of work undertaken in MUS 210. <i>Prerequisite:</i> MUS 210	<b>15 Points</b>	<b>MUS 245</b> <b>History, Music and Ideas: Rethinking the Classical Canon</b> Raises issues specific to classical music in one or more concentrated historical periods. Students will get to know a designated repertoire of musical works, whilst exploring critical topics such as periodisation, canon formation and reception history. <i>Prerequisite:</i> MUS 125 or 143 or 145 <i>Restriction:</i> MUS 240, 345
<b>MUS 214</b> <b>Instrumentation</b> The study of instrumentation including ranges, characteristics and technical aspects of writing, scoring and arranging for strings, wind, brass and percussion will be introduced together with a study of repertoire. <i>Prerequisite:</i> MUS 101 or 104	<b>15 Points</b>	<b>MUS 246</b> <b>Experimental Music in the 20th and 21st Centuries</b> Tracks definitions and developments in 'experimental' music since the early twentieth century. Concepts of modernism and postmodernism as related to musical composition, performance and listening are the central focus. <i>Prerequisite:</i> MUS 125 or 143 or 145 <i>Restriction:</i> MUS 346
<b>MUS 220</b> <b>Performance 3</b> Further performance work, involving weekly individual lessons and performance classes. (See course outline and instrumental/vocal syllabus for specific curriculum requirements). <i>Prerequisite:</i> MUS 121 <i>Restriction:</i> MUSIC 220	<b>15 Points</b>	
<b>MUS 221</b> <b>Performance 4</b> Continuation of work undertaken in MUS 220. (See course	<b>15 Points</b>	

<b>MUS 247</b> 15 Points <b>Genre and Convention in Instrumental Music</b> Explores the complexities of musical style, aesthetics and reception as related to one or more instrumental genres (such as the symphony, the string-quartet or piano prelude) and related conventions. <i>Prerequisite:</i> MUS 125 or 143 or 145 <i>Restriction:</i> MUS 347	fundamental written theoretical skills. This course also includes a keyboard tutorial. <i>Prerequisite:</i> MUS 104
<b>MUS 248</b> 15 Points <b>Music on Stage and Screen</b> Considers the role of music in one or more of the dramatic arts – opera, musical, ballet, modern dance, film – in any given historical period. Offers opportunity to study specific repertoire in some detail, as well as to investigate music's contribution to dramatic spectacle, characterisation, narrative and non-narrative structures. <i>Prerequisite:</i> MUS 125 or 143 or 145 <i>Restriction:</i> MUS 242, 348	<b>MUS 275</b> 15 Points <b>Jazz Composition and Arranging 1</b> Composition and arranging in the jazz idiom exploring small ensemble and big band contexts. Scoring, voicing concepts and sectional writing that assist students in the development of a portfolio of work. <i>Prerequisite:</i> MUS 274
<b>MUS 258</b> 15 Points <b>Composing with Computers</b> An introduction to the study and use of computers to compose and generate music. Topics include: algorithmic composition, sound design, algorithmic music, artificial intelligence for music creation, live coding. <i>Prerequisite:</i> 30 points at Stage I in Music <i>Restriction:</i> MUS 210	<b>MUS 276</b> 15 Points <b>Jazz History</b> A critical examination of musical styles, performers, cultural and industrial contexts surrounding jazz musics from the mid-nineteenth century, including ragtime, through New Orleans, swing, be-bop, cool, free, third-stream and post-bop. An in-depth study of primary exponents of various styles. <i>Prerequisite:</i> 30 points passed in Music <i>Restriction:</i> MUS 126, 176
<b>MUS 259</b> 15 Points <b>Special Topic</b> <i>Prerequisite:</i> 30 points passed in Music	<b>MUS 277</b> 15 Points <b>Jazz Project 2</b> Participation and development of pertinent skills towards the completion of a collaborative jazz music project. <i>Prerequisite:</i> Departmental approval
<b>MUS 262</b> 15 Points <b>Music Psychology and Development</b> An initial exploration of music psychology research including music therapy research, neuroscience, neuropsychology and music psychology. Examines the development of musical skills through life with an emphasis on community and pedagogical applications. <i>Prerequisite:</i> 30 points passed in Music	<b>MUS 280</b> 15 Points <b>Creative Practice in Popular Music 3</b> Specific exploration and the continued development of ideas and processes in the creation and presentation of popular music through workshops, seminars and group discussion. Students will write songs, complete arrangement exercises, use music recording and production techniques and present aspects of their coursework in live performance. <i>Prerequisite:</i> MUS 104, 181
<b>MUS 265</b> 15 Points <b>Crafting a Portfolio Career in Music</b> A study of music career profiles with an emphasis on self-management, performance careers, pedagogical careers, technology, music marketing and distribution, legal issues, entrepreneurship and project leadership in the community. Students will reflect on their own development and devise a project plan for implementation. <i>Prerequisite:</i> 30 points passed in Music	<b>MUS 281</b> 15 Points <b>Creative Practice in Popular Music 4</b> Continuation of work undertaken in MUS 280. <i>Prerequisite:</i> MUS 280, 284
<b>MUS 270</b> 15 Points <b>Jazz Performance 3</b> The development of instrumental technique and improvisational skills through in-depth study of scales, rhythm, harmony and relevant musical analysis. This course prepares students who major in Jazz Performance and includes 1:1 tuition and group based improvisation classes. <i>Prerequisite:</i> MUS 171	<b>MUS 282</b> 15 Points <b>Popular Music Vocal Performance</b> The development of vocal technique and interpretative skills through the in-depth study of vocal production techniques pertinent to contemporary popular music vocal performance. The emphasis is on the development of practices to enhance the performance of original songs written by the students. <i>Prerequisite:</i> MUS 183 or 196
<b>MUS 271</b> 15 Points <b>Jazz Performance 4</b> Continuation of the work undertaken in MUS 270. <i>Prerequisite:</i> MUS 270	<b>MUS 283</b> 15 Points <b>Popular Music Performance 2</b> Continuation of the work undertaken in MUS 196. This course prepares students who specialise in Popular Music with 1:1 instrumental tuition and group-based classes. The emphasis is on the development of techniques and skills to enhance the performance of original songs written by the students. <i>Prerequisite:</i> MUS 183 or 196 <i>Restriction:</i> JAZZ 232
<b>MUS 274</b> 15 Points <b>Jazz Theory and Musicianship</b> An exploration of more advanced jazz theory and musicianship skills including aural and harmony. Coursework prepares students for the implementation of	<b>MUS 284</b> 15 Points <b>Popular Music Theory and Musicianship 1</b> Training in practical musicianship and contemporary music

writing skills pertinent to a popular music practitioner. Continued development of aural recognition skills.

*Prerequisite:* MUS 104 or 185

**MUS 287** 15 Points

### Popular Music Theory and Musicianship 2

Further training in practical musicianship and contemporary music writing skills pertinent to a popular music practitioner. Continued development of aural recognition skills with an emphasis on musical analysis skills.

*Prerequisite:* MUS 284

*Restriction:* MUS 285

**MUS 290** 15 Points

**MUS 290A** 7.5 Points

**MUS 290B** 7.5 Points

### Auxiliary Performance Study 2

Tuition on an approved traditional or computer-based instrument or voice.

*Prerequisite:* Entrance is by audition. Departmental approval

To complete this course students must enrol first in MUS 290A and then 290B, or MUS 290

**MUS 292A** 7.5 Points

**MUS 292B** 7.5 Points

### Performance Skills for Instrumentalists 2

The development of a range of instrumental performance skills beyond those gained in the instrumental studio including collaborative piano, repertoire studies, ensemble techniques, basic pedagogy, keyboard skills, accompanying and other applications.

To complete this course students must enrol first in MUS 292A and then 292B

**MUS 293A** 7.5 Points

**MUS 293B** 7.5 Points

### Performance Skills for Singers 2

Further development of vocal practices that help voice students develop and sustain a professional career. This course aims to give students the knowledge and practical experience necessary to develop and maintain vocal health in diverse performing contexts.

To complete this course students must enrol first in MUS 293A and then 293B

**MUS 297A** 7.5 Points

**MUS 297B** 7.5 Points

### Jazz Ensembles 2

The application of instrumental and improvisational techniques through performance practice. This course develops stylistic, interpretative and literary musical skills through a variety of large and small ensembles.

*Prerequisite:* MUS 197

To complete this course students must enrol first in MUS 297A and then 297B

**MUS 298** 15 Points

### Classical Ensembles 2

The development of performance skills through ensemble work including chamber music, string orchestra, wind orchestra, flute choir, contemporary ensembles and other combinations.

*Restriction:* MUS 291

## Stage III

**MUS 306** 15 Points

### Conducting 3

Opportunities to conduct a variety of ensemble situations including instrumental, choral/vocal, keyboard and voice,

large choral ensemble, recitative and aria, and instrumental ensemble. A keyboard component develops skills needed for score preparation and rehearsals.

*Prerequisite:* MUS 207

**MUS 310** 15 Points

### Composition 5

Facilitation of the creative process in individual student composers. Key concepts and techniques in instrumental/vocal composition and sonic arts will be developed and refined through the completion of projects as negotiated with supervisors. Each project will incorporate relevant technical exercises together with a study of influential composers and their methods. The end-of-semester portfolio may include works for solo instrument, voice, small and large ensemble, and sonic arts genres including multichannel acousmatic music and performance-based sonic art.

*Prerequisite:* MUS 211

**MUS 311** 15 Points

### Composition 6

A continuation of work undertaken in MUS 310.

*Prerequisite:* MUS 310

**MUS 314** 15 Points

### Orchestration

A continuation and expansion of the topics addressed in MUS 214. Studies will be broadened to include a stronger emphasis on orchestration, including technique and repertoire.

*Prerequisite:* MUS 214

**MUS 315** 15 Points

### Sonic Arts

An examination of compositional concepts and techniques relating to acousmatic music and performance-based sonic art. Topics will be investigated through engagement in individually negotiated creative projects supported with technical exercises and a review of relevant repertoire and literature.

*Prerequisite:* MUS 211 or 219

**MUS 320** 15 Points

### Performance 5

Further performance work, involving weekly individual lessons and performance classes. (See course outline and instrumental/vocal syllabus for specific curriculum requirements).

*Prerequisite:* MUS 221

**MUS 321** 15 Points

### Performance 6

Continuation of work undertaken in MUS 320.

*Prerequisite:* MUS 320

**MUS 325** 15 Points

### Music as History

Case studies in significant issues and developments in music history across genres, locations, and cultures. Examples will include music from the last 150 years, examined from a variety of historical and music-analytical perspectives.

*Prerequisite:* MUS 225 or MUS 243 or 30 points at Stage II in Transnational Cultures and Creative Practice

*Restriction:* MUS 343

**MUS 330** 15 Points

### Music Production 3

Instruction in the use of the School of Music's professional-level multichannel recording studios supported by

practical exercises in popular music production. Topics include: vocal, guitar, and drum recording; synthesis; industry-standard production techniques; and mastering. Coursework will require coordination with performers both within and outside the class.

*Prerequisite:* MUS 219 or 231

*Restriction:* MUS 318

#### **MUS 331 15 Points**

##### **Music Production 4**

A continuation and expansion of the topics addressed in MUS 330 including collaborative projects that concentrate on the production of a popular music 'single', including the professional and legal issues associated with high-level studio production. Coursework will require coordination with performers both within and outside the class.

*Prerequisite:* MUS 318 or 330

*Restriction:* MUS 319

#### **MUS 332 15 Points**

##### **Music Production Project 1**

An advanced music production and engineering research project, in which an investigation into professional, technological and industrial issues is conducted through practical experience in a professional setting.

*Prerequisite:* MUS 219 or 231

*Restriction:* MUS 355

#### **MUS 333 15 Points**

##### **Music Production Project 2**

An advanced music production and engineering research project, in which an investigation into professional, technological and industrial issues is conducted through practical experience in a professional setting.

*Prerequisite:* MUS 219 or 330

*Restriction:* MUS 356

#### **MUS 334 15 Points**

##### **Sound Design for Film and Video Games**

A survey of aesthetic theory, repertoire and techniques associated with the industry practice for composing soundtracks for film and video games.

*Prerequisite:* 15 points from MUS 211, 230

#### **MUS 340 15 Points**

##### **Analytical Methods**

Develops advanced analytical research skills, focusing on one or more specific repertoires and/or analytical techniques, such as voice-leading analysis, schemata, topics, set theory, metrical analysis or form-functional analysis.

*Prerequisite:* MUS 143 and 204, or 125 and 204

*Restriction:* MUS 701

#### **MUS 345 15 Points**

##### **History, Music and Ideas: Rethinking the Classical Canon**

Raises issues specific to classical music in one or more concentrated historical periods. Students will get to know in some detail a designated repertoire of musical works, whilst exploring critical topics such as periodisation, canon formation and reception history.

*Prerequisite:* 30 points at Stage II in Music

*Restriction:* MUS 240, 245

#### **MUS 346 15 Points**

##### **Experimental Music in the 20th and 21st Centuries**

Tracks definitions and developments in 'experimental' music since the early twentieth century. Concepts of modernism

and postmodernism as related to musical composition, performance and listening are the central focus.

*Prerequisite:* MUS 125 or 143 or 145, and 30 points from Stage II in Music

*Restriction:* MUS 246

#### **MUS 347 15 Points**

##### **Genre and Convention in Instrumental Music**

Explores the complexities of musical style, aesthetics and reception as related to one or more instrumental genres (such as the symphony, the string-quartet or piano prelude) and related conventions.

*Prerequisite:* MUS 125 or 143 or 145, and 30 points from Stage II in Music

*Restriction:* MUS 247

#### **MUS 348 15 Points**

##### **Music on Stage and Screen**

Considers the role of music in one or more of the dramatic arts – opera, musical, ballet, modern dance, film – in any given historical period. Offers opportunity to study specific repertoire in some detail, as well as to investigate music's contribution to dramatic spectacle, characterisation, narrative and non-narrative structures.

*Prerequisite:* MUS 125 or 143 or 145, and 30 points from Stage II in Music

*Restriction:* MUS 242, 248

#### **MUS 349 15 Points**

##### **Topic in World Music**

An intensive performance-based course that focuses on a specific regional musical tradition.

*Prerequisite:* 30 points at Stage II in Music

#### **MUS 355 15 Points**

##### **Special Topic: Music Futures**

*Prerequisite:* 30 points at Stage II in Music

#### **MUS 356 15 Points**

##### **Special Topic: Ragas of India**

*Prerequisite:* 30 points at Stage II in Music

#### **MUS 357 15 Points**

##### **Special Topic**

*Prerequisite:* 30 points at Stage II in Music

#### **MUS 358 15 Points**

##### **Musical Interface Design**

Design, craft, and development of new technologies for music performance. Students will develop skills required to engage in the creation of interactive installations, digital musical instruments, augmented instruments, and mobile apps. Topics include: theory and practice of musical interface design, audio programming, converting body gestures into sound via digital mapping.

*Prerequisite:* 30 points at Stage II in Music or Departmental approval

#### **MUS 359 15 Points**

##### **Special Topic**

*Prerequisite:* 30 points at Stage II in Music

#### **MUS 362 15 Points**

##### **Pedagogical Approaches for the School and Studio**

An investigation into practical knowledge about music teaching and learning drawing from teacher experiences, pedagogical research, established music education methods, studio pedagogy and music classroom contexts. Students explore a range of music teaching scenarios and focus on specific areas of professional interest. This is a key

preparatory course for postgraduate pedagogical study in studio pedagogy or school music teaching.

*Prerequisite: 30 points at Stage II in Music*

**MUS 363 15 Points**

### **Music and Community Engagement**

An initial study of community music ranging from semi-professional music organisations and groups through to community music activities that emphasise access, participation and inclusion. An examination of the health and community benefits of music activity including healthy ageing, early development, and youth and mental health. The role of the community musician is also considered.

*Prerequisite: 30 points at Stage II in Music or Transnational Cultures and Creative Practice*

**MUS 365 15 Points**

### **Music Industry and Business**

An overview of the music industry including music production, distribution and reception, music marketing and music project management. An examination of business practices in music including developing and managing events, tours, promotion, the Internet, the role of digital media, organising events and festivals and setting up successful pedagogical studios.

*Prerequisite: 30 points at Stage II in Music*

**MUS 370 15 Points**

### **Jazz Performance 5**

The development of advanced instrumental technique and improvisational skills through in-depth study of scales, rhythm, harmony and relevant musical analysis. This course prepares students who major in Jazz Performance and includes 1:1 tuition and group based improvisation classes.

*Prerequisite: MUS 271*

**MUS 371 15 Points**

### **Jazz Performance 6**

Continuation of the work undertaken in MUS 370 along with ensemble performances. Students prepare for a 50-minute public recital of their original arrangements, compositions and improvisations.

*Prerequisite: MUS 370*

**MUS 375 15 Points**

### **Jazz Composition and Arranging 2**

Composition and arranging in the jazz idiom exploring small ensemble and big band contexts. Scoring, voicing concepts and sectional writing that assist students in the development of a portfolio of work.

*Prerequisite: MUS 275*

**MUS 376 15 Points**

### **Jazz Research**

The preparation and presentation of essays and practical seminars on a performer or period of stylistic development related to principal instrument or major study.

*Prerequisite: MUS 176 or 276*

**MUS 377 15 Points**

### **Jazz Project**

Participation and development of pertinent skills towards the completion of a collaborative jazz music project.

*Prerequisite: Departmental approval*

**MUS 380 15 Points**

### **Creative Practice in Popular Music 5**

More advanced exploration and the continued development of ideas and processes in the creation and presentation of popular music through workshops, seminars and group discussion. Students will write songs, compose music, use

music recording and production techniques and present aspects of their coursework in live performance.

*Prerequisite: MUS 281*

**MUS 381 15 Points**

### **Creative Practice in Popular Music 6**

Continuation of work undertaken in MUS 380.

*Prerequisite: MUS 380*

**MUS 382 15 Points**

### **Popular Music Performance 3**

Development of advanced performance techniques through 1:1 studio lessons. Students will further develop skills in sight-reading and their knowledge of expressive and interpretative performance skills.

*Prerequisite: MUS 282 or 283*

**MUS 383 15 Points**

### **Popular Music Recording and Production**

A project-based course for Popular Music majors that involves students recording and producing their own work using performance, arranging and technology skills. Students also learn how to plan and manage their own recording and production project.

*Prerequisite: MUS 380*

*Restriction: JAZZ 332*

**MUS 390 15 Points**

**MUS 390A 7.5 Points**

**MUS 390B 7.5 Points**

### **Auxiliary Performance Study 3**

Tuition on an approved traditional or computer-based instrument or voice.

*Prerequisite: Entrance is by audition. Departmental approval To complete this course students must enrol first in MUS 390A and then 390B, or MUS 390*

**MUS 391 15 Points**

**MUS 391A 7.5 Points**

**MUS 391B 7.5 Points**

### **Classical Ensembles 3**

The development of performance skills through ensemble work including chamber music, string orchestra, wind orchestra, flute choir, contemporary ensembles and other combinations.

*To complete this course students must enrol first in MUS 391A and then 391B, or MUS 391*

**MUS 392 15 Points**

**MUS 392A 7.5 Points**

**MUS 392B 7.5 Points**

### **Perf Skills Instrumentalists 3**

The development of a range of instrumental performance skills beyond those gained in the instrumental studio including collaborative piano, repertoire studies, ensemble techniques, basic pedagogy, keyboard skills, accompanying and other applications.

*To complete this course students must enrol first in MUS 392A and then 392B, or MUS 392*

**MUS 393A 7.5 Points**

**MUS 393B 7.5 Points**

### **Performance Skills for Singers 3**

The development of advanced vocal practices that help students develop and sustain a professional career. This course aims to give students the knowledge and practical experience necessary to develop and maintain vocal health in diverse performing contexts.

*To complete this course students must enrol first in MUS 393A and then 393B*

**MUS 395A** 7.5 Points  
**MUS 395B** 7.5 Points  
**Popular Music Ensembles 3**

The development of performance skills through ensemble work in popular music.

To complete this course students must enrol first in MUS 395A and then 395B

**MUS 396** 15 Points  
**Popular Music Performance Repertoire 2**

Continuation of the work undertaken in MUS 296. Students undertake 1:1 tuition to study more advanced repertoire, and learn transcription, sight-reading and ensemble performance skills.

*Prerequisite:* MUS 296

**MUS 397A** 7.5 Points  
**MUS 397B** 7.5 Points  
**Jazz Ensembles 3**

The application of instrumental and improvisational techniques through performance practice. This course develops stylistic, interpretative and literary musical skills through a variety of large and small ensembles.

*Prerequisite:* MUS 297

To complete this course students must enrol first in MUS 397A and then 397B

### Postgraduate 700 Level Courses

**MUS 701** 15 Points  
**Advanced Analysis**

Develops advanced analytical research skills, focusing on one or more specific repertoires and/or analytical techniques (such as voice-leading analysis, schemata, topics, set theory, metrical analysis or form-functional analysis).

*Prerequisite:* MUS 205

*Restriction:* MUS 340

**MUS 702** 15 Points  
**Music Internship**

An internship with an industry or education partner in music performance, technology, administration, or pedagogy.

*Prerequisite:* Departmental approval

**MUS 707** 30 Points  
**Research and Practice in Conducting**

The development of advanced conducting skills and techniques in a variety of ensemble situations including instrumental and choral/vocal. Includes research into score preparation and rehearsal skill development.

*Prerequisite:* MUS 306

**MUS 710** 30 Points  
**Composition Research Portfolio**

Through individually negotiated creative projects and supporting studies in instrumental/vocal composition or sonic arts, students deliver an end-of-semester portfolio of original compositions, wherein skills are refined through targeted research in notational and/or sonic techniques, repertoire study and critical thinking. To take supporting studies in both sonic arts and instrumental composition students should enrol in the corresponding elective MUS 714 or 715.

*Prerequisite:* MUS 311 or 315

**MUS 711** 30 Points  
**Composition Research Project - Level 9**

A customised creative project in instrumental/vocal

composition and/or sonic arts realised through an end-of-semester portfolio of original compositions.

*Prerequisite:* 30 points from MUS 710, 770, 780

**MUS 714** 15 Points  
**Advanced Orchestration**

Advanced orchestration and instrumentation, including contemporary instrumental and vocal techniques, with practical scoring exercises. Composition students are expected to write some original music in this course.

*Prerequisite:* MUS 314

**MUS 715** 15 Points  
**Advanced Sonic Arts**

Examination of a wide range of advanced sound-based compositional techniques including multichannel acousmatic music, live sonic arts, algorithmic music, sonic art in the natural environment, visual music and interactive installation.

*Prerequisite:* MUS 315

**MUS 720** 30 Points  
**Classical Performance Research**

Creative research in aspects of solo performance. Relevant ensemble work, including orchestral rehearsals and performance, may be required.

*Prerequisite:* MUS 321

**MUS 722** 15 Points  
**Advanced Ensemble Performance 1**

Creative research in aspects of ensemble performance through chamber music and ensemble playing.

*Prerequisite:* Departmental approval

**MUS 723** 15 Points  
**Advanced Ensemble Performance 2**

Advanced work in the field of chamber music and ensemble playing.

*Prerequisite:* Departmental approval

**MUS 726** 15 Points  
**Aspects of Performance Practice**

Selected research for discussion and investigation from the field of Performance Practice and its documentation. The study of source materials; individual projects; performance and/or teaching and direction of music from the area studied.

**MUS 727** 15 Points  
**Advanced Auxiliary Performance**

Advanced tuition on an approved instrument or voice suitable for a practical component to complement a student's other music study.

*Prerequisite:* Departmental approval

**MUS 729** 30 Points  
**Music Performance Research Project - Level 9**

A customised performance project incorporating solo performance, conducting, relevant ensemble work, improvisational skills, presentation of original work and the application of advanced instrumental techniques, as appropriate.

*Prerequisite:* 30 points from MUS 707, 720, 770, 780

**MUS 730** 15 Points  
**Studio Pedagogy Research and Practice**

The study of pedagogy theory and practice applicable to the studio or school context. A range of topics is explored including instrumental technique, repertoire, health and well-being and pedagogical methods.

*Prerequisite:* 15 points from MUS 321, 371, 382



<b>MUS 735</b> <b>Advanced Studies in Music Production and Technology</b> An intensive interface-based course that focuses on advanced theories and practice of music production and computer music. <i>Prerequisite:</i> 15 points from MUS 258, 315, 330-334, 358, 383	<b>15 Points</b>	<b>MUS 749</b> <b>Topic in World Music</b> A supervised performance-based course that focuses on a specific regional musical tradition. <i>Restriction:</i> MUS 349	<b>15 Points</b>
<b>MUS 736</b> <b>Creative Studies in Music Production</b> The development of advanced creative and technological skills leading to computer-based creative practice. <i>Prerequisite:</i> 15 points from MUS 315, 330-334, 383	<b>15 Points</b>	<b>MUS 750</b> <b>Performance Research Project</b> A supervised course of advanced music performance research culminating in a performance and associated written material. <i>Prerequisite:</i> MUS 720 <i>Restriction:</i> MUS 785	<b>15 Points</b>
<b>MUS 737</b> <b>Music Technology Research</b> A customised creative practice or theoretical investigation of music technology-related disciplines including: computer music, musical interface design, interactive art, technology in music education, performance technology, music and AI, and sound design.	<b>30 Points</b>	<b>MUS 752</b> <b>Research Project - Level 9</b> A supervised course of musicological or music education research. <i>Prerequisite:</i> Departmental approval	<b>15 Points</b>
<b>MUS 738</b> <b>Creative Practice Research Project - Level 9</b> A customised creative practice project employing a combination of performance, composition and/or production modes. <i>Prerequisite:</i> 30 points from MUS 710, 720, 737, 770, 780	<b>30 Points</b>	<b>MUS 754</b> <b>Directed Study in Historical Musicology</b>	<b>15 Points</b>
<b>MUS 742</b> <b>Research Project - Level 9</b> <i>Prerequisite:</i> MUS 743	<b>30 Points</b>	<b>MUS 755</b> <b>Directed Study in Contemporary Musicology</b>	<b>15 Points</b>
<b>MUS 743</b> <b>Advanced Music Research - Level 9</b> A critical exploration of advanced concepts and methods for music research, including historical, qualitative, indigenous and practice-led approaches suited to the advanced study of Music. Students develop, apply and critique knowledge of traditional and cutting-edge qualitative methods to design an independent research project for their chosen research topic and to write a substantial research essay.	<b>15 Points</b>	<b>MUS 756</b> <b>Directed Study in Music Studies</b>	<b>15 Points</b>
<b>MUS 744</b> <b>Musicians' Health and Well-being</b> An advanced examination of the critical physical and psychological health issues musicians encounter when preparing for performances and when performing. Topics include aspects of musculoskeletal health, focal dystonia, the protection of the voice and hearing, the role of movement disciplines and the management of stress and music performance anxiety. An inquiry into research from both science and arts disciplines that informs how musicians maintain physical and psychological well-being.	<b>15 Points</b>	<b>MUS 757</b> <b>Special Topic: Studies in Historical Musicology</b>	<b>15 Points</b>
<b>MUS 747</b> <b>Research in Musicology</b> An overview of the discipline of musicology, its principal concepts and associated methods of research. Students consider key texts from the scholarly literature and musicological viewpoints and perspectives. This course also develops advanced writing skills. <i>Prerequisite:</i> 15 points from MUS 340, 345-348	<b>30 Points</b>	<b>MUS 758</b> <b>Special Topic</b> <i>Prerequisite:</i> Departmental approval	<b>15 Points</b>
<b>MUS 748</b> <b>Conducting Repertoire and Pedagogy</b> An overview of conducting literature and pedagogical skills for the rehearsal, the concert platform and music education contexts. The course includes analysis, score preparation, practical sessions and requires attendance at designated rehearsals and performances. <i>Prerequisite:</i> MUS 306	<b>15 Points</b>	<b>MUS 759</b> <b>Special Topic: Critical Theory and Music Technology</b> A critical investigation into modern-day music learning, production and consumption. Issues arising in a music landscape mediated by technology and hegemonic political economy will be examined with a focus on the interrogation of power relations using a social justice lens. Topics may include technology in music education, music and Artificial Intelligence, music decolonisation, and music streaming platforms. <i>Prerequisite:</i> 15 points at Stage III in Music	<b>15 Points</b>
		<b>MUS 760</b> <b>Themes in Music Education Research</b> A survey of pedagogical research themes and applications in music education, studio pedagogy and community music.	<b>15 Points</b>
		<b>MUS 762</b> <b>Approaches to Music Education 1</b> A detailed examination of the practices and concepts in a selected music education approach or method.	<b>15 Points</b>
		<b>MUS 763</b> <b>Approaches to Music Education 2</b> Further examination of the practices and concepts in a selected music education approach or method. <i>Prerequisite:</i> MUS 762	<b>15 Points</b>
		<b>MUS 767</b> <b>Music Education Research and Practice</b> Students will develop a critical understanding of current research approaches in music education, community music and studio pedagogy with a focus on the application of and relevance of this research to teaching practice in various contexts. Students	<b>30 Points</b>

will critically review contemporary research and different theoretical perspectives.

*Prerequisite:* MUS 362 or 363

**MUS 768** 30 Points

**Community Music Research Project - Level 9**

Music community and/or pedagogy music research project. Includes fieldwork in music industry, community, school, or studio contexts and a research report.

*Prerequisite:* 30 points from MUS 707, 724, 767

**MUS 770** 30 Points

**Jazz Performance Research**

Practical research in instrumental technique leading to the development of advanced improvisational skills. Students prepare a recital reflecting the technical work undertaken in the semester. Students engage with practice through ensemble and 1:1 instruction.

*Prerequisite:* MUS 371

**MUS 772** 15 Points

**Jazz Composition and Arranging I**

Jazz arranging and composition for mixed ensembles. Through the analysis and study of advanced compositional and orchestration techniques, students produce original research material for recorded portfolio. Students are encouraged to perform with a 'mentor' from the jazz faculty in the development of a creative process and individual style.

*Prerequisite:* MUS 375

**MUS 773** 15 Points

**Jazz Composition and Arranging II**

A continuation of work undertaken in MUS 772 for a variety of ensembles.

*Prerequisite:* MUS 772

**MUS 774** 15 Points

**Jazz Collaborative Project**

Students undertake a research project combining compositional and performance elements from multiple genres: world music, classical, rock, for example, in a blend of contemporary influences. Students contribute original material and written documentation for a recorded portfolio.

*Prerequisite:* MUS 371

**MUS 780** 30 Points

**Popular Music Research**

The development of advanced song writing and popular music composition skills. Students engage in an in-depth study of lyric writing, word setting, and compositional elements, compose a significant body of new songs and compositions, and produce a research portfolio of recordings and scores of these works.

*Prerequisite:* MUS 381

**MUS 785A** 30 Points

**MUS 785B** 60 Points

**Research Portfolio - Level 9**

To complete this course students must enrol first in MUS 785A and then 785B

**MUS 786A** 30 Points

**MUS 786B** 60 Points

**Thesis - Level 9**

To complete this course students must enrol first in MUS 786A and then 786B

**MUS 790A** 15 Points

**MUS 790B** 15 Points

**Research Project - Level 9**

*Prerequisite:* MUS 743

To complete this course students must enrol first in MUS 790A and then 790B

**MUS 796A** 60 Points

**MUS 796B** 60 Points

**Thesis - Level 9**

To complete this course students must enrol first in MUS 796A and then 796B

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## Pacific Studies

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### Stage I

**PACIFIC 100** 15 Points

**PACIFIC 100G** 15 Points

**Te Moana-nui-a-Kiwa/Pacific Worlds**

Introduces students to Pacific Studies and the worlds of Te Moana-nui-ā-Kiwa (The Pacific). Through the study of taonga or cultural treasures drawn from specific cultures and societies, insights into Indigenous Pacific knowledges and practices are developed. Spanning deep history and the contemporary moment, this course provides a critical understanding of change in the Pacific over time and space.

**PACIFIC 105** 15 Points

**The Contemporary Pacific**

Explores the ways in which Pacific peoples frame their contemporary world in the context of globalisation. It also examines factors which shape contemporary Pacific life and popular culture as well as some of the challenges emanating from how Pacific peoples construct and make sense of their own and others' historical, political, socio-cultural, economic and religious worlds.

**PACIFIC 110** 15 Points

**Pacific Embodied Practices**

Practical and theoretical introduction to performing cultures of the Pacific with emphasis on Polynesian cultures. Basic music and dance skills are taught in practical instruction. Consideration of commonalities and differences among Pacific cultures. Academic discussion of styles, instruments, performer categories and the place of the performing arts in Pacific cultures.

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### Stage II

**PACIFIC 200** 15 Points

**Theorising Pacific Studies**

Broadens and deepens knowledge of the Pacific and fosters critical understandings of how that knowledge is created. Focuses on Pacific approaches as they theorise Pacific Studies alongside other allied disciplines, identifies the influence of Pacific thinkers and refines thinking via the critical analysis of key debates.

*Prerequisite:* PACIFIC 100 or 45 points in BGlobalSt courses

**PACIFIC 205** 15 Points

**Pacific Innovation and Sustainability**

Examines innovation and sustainability of Pacific Peoples in the Pacific and within the Pacific communities of Aotearoa. Explores the adaptability and innovation of Pacific peoples to create sustainable communities that embody both traditional cultural values and identities, and are also

focused on future development, opportunity, mobility, and communal success.

*Prerequisite:* 30 points passed

*Restriction:* PACIFIC 305

**PACIFIC 206** **15 Points**  
**Pacific Youth: Contemporary Realities in the Pacific Region**

Addresses critical contemporary issues for youth in the Pacific region with a particular emphasis on Aotearoa. Throughout this course, issues around health and wellbeing, identities (ethnic, spiritual, gender), education, climate change, artistic expressions, resilience, youth engagement and risk taking behaviours will be examined, and the impacts these have upon Pacific young peoples, their families and their communities will be explored.

*Prerequisite:* 30 points passed

*Restriction:* PACIFIC 306

**PACIFIC 207** **15 Points**  
**Topics in Pacific Arts**

Surveys traditional Pacific art forms focusing on aesthetics, function and adaptation. Considers their histories, significance and sociocultural functioning within contemporary Pacific diasporas. Art forms covered as part of a changing global Pacific include body adornment, bilum (string bag), tatau (tattoo), tapa (barkcloth) and weaponry. Issues discussed include gender, power, ritual and the impact of new technologies on notions of tradition.

*Prerequisite:* 30 points passed

*Restriction:* PACIFIC 308

**PACIFIC 208** **15 Points**  
**Gender and the Pacific in a Globalising World**

Gender affects the way identity, culture and wellbeing is experienced and navigated in the Pacific. Moreover, these processes are complicated by emerging cosmopolitanisms that impact gendered bodies, cultures, institutions, nations and states. This course examines the intersections of race, sex, biology, ableism, colonialism, nationality, politics and social movements in our constructions/understanding of gender in a Pacific and global context.

*Prerequisite:* 30 points passed

*Restriction:* PACIFIC 307

**PACIFIC 209** **15 Points**  
**Pacific Leadership: Navigators of Change**

Pacific leadership has had profound effects on Pacific peoples, playing critical roles in how Pacific societies have responded to the forces of colonisation, Christianity and capitalism. The course will examine Pacific traditional leadership and contemporary leadership in areas such as politics, academia, education, the arts, sports and health, analysing changes and developments.

*Prerequisite:* 15 points from PACIFIC 100, 105, 110, or 15 points at Stage 1 in Education, Anthropology, History, or approval of Head of School or nominee

*Restriction:* PACIFIC 309

**PACIFIC 210** **15 Points**  
**Pacific Embodied Practices 2**

Instruction in the intermediate music and dance forms of specific Pacific nations. Practical focus on acquisition of fundamental music and dance skills, for example songs, commands, gestures, posture, costumes, discussion of styles, instruments, performer categories and the place of the performing arts in the identified Pacific cultures.

Two-four music and dance items will normally be taught during the semester.

*Prerequisite:* PACIFIC 110 or 30 points in Transnational Cultures and Creative Practice

**PACIFIC 211** **15 Points**  
**Polynesian Warriors: Sport and Pacific Cultures**

Sport has profoundly impacted Pacific peoples and cultures, playing critical roles in colonialism and education in the past, to migration and commercialisation in the present. Sport has changed Pacific cultures and been changed by Pacific cultures. Pacific cultural encounters with globalisation, race, capitalism, migration and public discourse will be explored through the experience of sport.

*Prerequisite:* 30 points passed

*Restriction:* PACIFIC 311

**PACIFIC 212** **15 Points**  
**Pacific Indigenous Literatures and Knowledges**

Studies Pacific genres of oral literature in English translation. Genres include oratory, poetry, tales of creation, folk tales, and proverbs and sayings.

*Prerequisite:* 30 points passed

*Restriction:* PACIFIC 312

**PACIFIC 213** **15 Points**  
**Pacific Wellbeing: Empowering Dimensions**

Examines empowering notions of Pacific wellbeing for Pacific individuals, families and communities. Students explore definitions of Pacific wellbeing and the cultural concepts, models, practices and worldviews that have enhanced the overall positive wellbeing experiences of Pacific peoples across the Pacific region.

*Prerequisite:* 30 points passed

*Restriction:* PACIFIC 313

**PACIFIC 214** **15 Points**  
**Pacific History: New Zealand in the Pacific from 1900**

Explores the historical relationship between New Zealand and the Pacific from 1900 onwards. Traces the central importance of New Zealand in the history of the Pacific from the rise of New Zealand's colonial empire, through the world wars, and towards the movement for decolonisation. Examines the continually evolving place of New Zealand as a nation in the Pacific Ocean.

*Prerequisite:* 15 points at Stage 1 in Pacific Studies or History and 30 points passed

*Restriction:* PACIFIC 314

**PACIFIC 215** **15 Points**  
**Special Topic**

*Prerequisite:* 30 points passed

*Restriction:* PACIFIC 315

**PACIFIC 216** **15 Points**  
**Special Topic**

*Prerequisite:* 30 points passed

*Restriction:* PACIFIC 316

**PACIFIC 217** **15 Points**  
**Pacific Language Studies: Issues and Resolutions**

Explores and researches Pacific language issues relating to language and identity, language and cultures and worldviews, language endangerment and language maintenance, Pacific language orthographies, Pacific language translation, and Pacific language teaching and learning.

*Prerequisite:* 15 points at Stage 1 in Pacific Studies, and 30 points passed

*Restriction:* PACIFIC 317

**Stage III****PACIFIC 300 15 Points****NZ-Born Pacific Identities**

Explores the complex issues of growing up as NZ-born persons of Pacific descent. Examines how their dual or multiple identities affect and interact with their behaviours, priorities, social relationships and their concept of self. The course will use a cross-cultural perspective, exploring ethnic identities of other minorities. The concept of inter-generational ethnic identity will also be considered.

*Prerequisite:* 30 points at Stage II in Pacific Studies

**PACIFIC 304 15 Points****Advanced Pacific Studies**

This is the 'capstone' course for the Pacific Studies major. It is particularly engaged with the theory and methods of Pacific Studies. Different modes of presenting Pacific Studies work, and their relevance for real world applications - from policy papers and briefings to NGO reports - are also explored. The central feature of the course is the large project to be completed by each student, which will combine knowledge taught in this course with original research.

*Prerequisite:* PACIFIC 200 and a minimum B- average at Stage II in Pacific Studies

**PACIFIC 305 15 Points****Pacific Innovation and Sustainability**

Examines innovation and sustainability of Pacific Peoples in the Pacific and within the Pacific communities of Aotearoa. Explores the adaptability and innovation of Pacific peoples to create sustainable communities that embody both traditional cultural values and identities, and are also focused on future development, opportunity, mobility, and communal success.

*Prerequisite:* 30 points passed at Stage II

*Restriction:* PACIFIC 205

**PACIFIC 306 15 Points****Pacific Youth: Contemporary Realities in the Pacific Region**

Addresses critical contemporary issues for youth in the Pacific region with a particular emphasis on Aotearoa. Throughout this course, issues around health and wellbeing, identities (ethnic, spiritual, gender), education, climate change, artistic expressions, resilience, youth engagement and risk taking behaviours will be examined, and the impacts these have upon Pacific young peoples, their families and their communities will be explored.

*Prerequisite:* 30 points passed at Stage II

*Restriction:* PACIFIC 206

**PACIFIC 307 15 Points****Gender and the Pacific in a Globalising World**

Gender affects the way identity, culture and wellbeing is experienced and navigated in the Pacific. Moreover, these processes are complicated by emerging cosmopolitanisms that impact gendered bodies, cultures, institutions, nations and states. This course examines the intersections of race, sex, biology, ableism, colonialism, nationality, politics and social movements in our constructions/understanding of gender in a Pacific and global context.

*Prerequisite:* 30 points passed at Stage II

*Restriction:* PACIFIC 208

**PACIFIC 308 15 Points****Topics in Pacific Arts**

Surveys traditional Pacific art forms focusing on aesthetics, function and adaptation. Considers their histories, significance and sociocultural functioning

within contemporary Pacific diasporas. Art forms covered as part of a changing global Pacific include body adornment, bilum (string bag), tatau (tattoo), tapa (barkcloth) and weaponry. Issues discussed include gender, power, ritual and the impact of new technologies on notions of tradition.

*Prerequisite:* 30 points passed at Stage II

*Restriction:* PACIFIC 207

**PACIFIC 310 15 Points****Pacific Embodied Practices 3**

Under supervision of instructors, students plan, rehearse, publicise and present a public song and dance performance. Repertoire selection, costuming, and rehearsal skills will be taught.

*Prerequisite:* PACIFIC 210 or 30 points at Stage II in Transnational Cultures and Creative Practice

**PACIFIC 311 15 Points****Polynesian Warriors: Sport and Pacific Cultures**

Sport has profoundly impacted Pacific peoples and cultures, playing critical roles in colonialism and education in the past, to migration and commercialisation in the present. Sport has changed Pacific cultures and been changed by Pacific cultures. Pacific cultural encounters with globalisation, race, capitalism, migration and public discourse will be explored through the experience of sport.

*Prerequisite:* 30 points passed at Stage II

*Restriction:* PACIFIC 211

**PACIFIC 312 15 Points****Pacific Indigenous Literatures and Knowledges**

Studies Pacific genres of oral literature in English translation. Genres include oratory, poetry, tales of creation, folk tales, and proverbs and sayings.

*Prerequisite:* 30 points passed at Stage II

*Restriction:* PACIFIC 212

**PACIFIC 313 15 Points****Pacific Wellbeing: Empowering Dimensions**

Examines empowering notions of Pacific wellbeing for Pacific individuals, families and communities. Students explore definitions of Pacific wellbeing and the cultural concepts, models, practices and worldviews that have enhanced the overall positive wellbeing experiences of Pacific peoples across the Pacific region.

*Prerequisite:* 30 points passed at Stage II

*Restriction:* PACIFIC 213

**PACIFIC 314 15 Points****Pacific History: New Zealand in the Pacific from 1900**

Explores the historical relationship between New Zealand and the Pacific from 1900 onwards. Traces the central importance of New Zealand in the history of the Pacific from the rise of New Zealand's colonial empire, through the world wars, and towards the movement for decolonisation. Examines the continually evolving place of New Zealand as a nation in the Pacific Ocean.

*Prerequisite:* 15 points at Stage II in Pacific Studies or History and 30 points passed

*Restriction:* PACIFIC 214

**PACIFIC 315 15 Points****Special Topic**

*Prerequisite:* 30 points passed at Stage II

*Restriction:* PACIFIC 215

**PACIFIC 316 15 Points****Special Topic**

*Prerequisite:* 30 points passed at Stage II

*Restriction:* PACIFIC 216

**PACIFIC 317 15 Points****Pacific Language Studies: Issues and Resolutions**

Explores and researches Pacific language issues relating to language and identity, language and cultures and worldviews, language endangerment and language maintenance, Pacific language orthographies, Pacific language translation, and Pacific language teaching and learning.

*Prerequisite:* 15 points at Stage II in Pacific Studies, and 60 points passed

*Restriction:* PACIFIC 217

**Postgraduate 700 Level Courses****PACIFIC 700 30 Points****The Pacific: Interdisciplinary Studies**

An examination of the ways in which the Pacific has been and is studied in the humanities and social sciences; an analysis and evaluation of views and perspectives on the development of the region and its peoples.

**PACIFIC 701 30 Points****Pacific Language Studies**

Students will research topics such as the historical origins of Pacific languages, their linguistic structure, orthographies, speech levels, sociolinguistic situation in Aotearoa including language shift, loss and maintenance, bilingualism and biliteracy, and the relationship between language, culture and identity.

**PACIFIC 705 30 Points****Special Topic****PACIFIC 707 30 Points****Special Topic****PACIFIC 708 30 Points****PACIFIC 708A 15 Points****PACIFIC 708B 15 Points****Special Study**

An approved research topic.

*To complete this course students must enrol in PACIFIC 708 A and B, or PACIFIC 708*

**PACIFIC 710 15 Points****Special Study****PACIFIC 711 30 Points****Intervention, Prevention and Promotion of Pacific Wellbeing**

Appraises some critical issues negatively affecting Pacific wellbeing across the Pacific region. Examines both the research and systemic processes that seek to combat these adverse effects via strengths-based Pacific-focused interventions and prevention strategies, as well as other approaches that promote positive aspects of Pacific wellbeing.

**PACIFIC 712 30 Points****Pacific Indigenous Thought**

Explores the relevance and use of Pacific Indigenous ideas and ways of knowing to understand place, position, and responsibility. Examines how Pacific peoples conceive of themselves in relation and considers forces influencing how they think, and what they think, about themselves, their roles, and their connections and obligations across the Pacific region.

**PACIFIC 713 15 Points****Special Topic: Teu le va and Pacific Research**

Explores 'teu le va,' and how it is theorised and practised

in diverse research settings. Focuses on its inception as an indigenous cultural reference and a Pacific research paradigm used by Pacific researchers and Government ministries. Provides knowledge, practical discussion and applications of 'teu le va' in the framing of Pacific models, methodologies, relational ethics, methods, and research design.

**PACIFIC 714 30 Points****Pacific Research Methodologies and Practices**

Analyses critical approaches to Pacific research development and evaluation of research design in Pacific Studies. Focuses on analytical engagement with a range of Pacific methodologies and methods in Pacific research. Includes application of theory to research questions and development of proposals for research that draw on Pacific world views and form a basis for robust, innovative and significant research contributions.

*Restriction:* PACIFIC 702, 709

**PACIFIC 715 30 Points****The Global Pacific**

An interdisciplinary approach to understanding contemporary challenges for Pacific societies, incorporating anthropological, sociological, historical, and Pacific/Indigenous Studies sources. Examines contemporary challenges and potential futures of the Pacific through a focus on the key themes of colonial legacies, globalisation, and transnationalism; the movement of people and commodities; articulations of popular culture and practice; and sovereignty, power, and movements toward indigenous resurgence.

*Restriction:* PACIFIC 704

**PACIFIC 716 15 Points****The Pacific: Interdisciplinary Studies**

Examines Pacific Studies as an (inter)discipline, its constituent parts, its intellectual and institutional genealogies, as well as its diversities and its challenges.

*Restriction:* PACIFIC 700

**PACIFIC 717 15 Points****Pacific Policies, Pacific Peoples**

Taking a transdisciplinary approach informed by Pacific scholarship, this course will critically analyse the production of policies that impact Pacific people in Aotearoa New Zealand and in the Pacific.

*Restriction:* PACIFIC 718

**PACIFIC 718 30 Points****Pacific Policies, Pacific Peoples**

Taking a transdisciplinary approach informed by Pacific scholarship, this course will critically analyse the production of policies that impact Pacific people in Aotearoa New Zealand and in the Pacific.

*Restriction:* PACIFIC 717

**PACIFIC 785 30 Points****PACIFIC 785A 15 Points****PACIFIC 785B 15 Points****Research Project - Level 9**

*To complete this course students must enrol in PACIFIC 785 A and B, or PACIFIC 785*

**PACIFIC 792 45 Points****PACIFIC 792A 22.5 Points****PACIFIC 792B 22.5 Points****Dissertation - Level 9**

*To complete this course students must enrol in PACIFIC 792 A and B, or PACIFIC 792*

<b>PACIFIC 793</b>	<b>60 Points</b>
<b>PACIFIC 793A</b>	<b>30 Points</b>
<b>PACIFIC 793B</b>	<b>30 Points</b>
<b>Dissertation - Level 9</b>	
<i>To complete this course students must enrol in PACIFIC 793 A and B, or PACIFIC 793</i>	
<b>PACIFIC 796A</b>	<b>60 Points</b>
<b>PACIFIC 796B</b>	<b>60 Points</b>
<b>Thesis - Level 9</b>	
<i>To complete this course students must enrol in PACIFIC 796 A and B</i>	
<b>PACIFIC 797A</b>	<b>60 Points</b>
<b>PACIFIC 797B</b>	<b>60 Points</b>
<b>Research Portfolio - Level 9</b>	
<i>To complete this course students must enrol in PACIFIC 797 A and B</i>	

## Philosophy

### Stage I

<b>PHIL 100</b>	<b>15 Points</b>
<b>Mind, Knowledge, and Reality</b>	
Metaphysics deals with fundamental problems about the nature of the world and human beings, for example, questions about the existence of God, the nature of time, the relationship between mind and body and the nature of identity and the self. The theory of knowledge studies the sources, limits and justification of human knowledge and understanding as distinct from opinion or belief.	
<b>PHIL 101</b>	<b>15 Points</b>
<b>Introduction to Logic</b>	
Logic is the study of argument. This course aims to provide an understanding of central logical notions, such as consistency and inconsistency, logical truth, and, most importantly, what it means for an argument to be valid or invalid, sound or unsound. The course examines two main logical systems, propositional and predicate logic, and shows how these formal systems are used to analyse and evaluate arguments.	
<b>PHIL 104</b>	<b>15 Points</b>
<b>Ethics and Justice</b>	
How should we live? And how do we live well together? This course examines practical questions of ethics and justice at the personal, professional, social and global levels. The course reflects on these topics in the light of philosophical theories about justice, liberty, rights, and different approaches to ethics that emphasise roles, rules, virtues and consequences.	
<b>PHIL 105</b>	<b>15 Points</b>
<b>PHIL 105G</b>	<b>15 Points</b>
<b>Critical Thinking</b>	
An introduction to reasoning, argument, and explanation that emphasises the development of practical skills and their use in everyday life. The course introduces different forms of reasoning and explains techniques to evaluate them. It will enable students to distinguish good arguments and explanations from bad ones, to explain the difference, and thereby to improve critical thinking abilities.	

### Stage II

<b>PHIL 200</b>	<b>15 Points</b>
<b>Philosophy of Mind</b>	
There are many philosophical problems concerning mental lives (in particular, human mental lives), how they are constituted, and what makes them possible – problems which have generated a vast literature and diverse important philosophical theories. Theories introduced and critically examined will include dualisms, but will mainly comprise forms of physicalism such as philosophical behaviourism, the identity theory and especially functionalist theories.	
<i>Prerequisite: 30 points in Philosophy or 60 points</i>	
<i>Restriction: PHIL 320</i>	
<b>PHIL 204</b>	<b>15 Points</b>
<b>Greek Philosophy</b>	
An introduction to some of the important figures in ancient philosophy and the issues with which they were concerned. The work of the Presocratics, Plato, and Aristotle will be explored, with a detailed discussion of the philosophical system of either Plato or Aristotle and its importance in the history of philosophy.	
<i>Prerequisite: 60 points from BA courses at Stage I</i>	
<b>PHIL 206</b>	<b>15 Points</b>
<b>Language, Truth and Meaning</b>	
Explores how language is used to communicate ideas. Topics may include: the nature of meaning, how words can convey meaning, how word meaning combines to create sentential meaning, how we communicate better by not saying what we mean, how we repair and reconstrue utterances to extract meaning, how truth is related to meaning, how slurs work.	
<i>Prerequisite: 30 points in Philosophy</i>	
<i>Restriction: PHIL 306</i>	
<b>PHIL 207</b>	<b>15 Points</b>
<b>Philosophy and Religion</b>	
Examines the relationship between philosophy and religion from the perspective of different philosophical and religious traditions. Topics include: the nature of ultimate reality, arguments for and against the existence of God or gods, competing philosophical and religious accounts of life after death, religious pluralism and diversity.	
<i>Prerequisite: 30 points in Philosophy</i>	
<i>Restriction: PHIL 327</i>	
<b>PHIL 209</b>	<b>15 Points</b>
<b>19th-Century European Philosophy</b>	
Examines key figures in nineteenth-century European philosophy, including Arthur Schopenhauer, Friedrich Nietzsche, Søren Kierkegaard, and Karl Marx. Considers alternative reactions to the human condition, either by minimising suffering and seeking tranquillity, by embracing the pain that life contains and continuing to struggle for greatness, by aiming to experience one's true individuality, or by working to establish a non-exploitative social community.	
<i>Prerequisite: 30 points in Philosophy or EUROPEAN 100 and 15 points in Philosophy</i>	
<i>Restriction: PHIL 329</i>	
<b>PHIL 216</b>	<b>15 Points</b>
<b>Modal Logic</b>	
An introduction to modal logic, which is a variation of the system of predicate logic studied in PHIL 101. Modal logic is well-suited for studying philosophically important concepts such as necessity, time, knowledge, vagueness, action and obligation. It is also used in computer science for	

studying the behaviour of programs and is recommended as preparation for studying logic at Stage III.

*Prerequisite: PHIL 101*

**PHIL 218 15 Points**  
**Problems in Epistemology**

Epistemology is the study of knowledge, rationality, belief and related topics. This course will give an overview of epistemology but will focus on three main issues: foundationalism versus coherentism, internalism versus externalism and replies to scepticism.

*Prerequisite: 30 points in Philosophy*

*Restriction: PHIL 338*

**PHIL 222 15 Points**  
**Intermediate Logic**

Natural deduction for propositional and predicate logic; introductory metalogic and related topics in formal logic.

*Prerequisite: PHIL 101*

*Restriction: PHIL 201*

**PHIL 225 15 Points**  
**Power, Critique and Emancipation**

What is power? When are relations of power are legitimate and illegitimate? How is power structured in the modern world? How can illegitimate structures of power can be resisted and reordered to promote justice and human flourishing? This course examines and analyses cultural, economic, political and epistemic structures of power, including gender, race, and class.

*Prerequisite: 30 points in Philosophy or 60 points passed*

*Restriction: PHIL 345*

**PHIL 226 15 Points**  
**Special Topic**

*Prerequisite: 30 points in Philosophy*

**PHIL 228 15 Points**  
**Special Topic: Political Philosophy: Resistance and Reconciliation**

Explores philosophical concepts arising from and enacted within resistance movements and processes of reconciliation in Aotearoa New Zealand, wider Moana-Oceania and the world.

*Prerequisite: 30 points in Philosophy at Stage I or 60 points at Stage I*

*Restriction: PHIL 308*

**PHIL 231 15 Points**  
**Indigenous Philosophy**

An exploration of concepts and ideas from a range of Indigenous philosophies, critically examining these with a view to understanding their theoretical underpinnings, conceptual migrations, and contemporary significance in both local and global contexts.

*Prerequisite: 30 points at Stage I in Philosophy or 60 points passed*

*Restriction: PHIL 331*

**PHIL 250 15 Points**  
**Philosophy and the Environment**

Philosophical questions relating to the environment and our use of it, such as the following: Do we have obligations to future generations, especially concerning preservation of the environment? What are our moral and epistemic responsibilities regarding climate change and other environmental issues? Does nature have intrinsic value? Is it better to live in a natural world or a virtual world.

*Prerequisite: 30 points in Philosophy or 60 points*

*Restriction: PHIL 351*

**PHIL 260 15 Points**

**Philosophy of Science**

Addresses philosophical questions about science, such as: What distinguishes science from pseudoscience? How is scientific knowledge generated and structured? Should we believe scientific claims about things we cannot directly observe? Do scientific theories give us true accounts of the world? Examines philosophical accounts of science and cases from historical and contemporary scientific research. A background in science is not expected.

*Prerequisite: 30 points in Philosophy or 60 points*

*Restriction: PHIL 360*

**PHIL 261 15 Points**  
**Metaphysical Structures of the World**

Metaphysics attempts to give a quite general picture of the nature and structure of the world, and particularly investigates philosophical problems which thereby arise. Science, common sense, religions and cultures all presuppose metaphysical worldviews. Traditional metaphysical problems concern laws, causation, time, space, substance, identity, attributes and universals, free will, reality, existence etc. Course topics will be selected from such traditional problems.

*Prerequisite: 30 points in Philosophy or 60 points*

*Restriction: PHIL 361*

**PHIL 263 15 Points**  
**Philosophy of Biology**

Examines philosophical and conceptual issues in the life sciences. Topics may include the units and levels of selection, adaptationism, the evolution of altruism, biology and ethics, sociobiology and evolutionary psychology, cultural evolution, evolution versus creationism, and the origin and nature of life.

*Prerequisite: 30 points in Philosophy or 60 points*

*Restriction: PHIL 363*

**PHIL 268 15 Points**  
**Ethical Theory**

Philosophical study of moral theory, in both normative ethics and meta-ethics. Topics covered may include: accounts of well-being such as hedonism, preference theory, and objectivism; theories of right action such as consequentialism and contractualism; the demandingness of morality; the role of intuitions in moral theory; and the status and justification of moral theories.

*Prerequisite: 30 points at Stage I in Philosophy or any 60 points passed from the BA or 30 points in Global Politics and Human Rights*

*Restriction: PHIL 368*

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**Stage III**

**PHIL 300 15 Points**  
**Directed Study**

A directed reading and individual study course on a selected philosophical topic offered in exceptional circumstances, with the agreement and under the supervision of appropriate staff.

*Prerequisite: B+ average or higher at Stage III in Philosophy and Academic Head approval*

**PHIL 302 15 Points**  
**Medieval Philosophy**

A detailed introduction to either the work of a leading medieval philosopher, for example Augustine, Abaelard, Scotus or Ockham, or to one or more of the topics which were of interest to medieval philosophers. The course aims to show how understanding medieval philosophy is

essential for the history of Christian thought and philosophy up to modern times.

*Prerequisite:* 30 points at Stage II in Philosophy, or EUROPEAN 100 and 15 points at Stage II in Philosophy

**PHIL 306 15 Points**  
**Language, Truth and Meaning**

Explores how language is used to communicate ideas. Topics may include: the nature of meaning, how words can convey meaning, how word meaning combines to create sentential meaning, how we communicate better by not saying what we mean, how we repair and reconstrue utterances to extract meaning, how truth is related to meaning, how slurs work.

*Prerequisite:* 30 points in Philosophy at Stage II  
*Restriction:* PHIL 206

**PHIL 307 15 Points**  
**Special Topic**

*Prerequisite:* 30 points at Stage II in Philosophy

**PHIL 308 15 Points**  
**Special Topic: Political Philosophy: Resistance and Reconciliation**

Explores philosophical concepts arising from and enacted within resistance movements and processes of reconciliation in Aotearoa New Zealand, wider Moana-Oceania and the world.

*Prerequisite:* 30 points in Philosophy at Stage II or 60 points at Stage II  
*Restriction:* PHIL 228

**PHIL 315 15 Points**  
**Topics in Applied Logic**

A selection of topics in applied logic such as: modal logic (the logic of necessity and possibility), temporal logic (the logic of time), dynamic logic (the logic of change), and epistemic logic (the logic of knowledge and belief, including the logic of belief revision).

*Prerequisite:* 15 points from PHIL 222, 216 or 266

**PHIL 320 15 Points**  
**Philosophy of Mind**

There are many philosophical problems concerning mental lives (in particular, human mental lives), how they are constituted, and what makes them possible – problems which have generated a vast literature and diverse important philosophical theories. Theories introduced and critically examined will include dualisms, but will mainly comprise forms of physicalism such as philosophical behaviourism, the identity theory and especially functionalist theories.

*Prerequisite:* 30 points at Stage II in Philosophy or PHIL 260 and SCIGEN 201

*Restriction:* PHIL 200

**PHIL 323 15 Points**  
**Philosophy of Logic**

An introduction to philosophical logic, covering topics such as: paradoxes, non-classical logic, language and logic, conditionals. Emphasis is put on a back and forth dialogue between the methodologies of logic and philosophy.

*Prerequisite:* PHIL 222 or 30 points at Stage II in Philosophy

**PHIL 327 15 Points**  
**Philosophy and Religion**

Examines the relationship between philosophy and religion from the perspective of different philosophical and religious traditions. Topics include: the nature of ultimate reality, arguments for and against the existence of God or gods,

competing philosophical and religious accounts of life after death, religious pluralism and diversity.

*Prerequisite:* 30 points at Stage II in Philosophy

*Restriction:* PHIL 207

**PHIL 331 15 Points**  
**Indigenous Philosophy**

An exploration of concepts and ideas from a range of Indigenous philosophies, critically examining these with a view to understanding their theoretical underpinnings, conceptual migrations, and contemporary significance in both local and global contexts.

*Prerequisite:* 30 points at Stage II in Philosophy

*Restriction:* PHIL 231

**PHIL 338 15 Points**  
**Problems in Epistemology**

Epistemology is the study of knowledge, rationality, belief and related topics. This course will give an overview of epistemology but will focus on three main issues: foundationalism versus coherentism, internalism versus externalism and replies to scepticism.

*Prerequisite:* 30 points at Stage II in Philosophy

*Restriction:* PHIL 218

**PHIL 340 15 Points**  
**Kant and Hegel**

An examination of the development of German idealism from Kant to Hegel, focusing on Kant's *Critique of Pure Reason* (1781-1787) and Hegel's *Phenomenology of Spirit* (1807).

*Prerequisite:* 30 points at Stage II in Philosophy, or EUROPEAN 100 and 15 points at Stage II in Philosophy

*Restriction:* PHIL 220

**PHIL 341 15 Points**  
**20th-Century European Philosophy**

Examines intellectual movements in twentieth-century European philosophy, including phenomenology, hermeneutics, existentialism, and poststructuralism. Discusses key figures in these movements such as Edmund Husserl, Martin Heidegger, Jean-Paul Sartre, Simone de Beauvoir, Maurice Merleau-Ponty, Hannah Arendt, Michel Foucault, and Jürgen Habermas.

*Prerequisite:* 30 points at Stage II in Philosophy, or EUROPEAN 100 and 15 points at Stage II in Philosophy

*Restriction:* PHIL 221

**PHIL 345 15 Points**  
**Power, Critique and Emancipation**

What is power? When are relations of power are legitimate and illegitimate? How is power structured in the modern world? How can illegitimate structures of power can be resisted and reordered to promote justice and human flourishing? This course examines and analyses cultural, economic, political and epistemic structures of power, including gender, race, and class.

*Prerequisite:* 30 points at Stage II in Philosophy or 60 points passed at Stage II

*Restriction:* PHIL 225

**PHIL 351 15 Points**  
**Philosophy and the Environment**

Philosophical questions relating to the environment and our use of it, such as the following: Do we have obligations to future generations, especially concerning preservation of the environment? What are our moral and epistemic responsibilities regarding climate change and other



environmental issues? Does nature have intrinsic value? Is it better to live in a natural world or a virtual world?

*Prerequisite:* 30 points at Stage II in *Global Environment and Sustainable Development or Philosophy*

*Restriction:* PHIL 260

**PHIL 360** 15 Points

### Philosophy of Science

Addresses philosophical questions about science, such as: What distinguishes science from pseudoscience? How is scientific knowledge generated and structured? Should we believe scientific claims about things we cannot directly observe? Do scientific theories give us true accounts of the world? Examines philosophical accounts of science and cases from historical and contemporary scientific research. A background in science is not expected.

*Prerequisite:* 30 points at Stage II in *Philosophy*

*Restriction:* PHIL 260

**PHIL 361** 15 Points

### Metaphysical Structures of the World

Metaphysics attempts to give a quite general picture of the nature and structure of the world, and particularly investigates philosophical problems which thereby arise. Science, common sense, religions and cultures all presuppose metaphysical worldviews. Traditional metaphysical problems concern laws, causation, time, space, substance, identity, attributes and universals, free will, reality, existence etc. Course topics will be selected from such traditional problems.

*Prerequisite:* 30 points at Stage II in *Philosophy or PHIL 260 and SCIGEN 201*

*Restriction:* PHIL 261

**PHIL 363** 15 Points

### Philosophy of Biology

Examines philosophical and conceptual issues in the life sciences. Topics may include the units and levels of selection, adaptationism, the evolution of altruism, biology and ethics, sociobiology and evolutionary psychology, cultural evolution, evolution versus creationism, and the origin and nature of life.

*Prerequisite:* 30 points at Stage II in *Philosophy or PHIL 260 and SCIGEN 201*

*Restriction:* PHIL 263

**PHIL 368** 15 Points

### Ethical Theory

Philosophical study of moral theory, in both normative ethics and meta-ethics. Topics covered may include: accounts of well-being such as hedonism, preference theory, and objectivism; theories of right action such as consequentialism and contractualism; the demandingness of morality; the role of intuitions in moral theory; and the status and justification of moral theories.

*Prerequisite:* 30 points at Stage II in *Global Politics and Human Rights or Philosophy or PHIL 250 or POLITICS 209*

*Restriction:* PHIL 268

## Postgraduate 700 Level Courses

**PHIL 701** 30 Points

### Philosophy for Children – Theory and Practice

Provides a thorough practical grounding in facilitation of philosophical communities of inquiry, and in the construction of materials to stimulate philosophical inquiry. The educational theory and international research on cognitive and social outcomes of Philosophy for Children are explored. A selection of topics in philosophy will be

studied at a level appropriate for advanced Education students encountering philosophy for the first time.

*Prerequisite:* Diploma in Teaching (Primary or Secondary), or equivalent

**PHIL 720** 30 Points

**PHIL 720A** 15 Points

**PHIL 720B** 15 Points

### Special Studies

Directed study on a topic or topics approved by the Academic Head or nominee.

*To complete this course students must enrol in PHIL 720 A and B, or PHIL 720*

**PHIL 722** 30 Points

### Special Topic

**PHIL 723** 30 Points

### Special Topic

**PHIL 724** 30 Points

### Special Topic

**PHIL 726** 15 Points

### Ethics 1

Discussion of selected topics in Ethics.

**PHIL 727** 15 Points

### Ethics 2

Discussion of selected topics in Ethics.

**PHIL 728** 15 Points

### Political Philosophy 1

Discussion of selected topics in political philosophy.

**PHIL 729** 15 Points

### Political Philosophy 2

Discussion of selected topics in political philosophy.

**PHIL 731** 15 Points

### Philosophy of the Arts 1

Discussion of selected topics in philosophy of the arts.

**PHIL 732** 15 Points

### Philosophy of the Arts 2

Discussion of selected topics in philosophy of the arts.

**PHIL 736** 15 Points

### Logic 1

Discussion of selected topics in logic.

**PHIL 737** 15 Points

### Logic 2

Discussion of selected topics in logic.

**PHIL 738** 15 Points

### Philosophical Logic

Discussion of selected topics in philosophical logic.

**PHIL 739** 15 Points

### Philosophy of Language

Discussion of selected topics in philosophy of language.

**PHIL 740** 15 Points

### Metaphysics 1

Discussion of selected topics in metaphysics.

**PHIL 742** 15 Points

### Philosophy of Religion 1

Discussion of selected topics in philosophy of religion.

**PHIL 743** 15 Points

### Philosophy of Religion 2

Discussion of selected topics in philosophy of religion.

<b>PHIL 744</b> <b>Philosophy of Religion 3</b> Discussion of selected topics in philosophy of religion.	<b>15 Points</b>	<b>PHIL 771</b> <b>Special Studies: Honours</b> Directed study on a topic or topics approved by the Academic Head or nominee.	<b>15 Points</b>
<b>PHIL 745</b> <b>Philosophy of Mind 1</b> Discussion of selected topics in philosophy of mind.	<b>15 Points</b>	<b>PHIL 772</b> <b>Special Studies: Honours</b> Directed study on a topic or topics approved by the Academic Head or nominee.	<b>15 Points</b>
<b>PHIL 746</b> <b>Philosophy of Mind 2</b> Discussion of selected topics in philosophy of mind.	<b>15 Points</b>	<b>PHIL 774</b> <b>Special Studies: Master's</b> Directed study on a topic or topics approved by the Academic Head or nominee.	<b>15 Points</b>
<b>PHIL 749</b> <b>Philosophy of Science 1</b> Discussion of selected topics in philosophy of science.	<b>15 Points</b>	<b>PHIL 775</b> <b>Special Studies: Master's</b> Directed study on a topic or topics approved by the Academic Head or nominee.	<b>15 Points</b>
<b>PHIL 750</b> <b>Philosophy of Science 2</b> Discussion of selected topics in philosophy of science.	<b>15 Points</b>	<b>PHIL 776</b> <b>Special Studies: Master's</b> Directed study on a topic or topics approved by the Academic Head or nominee.	<b>15 Points</b>
<b>PHIL 752</b> <b>Ancient/Medieval Philosophy 1</b> Discussion of selected topics in ancient and medieval philosophy.	<b>15 Points</b>	<b>PHIL 782</b> <b>Research Project - Level 9</b> <i>To complete this course students must enrol in PHIL 782 A and B, or PHIL 782</i>	<b>30 Points</b>
<b>PHIL 753</b> <b>Ancient/Medieval Philosophy 2</b> Discussion of selected topics in ancient and medieval philosophy.	<b>15 Points</b>	<b>PHIL 782A</b>	<b>15 Points</b>
<b>PHIL 757</b> <b>European Continental Philosophy 1</b> Discussion of selected topics in European continental philosophy.	<b>15 Points</b>	<b>PHIL 782B</b>	<b>15 Points</b>
<b>PHIL 758</b> <b>European Continental Philosophy 2</b> Discussion of selected topics in European continental philosophy.	<b>15 Points</b>	<b>PHIL 792</b>	<b>45 Points</b>
<b>PHIL 759</b> <b>European Continental Philosophy 3</b> Discussion of selected topics in European continental philosophy.	<b>15 Points</b>	<b>PHIL 792A</b>	<b>22.5 Points</b>
<b>PHIL 765</b> <b>Special Topic: Indigenous Political Philosophies</b> An exploration of contemporary Indigenous moral and political philosophies from around the world. These may include philosophical traditions and methods of inquiry from Aotearoa New Zealand, Moana-Oceania, Africa, North America, Latin America, South-East Asia and others. Alongside exploring these philosophical traditions together, we will also consider contemporary issues in metaphilosophy and intercultural engagement.	<b>15 Points</b>	<b>PHIL 792B</b>	<b>22.5 Points</b>
<b>PHIL 768</b> <b>Special Studies</b> Directed study on a topic or topics approved by the Academic Head or nominee.	<b>15 Points</b>	<b>Dissertation - Level 9</b> <i>To complete this course students must enrol in PHIL 792 A and B, or PHIL 792</i>	
<b>PHIL 769</b> <b>Special Studies</b> Directed study on a topic or topics approved by the Academic Head or nominee.	<b>15 Points</b>	<b>PHIL 793</b>	<b>60 Points</b>
<b>PHIL 770</b> <b>Special Studies: Honours</b> Directed study on a topic or topics approved by the Academic Head or nominee.	<b>15 Points</b>	<b>PHIL 793A</b>	<b>30 Points</b>
		<b>PHIL 793B</b>	<b>30 Points</b>
		<b>Dissertation - Level 9</b> <i>To complete this course students must enrol in PHIL 793 A and B, or PHIL 793</i>	
		<b>PHIL 796A</b>	<b>60 Points</b>
		<b>PHIL 796B</b>	<b>60 Points</b>
		<b>Thesis - Level 9</b> <i>To complete this course students must enrol in PHIL 796 A and B</i>	
		<b>PHIL 797A</b>	<b>60 Points</b>
		<b>PHIL 797B</b>	<b>60 Points</b>
		<b>Research Portfolio - Level 9</b> <i>To complete this course students must enrol in PHIL 797 A and B</i>	
<hr/> <b>Physical Education</b> <hr/>			
<b>Stage I</b>			
		<b>PHYSED 101</b> <b>Games and Sport Education</b> Develops knowledge and appreciation of various game forms. Analyses game structures and processes. Develops performance competency in games through experiential learning. Explores and analyses potentially positive and negative outcomes of participating in games and sport. <i>Restriction: EDCURRIC 231, EDPROF 344</i>	<b>15 Points</b>

**PHYSED 102****15 Points****Alternative Sport and Play**

Develops understanding of alternative sport and games young people play in Aotearoa New Zealand and internationally. Explores a range of non-traditional and non-competitive physical activities. Reflects on the socio-cultural dimensions of these types of physical activities, including an examination of how alternative sport enables young people to learn, play, communicate, create, express themselves, and belong.

*Restriction: EDCURRIC 232*

**PHYSED 104****15 Points****Aquatics and Water Safety**

Studies aquatic activity with an emphasis on the practical competencies that underpin safe and engaging recreation in Aotearoa New Zealand. Includes drowning prevention promotion and water safety education with particular reference to high-risk activities and at-risk groups, including children and youth. Demonstrate responsibility in aquatic environments including developing a range of aquatic skills, identifying hazards, and care for aquatic environments.

*Restriction: EDCURRIC 130, 232*

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**Politics and International Relations**


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**Stage I****POLITICS 106****15 Points****Global Politics**

An introduction to the study of international relations. The focus is on how international organisations, states and non-state actors raise and address global challenges such as security and human insecurity, humanitarian intervention, global trade and finance, development and poverty, environmental degradation, warfare, and respect for human rights. The course is informed by and introduces a range of international relations theories.

**POLITICS 107****15 Points****New Zealand Politics**

An introduction to understanding who governs New Zealand and in whose interests. Topics include national identity, institutions of government, leadership, voting and elections, the place of Māori within the political system, parties and political participation. The course draws on current research in NZ politics and provides knowledge that can be applied to a variety of careers, including law, business and public service.

**POLITICS 109****15 Points****Foundations of Western Politics and Law**

An examination, via the works of selected major European thinkers from Ancient Greece to nineteenth-century Britain, of ideas central to the western tradition of political thought: justice, law, liberty, power, rights, citizenship, the rights of women, and the right to resist governments. Thinkers studied include Plato, Machiavelli, Hobbes, Locke, Rousseau, Wollstonecraft, Mill and Marx.

**Stage II****POLITICS 201****15 Points****Globalisation and International Organisations**

Examines the relationship between globalisation and international relations. Investigates recent developments of globalisation in view of the rise and fall of great powers, placing globalisation against the backdrop of the school of

liberalism in international relations theory, and studies the role played by international organisations.

*Prerequisite: 30 points at Stage I in Politics and International Relations or Employment Relations and Organisational Studies or POLITICS 106 and 30 points in either Global Politics and Human Rights or International Relations and Business*

*Restriction: POLITICS 348*

**POLITICS 202****15 Points****Democrats and Dictators**

Introduces the study of institutional change in non-democratic and emergent and established democratic states. Develops an understanding of democratic transition and consolidation (or a lack of them), and the breadth of institutional types in global politics.

*Prerequisite: 15 points at Stage I in Politics and International Relations, and 30 points from BA courses or 30 points in Global Studies*

**POLITICS 203****15 Points****Special Topic**

*Prerequisite: 30 points at Stage I in Politics and International Relations*

**POLITICS 207****15 Points****Media, Conflict and Peace**

Explores the role of media in cases of modern conflict, genocide, and peace processes. Through case studies, the course examines media structure, content, framing and psychological responses during times of conflict and peace-making, and how media informs audiences and either foments or quells conflict.

*Prerequisite: 30 points at Stage I in Communication, Media and Screen Studies or Politics and International Relations*

**POLITICS 209****15 Points****Modern Political Thought**

What should the state do and what should it keep out of? Focussing on key debates in modern political theory, topics will vary year from year and may include political authority and the rule of law; freedom, coercion, and manipulation; indigenous rights and the welfare state; paternalism; the ethics of war, global justice and feminism.

*Prerequisite: 15 points at Stage I in Politics and International Relations and 30 points in the BA*

**POLITICS 210****15 Points****Special Topic**

*Prerequisite: 30 points at Stage I in Politics and International Relations*

**POLITICS 211****15 Points****Politics of China**

An introduction to China's domestic politics, emphasising changes since 1978. The course explores topics such as political succession; the cadre system and political decision-making at the central, provincial, and local levels; economic development; popular religion and the state; NGOs and the non-state sector; nationalism and ethnic diversity; the role and relevance of ideological legacies; and institutional innovation and authoritarian survival.

*Prerequisite: 30 points at Stage I in Politics and International Relations, or POLITICS 106 and ASIAN 100, or CHINESE 130 and ASIAN 100*

**POLITICS 216****15 Points****Special Topic**

*Prerequisite: 30 points at Stage I in Politics and International Relations*

**POLITICS 218****15 Points****American Politics and Public Policy**

Explores American politics and policy. Analyses the US political system and its governance, including the ideas of federalism, separation of powers, checks and balances. Examines the country's development, its legal and policy-making system, the dynamics between the various actors, and the struggle for power and policy. Covers political parties, participation, interest groups, social movements, media, campaigns and elections.

*Prerequisite:* 30 points at Stage I in *Politics and International Relations*, or *POLITICS 106* and 30 points in *Global Politics and Human Rights*

*Restriction:* *POLITICS 347*

**POLITICS 222****15 Points****Public Policy: Actors, Processes and Politics**

Government policy choices determine the taxes we pay, the resources we consume and the wars we fight. This course provides an introduction to policy studies together with a conceptual tool-kit for understanding and evaluating public policies. It poses questions about the relevance of different actors and instruments in a series of important substantive policy areas: health and food, the environment, foreign relations, (un)employment, crime and the economy.

*Prerequisite:* 30 points at Stage I in *Politics and International Relations* or *Māori Studies* or *MĀORI 130*, or 30 points at Stage I in *Social Science for Public Health*, or 30 points at Stage I in *BC courses*

**POLITICS 229****15 Points****Mana Māori Motuhake / Māori Politics and Public Policy**

An introduction to Māori politics. Topics include the Treaty of Waitangi, the politicisation of identity, sovereignty and self-determination, representation, globalisation and the Māori economy, Māori development and Māori media. Some contemporary and comparative indigenous policy issues will be discussed.

*Prerequisite:* 30 points at Stage I in *Politics and International Relations* or *Māori Studies*, or any 60 points

**POLITICS 233****15 Points****Politics, Media and Public Sphere**

Critics voice disquiet about the future of journalism and political deliberation, and the lack of a unified public space where citizens can engage seriously with matters of collective concern. The course surveys the changing public sphere over time, from its early-modern emergence to the challenges of tabloid news and online fragmentation in contemporary media culture.

*Prerequisite:* 30 points at Stage I in *Politics and International Relations*, or *COMMS 100* and *MEDIA 101*, or 30 points at Stage I in *Communication*

**POLITICS 236****15 Points****Special Topic: Aotearoa New Zealand Compared**

Introducing comparative politics as a method and a subject of study, with Aotearoa serving as the primary comparative case. Analyses major features of politics and government, and engages with the key theories, concepts, methods, and debates within comparative politics. Equips students with a "comparative mindset", and challenges assumptions about Aotearoa's politics.

*Prerequisite:* 30 points at Stage I in *Politics and International Relations*

**POLITICS 254****15 Points****China and the World**

A comprehensive investigation of China's engagement with the world. Focuses on China's relations with its

neighbouring countries and other parts of the world. Examines China's involvement in international institutions such as the United Nations, the world trade system, the environment and human rights.

*Prerequisite:* 30 points at Stage I in *Politics and International Relations*, or *Asian Studies* or *History*, or *CHINESE 130* and *ASIAN 100*, or *POLITICS 106* and 30 points in *Global Politics and Human Rights*

*Restriction:* *POLITICS 354*

**POLITICS 256****15 Points****Critical Security Studies**

Investigates recent developments in the theory and practice of international security from a critical perspective. Provides an overview of the main concepts, theories, methodological approaches, and empirical objects in the field. Develops the skills and knowledge necessary to understand a core subject within International Relations.

*Prerequisite:* 30 points at Stage I in *Politics and International Relations*, or *POLITICS 106* and 30 points in *International Relations and Business*

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**Stage III****POLITICS 301****15 Points****Toleration and Censorship**

An exploration of the ideas and practical dilemmas, past and present, of toleration and intolerance, and the relationship between freedom of expression and attempts to censor and control the public communication of political, religious and moral thought.

*Prerequisite:* 30 points at Stage II in *Politics and International Relations*, or 15 points at Stage II in *Politics and International Relations* and 15 points at Stage II in *History or Philosophy*

**POLITICS 303****15 Points****War and Political Violence**

An advanced introduction to violence and war, paying particular attention to why conflicts begin, how they escalate and what can be done to build a sustainable peace. Students explore the main theories of political violence, as well as key themes such as post-conflict reconstruction, sexual violence, reconciliation, humanitarian intervention and terrorism.

*Prerequisite:* 30 points at Stage II in *Politics and International Relations* or *POLITICS 106* and 30 points at Stage II in *Global Politics and Human Rights*

**POLITICS 304****15 Points****Special Topic****POLITICS 311****15 Points****Gender and Global Politics**

Advanced investigation of feminist and gender theory as applied to key issues in International Relations. Presents feminist approaches to key contemporary issues including digital politics, women and militarism, global health, sexual violence in war, migration and population displacement, and queer politics. Students will develop a sophisticated understanding of the roles of gender in global politics.

*Prerequisite:* 30 points in *Gender Studies* or *Global Studies* or 15 points at Stage II in *Politics and International Relations*

**POLITICS 313****15 Points****Governing Planet Earth**

Environmental problems play an increasingly important role in contemporary politics. This course examines the role of ideologies and institutions in shaping environmental governance challenges from climate change and land-use

conflicts to air and water pollution. Drawing from examples in New Zealand and around the globe, topics include limits to growth, sustainable development, ecological modernisation, ecolocalism and environmental justice.

*Prerequisite:* 30 points at Stage II in Politics and International Relations, or POLITICS 106 and 30 points at Stage II in Global Environment and Sustainable Development, or 30 points at Stage II in BC courses

*Restriction:* POLITICS 205

**POLITICS 314** **15 Points**  
**Democracy in Theory and Practice**

Examines the theory and practice of democratic politics. Specific questions include how democracies try to reconcile freedom and equality, and the relations between democratic nationalism and citizenship. Practical topics include judicial review and the rule of law, referendums and the 'tyranny of the majority', and issues in political representation, including Māori representation.

*Prerequisite:* 30 points at Stage II in Politics and International Relations, or 15 points at Stage II in Politics and International Relations and 15 points at Stage II in Economics or History or Philosophy or Māori Studies or Sociology, or POLITICS 106 and 30 points at Stage II in Global Politics and Human Rights

*Restriction:* POLITICS 214

**POLITICS 315** **15 Points**  
**The Practice of Politics**

Explores the skills and knowledge needed for students to practice politics effectively, considering the range of jobs available in the political arena, the professional skills needed to succeed in political positions, lessons that can be learnt from political science literature about how to practice politics both effectively and ethically, and individual development of employability attributes.

*Prerequisite:* 30 points at Stage II in Politics and International Relations

**POLITICS 316** **15 Points**  
**Capitalism and its Critics**

An account of the main variants of capitalism, criticisms of capitalism, and some alternatives. Topics include: markets in theory and practice; the value of efficiency and capitalism's growth imperative; consumer sovereignty; alienation; unemployment; meaningful work; planned economies and market socialism; incentives and the profit motive; democracy at work; labour market regulation; inequality and poverty.

*Prerequisite:* 30 points at Stage II in Politics and International Relations, or 15 points at Stage II in Politics and International Relations and 15 points at Stage II in Philosophy, or POLITICS 106 and 30 points at Stage II in International Relations and Business

**POLITICS 320** **15 Points**  
**Social Justice**

Examines contemporary theories of justice focusing on the relationships between justice, equality and liberty. Students explore a range of topics that may include the distribution of resources both globally and domestically, and the rights of cultural minorities, gender groups, animals and future generations.

*Prerequisite:* 30 points at Stage II in Politics and International Relations or Philosophy, or POLITICS 106 and 30 points at Stage II in Global Politics and Human Rights

**POLITICS 345** **15 Points**

**Political Marketing**

Studies how and why political organisations such as political parties use business techniques and concepts.

*Prerequisite:* 30 points at Stage II in Politics and International Relations, or 30 points at Stage II in Communication, or 30 points at Stage II in Global Studies

**POLITICS 346** **15 Points**  
**Terrorism**

Terrorism is a major issue of global concern. In this course, students will learn the definition, history, causes and dynamics of terrorism. They will examine why terrorist organisations emerge, their goals and the causes of their demise. Students also examine the causes of radicalisation of individual terrorists and how governments can counter violent extremism.

*Prerequisite:* 30 points at Stage II in Politics and International Relations, or POLITICS 106 and 30 points at Stage II in Global Politics and Human Rights

**POLITICS 347** **15 Points**  
**American Politics and Public Policy**

Explores American politics and policy. Analyses the US political system and its governance, including the ideas of federalism, separation of powers, checks and balances. Examines the country's development, its legal and policy-making system, the dynamics between the various actors, and the struggle for power and policy. Covers political parties, participation, interest groups, social movements, media, campaigns and elections.

*Prerequisite:* 30 points at Stage II in Politics and International Relations, or 60 points in Global Politics and Human Rights

*Restriction:* POLITICS 218

**POLITICS 356** **15 Points**  
**Ethno-Political Violence: Hate Crimes to Genocide**

Examines the causes and prevention of ethno-political violence. Forms of violence examined include: hate crimes; ethnic and religious conflict; revolution, insurgency and civil war; mass killings and genocide. Students will become familiar with the main theories and explanations of this violence, numerous case studies and policies for their prevention.

*Prerequisite:* 30 points at Stage II in Politics and International Relations, or POLITICS 106 and 30 points at Stage II in Global Politics and Human Rights

**POLITICS 358** **15 Points**  
**Special Topic**

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**Postgraduate 700 Level Courses**

**POLITICS 701** **15 Points**  
**Research Design in Empirical Political Inquiry**

Explores a range of tools and approaches commonly used by political and other social scientists in the course of conducting empirical research. The course is designed to assist postgraduate students in Politics and International Relations, as well as cognate disciplines, in developing their own research projects.

**POLITICS 702** **15 Points**  
**Transitional Justice: From Retribution to Reconciliation**

Explores the politics of transitional justice in post-war, post-conflict, and post-colonial states. Students examine political responses to atrocity in the context of conflicting demands that include the rule of law, peace, retribution, and human rights. Specific topics include trials, truth commissions and hybrid courts, the use of amnesty and

the practice of apology, democratisation, development and reconciliation.

**POLITICS 704** **15 Points**

**Political Management in Government**

Explores how politicians and their staff use management tools to help them achieve their goals within the constraints and challenges of the governing environment. It explores the nature of government, and the potential and limitations of branding, PR, market research, public engagement, strategy, government advertising, crisis management, media management and delivery management within the political environment.

**POLITICS 706** **15 Points**

**International Relations in Asia**

A theoretical perspective based on empirical analyses that draws on Western theories to examine burgeoning perspectives from the rising East. The empirical analyses cover North Korea's nuclear crisis, territorial disputes in the South China Sea, relations across the Taiwan Strait, as well as regional trade, investment, and finance.

**POLITICS 708** **15 Points**

**Theorising International Relations**

An advanced examination of contemporary international relations theory. Students will explore key concepts, such as war, anarchy and the state, along with a range of different theoretical perspectives, from realism and liberalism through to feminism, poststructuralism and postcolonialism.

*Restriction: POLITICS 318*

**POLITICS 709** **15 Points**

**Political Extremism**

Considers the political context behind a range of forms of modern extremism, including fascism and other forms of dictatorship, genocide, the persecution of minorities, far-right white nationalism, and religious and political terrorism. Investigate cases such as the Nazi regime; Stalin's Soviet Union; the Cambodian, Indonesian and other genocides; al Qaeda; Islamic State / ISIS; and neo-Nazis so as to identify common pathways to extremism.

**POLITICS 710** **15 Points**

**The Security-Development Nexus**

The security-development nexus has become the leading paradigm for international interventions since the end of the Cold War, especially since the 11 September 2001 terrorist attacks. This course engages with the advanced theoretical, normative and operational underpinnings of the 'nexus'. The theoretical learning will then allow students to critically analyse the political economy and operational outcomes of international interventions.

**POLITICS 711** **15 Points**

**Bodies in/at War**

War is a profoundly embodied experience, but the body is often erased in the dominant accounts. This course places the body at the centre of critical thinking on war. Examines how bodies are prepared for war, how different bodies experience war, and what happens to these bodies in the aftermath of war.

**POLITICS 722** **15 Points**

**Special Topic**

**POLITICS 724** **15 Points**

**Identity and the Politics of Multiculturalism**

Explores the theoretical implications of identity politics

based on gender, race, ethnicity, sexuality. Considers the effects of these claims on liberty, justice, equal citizenship, political representation and participation. Readings cover liberalism, feminism, communitarianism and deliberative democracy.

**POLITICS 731** **15 Points**

**The Engendering of Global Conflict**

Explores feminist theory and methodology in the study of war and conflict, including feminist interventions on how to prevent war and conflict. Topics include women's roles in war and the gendering of militarism; sexual and environmental offences, race and human rights violations; colonial legacies, feminist resistance to war, and the UN's Women, Peace, and Security (WPS) Agenda.

**POLITICS 733** **15 Points**

**Special Topic**

**POLITICS 737** **15 Points**

**POLITICS 737A** **7.5 Points**

**POLITICS 737B** **7.5 Points**

**Directed Research**

Supervised research on an approved topic or topics.

*To complete this course students must enrol in POLITICS 737 A and B, or POLITICS 737*

**POLITICS 740** **15 Points**

**Revolutions, Ideas and Media**

Revolutions are politics writ large, moments when political reality and political aspirations collide and erupt in often epochal transformations. This course explores the idea, and the realities, of historical and modern revolutions as sources of insight into politics and societal change, with particular attention to the key role of 'the people', public opinion and the media.

**POLITICS 741** **15 Points**

**Ethics and Health Policy**

Considers the intersection between theory, policy, and problems in health. Topics include: defining health and its value; the role of government and markets in providing health care; allocating resources in a government health system; justice, inequalities, and health; coercion to control the spread of disease, whether caused by pathogens (e.g., pandemic influenza) or lifestyle.

**POLITICS 750** **15 Points**

**International Relations and Human Rights**

An analysis of how governments adopt and implement human rights norms, negotiate human rights treaties with other governments, interact with United Nations human rights institutions, and set up courts to try human rights violations. Includes domestic politics as they bear on international human rights issues.

**POLITICS 756** **15 Points**

**New Zealand Government**

An examination of the composition, functions and powers of New Zealand's political institutions under MMP. Analyses the extent to which factors such as political leadership, policy, electoral and parliamentary tactics, and relations between the major and minor parties contribute to a government's success.

**POLITICS 757** **15 Points**

**Comparative Public Policy**

A comparative examination of policy actors, processes and outcomes. Engaging with a range of conceptual and methodological approaches, the course considers how we

might explain and understand cross-national similarities and differences in policy-making and policy outcomes. The course focuses on the relative importance of interests, institutions and ideas at the national level, as well as international contexts and actors that facilitate diffusion and transfer of policy across countries.

**POLITICS 770** 15 Points  
**Ethnic Conflict and Civil War**

Students examine the comparative literature on civil war, mass killings and conflict prevention, and apply this scholarship to past and contemporary cases of violent conflict. In doing so, they learn to carry out two policy-relevant tasks: identify common causes of violence and assess which policies of prevention work best in different contexts.

**POLITICS 774** 30 Points  
**Politics-Policy Internship**

*Prerequisite: Programme Coordinator approval*  
*Restriction: POLICY 737*

**POLITICS 775** 30 Points  
**Special Topic**

**POLITICS 776** 15 Points  
**Media and Politics in an Age of Globalisation**

Explores the relationship between media and politics, domestically and internationally, within a changing global context. Students will critically engage with key theories in political communication scholarship, such as agenda-setting, priming, framing, silencing and informational effects within the new media dynamics, which includes multiple new media outlets (such as state and private media), platforms, technologies and faster delivery.

**POLITICS 777** 15 Points  
**Politics of Terrorism and Counterterrorism**

Provides students with a critical understanding of terrorism and counter-terrorism politics, policy and practice in a globalised world. The course examines theories, causes, typologies and case studies of terrorism, as well as counterterrorism responses by states and the international community. It also engages with moral, ethical and political questions posed by the discursive battleground of terrorism and counterterrorism.

**POLITICS 780** 30 Points

**POLITICS 780A** 15 Points

**POLITICS 780B** 15 Points

**Research Project - Level 9**

*To complete this course students must enrol in POLITICS 780 A and B, or POLITICS 780*

**POLITICS 789** 45 Points

**POLITICS 789A** 22.5 Points

**POLITICS 789B** 22.5 Points

**Dissertation in International Relations and Human Rights - Level 9**

*To complete this course students must enrol in POLITICS 789 A and B, or POLITICS 789*

**POLITICS 792** 45 Points

**POLITICS 792A** 22.5 Points

**POLITICS 792B** 22.5 Points

**Dissertation**

*To complete this course students must enrol in POLITICS 792 A and B, or POLITICS 792*

**POLITICS 793** 60 Points

**POLITICS 793A** 30 Points

**POLITICS 793B** 30 Points

**Dissertation - Level 9**

*To complete this course students must enrol in POLITICS 793 A and B, or POLITICS 793*

**POLITICS 794A** 45 Points

**POLITICS 794B** 45 Points

**Thesis - Level 9**

*To complete this course students must enrol in POLITICS 794 A and B*

**POLITICS 796A** 60 Points

**POLITICS 796B** 60 Points

**Thesis - Level 9**

*To complete this course students must enrol in POLITICS 796 A and B*

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## Professional Counselling

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### Postgraduate 700 Level Courses

**PROFCOUN 700** 15 Points

**Counselling In Youth Mentoring**

Theories and concepts of youth mentoring and positive youth development will be examined in relation to practice as youth counsellors. Students will engage in weekly psychoeducational group and one to one counselling sessions on campus with at-risk youth as part of a therapeutic mentoring programme. Lecture topics include counselling skills for youth, effective and ethical mentoring relationships, and risk assessment.

*Prerequisite: Approval from the Course Director*

*Restriction: EDUC 747, SOC YOUTH 300*

**PROFCOUN 701A** 7.5 Points

**PROFCOUN 701B** 7.5 Points

**Counselling Laboratory**

An intensive "laboratory" in which students work in small groups to develop skills and strategies for the facilitation of counselling processes. PROFCOUN 701 also provides a continuous opportunity for students to integrate theory with practice, and to develop confidence and effectiveness in their role as counsellors.

*To complete this course students must enrol in PROFCOUN 701 A and B*

**PROFCOUN 702** 15 Points

**Special Topic**

**PROFCOUN 703** 15 Points

**Special Study**

**PROFCOUN 705A** 15 Points

**PROFCOUN 705B** 15 Points

**The Counselling Process**

An advanced examination of principles of counselling together with their application in the counselling process.

*Corequisite: PROFCOUN 701*

*Restriction: EDPROFST 746*

*To complete this course students must enrol in PROFCOUN 705 A and B*

**PROFCOUN 706** 15 Points

**Cultural Issues in Counselling**

A critical examination of cultural dimensions present in counselling activities.

*Restriction: EDPROFST 748*

**PROFCOUN 707** 15 Points**Specialist Counselling Skills and Approaches**

An advanced examination of the specialist counselling skills and knowledge required to work effectively with clients from a wide range of contexts and experiences. Topics may include working with sexual abuse, family violence, trauma, anxiety, depression, self-harm, suicidality, and loss and grief. The course will focus on the integration of theory, research and practice, and the development of working models to facilitate effective counselling.

**PROFCOUN 708** 15 Points**Professional Issues in Counselling**

An examination of significant professional issues in counselling, including supervision, ethics and accountability, and role development.

*Restriction: EDPROFST 749*

**PROFCOUN 711** 15 Points**PROFCOUN 711A** 7.5 Points**PROFCOUN 711B** 7.5 Points**Counselling Practicum**

A counselling practicum course that develops the capacity for reflective practice in relation to theory, ethics, in the context of Aotearoa.

*Corequisite: PROFCOUN 701, 705*

*To complete this course students must enrol in PROFCOUN 711 A and B, or PROFCOUN 711*

**PROFCOUN 730** 30 Points**PROFCOUN 730A** 15 Points**PROFCOUN 730B** 15 Points**Advanced Counselling Practicum - Level 9**

An advanced counselling practicum incorporating critical awareness of issues and analysis of counselling practice in relation to theory, ethics, and the context of Aotearoa. Mastery of counselling practice to an advanced level will be achieved through independent application and development of knowledge and skills within professional practice settings.

*Restriction: PROFCOUN 797, 798*

*To complete this course students must enrol in PROFCOUN 730 A and B, or PROFCOUN 730*

**PROFCOUN 732** 30 Points**PROFCOUN 732A** 15 Points**PROFCOUN 732B** 15 Points**Professional Counselling Capstone Project - Level 9**

A supervised capstone project incorporating highly specialised knowledge at the forefront of counselling, including critical awareness and reflexivity on the nature of professional counselling in the context of Aotearoa. Mastery of practitioner reflexivity to an advanced level will be achieved through independent application and development of knowledge and skills within personal and professional settings.

*To complete this course students must enrol in PROFCOUN 732 A and B, or PROFCOUN 732*

**PROFCOUN 795A** 45 Points**PROFCOUN 795B** 45 Points**Research Portfolio - Level 9**

*Prerequisite: EDPROFST 750 or PROFCOUN 709 or SOCWORK 718*

*Restriction: PROFCOUN 797, 798*

*To complete this course students must enrol in PROFCOUN 795 A and B*

**PROFCOUN 796A** 45 Points**PROFCOUN 796B** 45 Points**Thesis - Level 9**

*Prerequisite: EDPROFST 750 or PROFCOUN 709 or SOCWORK 718*

*Restriction: PROFCOUN 797, 798*

*To complete this course students must enrol in PROFCOUN 796 A and B*

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**Professional Supervision**

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**Postgraduate 700 Level Courses****PROFSUPV 700** 30 Points**The Practice of Professional Supervision**

A critical examination of the concept, role, purpose and benefits of supervision in a wide range of professions. Supervision and its ethical mandates within professional and organisational contexts in health, counselling and human services will be examined. The knowledge and skills required to offer supervision in professional contexts will be explored in depth, recognising Indigenous and non-Indigenous knowledges that inform practice.

**PROFSUPV 701** 30 Points**Advanced Approaches in Professional Supervision - Level 9**

Builds on prior critical knowledge of a range of theoretical and practical approaches to professional supervision to establish advanced understanding and practice. A critical examination of Western and Indigenous models of supervision for health, counselling and human service contexts, which will include the development of anti-oppressive supervision practice and an integration of advanced knowledge, skills and values of supervision.

*Prerequisite: PROFSUPV 700*

**PROFSUPV 707** 30 Points**Supervision Folio**

A supervised portfolio with a focus on an in-depth critical reflection on current practice in professional supervision, learning and development in human services and health contexts.

*Prerequisite: PROFSUPV 700, 701*

**PROFSUPV 710** 30 Points**Stress and Trauma in Health and Human Services**

Explores the complex dimensions of stress and trauma encountered by health and human services workers. The historical, cultural and conceptual basis for an understanding of the impact of stress and trauma on both clients and workers is considered. Critically explores research-led strategies to address personal, professional and organisational responses to stressful environments.

*Prerequisite: PROFSUPV 700*

**PROFSUPV 712** 30 Points**Critical Approaches in Reflective Supervision**

Critical exploration of contemporary theories and practice frameworks for reflective supervision in health, counselling and human services. An examination of strategies for ongoing professional development, including reflective practice, critical reflection, communities of practice, and learning organisations. Different modes of supervision (such as peer supervision and interprofessional supervision) will be examined along with creative action methods of supervision engagement.

*Prerequisite: PROFSUPV 700*



**PROFSUPV 714 30 Points****Managing and Developing People in Human Services**

A critical examination of strategies for effective management and development of professional staff in the health and human services. Includes critical reflection on effective management processes; indigenous management frameworks; recruitment and selection; supervision and performance planning; coaching and mentoring; training and development; unsatisfactory performance; and building resilience and staff care strategies.

*Prerequisite:* PROFSUPV 700

*Restriction:* PROFSUPV 706

**PROFSUPV 715 30 Points****Practice Teaching and Learning**

Explores the teaching and learning strategies required in the provision of high quality field education in social services and health settings. Critically examines theoretical and evidence informed pedagogies for student practice learning.

**PROFSUPV 716 30 Points****Group Supervision**

Critically explores the benefits and challenges of group supervision. The parameters and value of group supervision are identified and promoted for practice within the current context of health and social services. Specific models of group supervision are developed to support critical reflection managing boundaries, tasks, roles, structure and the creation of a positive group learning.

*Prerequisite:* PROFSUPV 700

**PROFSUPV 717 15 Points****Special Study****PROFSUPV 718 30 Points****Special Topic****PROFSUPV 720 30 Points****Professional Supervision Capstone Project - Level 9**

A supervised capstone project, in which students critically apply advanced knowledge of professional supervision practice and scholarship to explore, develop, and/or refine cultural models/innovations of supervision within their own profession or setting.

*Prerequisite:* PROFSUPV 700, 701

**PROFSUPV 793 60 Points****PROFSUPV 793A 30 Points****PROFSUPV 793B 30 Points****Dissertation - Level 9**

*To complete this course students must enrol in PROFSUPV 793 A and B, or PROFSUPV 793*

**PROFSUPV 794A 30 Points****PROFSUPV 794B 60 Points****Thesis - Level 9**

*To complete this course students must enrol in PROFSUPV 794 A and B*

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**Public Policy**

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**Postgraduate 700 Level Courses****POLICY 700 15 Points****Special Topic: Statistics and Data Analysis**

*Restriction:* POLICY 742, 769, POLITICS 769

**POLICY 701 15 Points****Policy Analysis and Evaluation**

Provides a solid practical and theoretical basis for public

policy analysis. Examines criteria for effective policy-making as well as competing models of the policy process. Concepts and approaches covered include: problem definition, writing policy briefs, project implementation, reflexive policy-making, cost-benefit and impact analysis. Students will use these concepts and methods to explore substantive topics of their choice.

*Restriction:* POLITICS 748

**POLICY 702 15 Points****Economics of Policy**

Applies economic reasoning to current problems in policy and government. Covers fundamentals of market economy, competition policy, welfare and taxation, market failure, problems of collective choice, growth and development, the structure of the macroeconomic system, and the role of public finance agencies in the management of the economy.

*Restriction:* POLICY 743

**POLICY 737 15 Points****Applied Policy Project**

Supervised project on an applied policy topic agreed between the student and a nominated supervisor. Students will produce a project proposal, progress report, dissemination plan, final report, and reflective comments.

*Prerequisite:* POLICY 701 or 769

*Restriction:* POLITICS 737, 774

**POLICY 740 30 Points****Policy Design, Analysis and Implementation**

Provides a critical overview of the policy process including problem definition, co-design as well as focusing on a range of theoretical and methodological approaches to policy analysis, including cost-benefit analysis, regulatory impact analysis and gender and diversity impact assessments.

*Restriction:* POLICY 701

**POLICY 741 30 Points****Government and Policy: New Zealand Compared**

Examines New Zealand's machinery of government at both central and local level. Analyses the relative impact of institutions, interests and ideas on public policy outcomes in New Zealand and internationally. Applies these understandings to the methods and processes associated with policy transfer and lesson drawing cross-nationally.

*Restriction:* POLITICS 756, 757

**POLICY 742 30 Points****Statistics and Data Analysis for Policy**

Provides the fundamentals of statistical analysis and examines the use of different types of data used in evidence-based policy making, as well as the issues associated with the advent, use and governance of big data. Covers research design choices and quantitative methods for policy analysis.

*Restriction:* POLICY 769, POLITICS 769

**POLICY 743 30 Points****Economics, Budgets and Bureaucrats**

Applies key concepts and tools of economic analysis to contemporary policy problems. Focuses on the allocation of the economy's resources, the budget process and the role of public finance agencies, rationales for government intervention in a market economy, and the impact of expenditure and taxation on the economy and citizens' wellbeing.

*Restriction:* POLICY 702

**POLICY 744** 15 Points**Policy in Practice**

Provides a practical opportunity for participants to work with a policy agency in an advisory capacity to develop evidence-informed recommendations addressing a complex policy problem. Engages students in a team-based exercise that applies the knowledge and skills gained from completing the core courses in a way that informs “real world” policy decisions.

*Prerequisite:* POLICY 740-743

*Restriction:* POLICY 737, POLITICS 774

**POLICY 790** 30 Points**POLICY 790A** 15 Points**POLICY 790B** 15 Points**Research Project - Level 9**

To complete this course students must enrol in POLICY 790 A and B, or POLICY 790

**POLICY 792** 45 Points**POLICY 792A** 22.5 Points**POLICY 792B** 22.5 Points**Dissertation - Level 9**

Develops students' ability to design and undertake a policy-related research project under supervision and to present a written report of 15,000 words.

*Prerequisite:* POLICY 742

*Restriction:* POLICY 793

To complete this course students must enrol in POLICY 792 A and B, or POLICY 792

**POLICY 793** 45 Points**POLICY 793A** 15 Points**POLICY 793B** 30 Points**Dissertation - Level 9**

*Prerequisite:* POLICY 742

*Restriction:* POLICY 792

To complete this course students must enrol in POLICY 793 A and B, or POLICY 793

**POLICY 794A** 45 Points**POLICY 794B** 45 Points**Thesis - Level 9**

To complete this course students must enrol in POLICY 794 A and B

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**Regional Development**

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**Postgraduate 700 Level Courses****REGDEV 702** 15 Points**Regional Regeneration and Wellbeing**

Examines how education provides a basis for rethinking regional development, community wellbeing and sustainability in an increasingly globalised world. The course explores the significance to community regeneration of indigenous and local knowledge, via mātauranga Māori, place-based learning, public pedagogy and the promotion of educational pathways, as well as how these traverse and intersect the local and the global.

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**Russian**

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**Stage I****RUSSIAN 100** 15 Points**RUSSIAN 100G** 15 Points**Beginners' Russian 1**

A beginner's course using multi-media (computer) materials that presumes no prior knowledge of Russian, with emphasis on a range of language skills – listening comprehension, speaking, reading, writing, and the essential grammar of Russian.

*Restriction:* May not be taken if a more advanced language acquisition course in this subject has previously been passed

**RUSSIAN 101** 15 Points**Beginners' Russian 2**

A continuation of RUSSIAN 100. More practice with written and spoken Russian, fundamental grammar, and authentic texts.

*Prerequisite:* RUSSIAN 100 or approval of Academic Head or nominee

*Restriction:* May not be taken if a more advanced language acquisition course in this subject has previously been passed

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**Stage II****RUSSIAN 200** 15 Points**Intermediate Russian 1**

A revision of the grammar covered at Stage I, with more vocabulary building, reading of authentic journalistic and literary texts, and practise of listening and speaking.

*Prerequisite:* RUSSIAN 101 or approval of Academic Head or nominee

*Restriction:* RUSSIAN 210. May not be taken if a more advanced language acquisition course in this subject has previously been passed

**RUSSIAN 201** 15 Points**Intermediate Russian 2**

Builds on skills obtained in RUSSIAN 200 with special emphasis on practical work, spoken Russian and development of aural-oral skills.

*Prerequisite:* RUSSIAN 200 or approval of Academic Head or nominee

*Restriction:* RUSSIAN 210. May not be taken if a more advanced language acquisition course in this subject has previously been passed

**RUSSIAN 277** 15 Points**Russian Study Abroad 2A**

Course taken at an approved academic institution abroad. *Prerequisite:* Approval of Academic Head or nominee

**RUSSIAN 278** 15 Points**Russian Study Abroad 2B**

Course taken at an approved academic institution abroad. *Prerequisite:* RUSSIAN 277 and approval of Academic Head or nominee

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**Samoan**

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**Stage I****SAMOAN 101** 15 Points**SAMOAN 101G** 15 Points**Samoan Language 1**

Gives students an introduction to the structure of Samoan as well as allowing them to develop basic language skills in listening, speaking, reading and writing. Designed for

students with little or no knowledge of the language, and for those with some fluency wishing to understand simple sentence structure and composition.

*Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed*

### Stage II

#### **SAMOAN 201 15 Points** **Samoan Language 2**

Extension of SAMOAN 101 in which more complex sentences will be studied through exposure to reading material and spoken texts such as conversations, speeches, letters, articles, songs and poems.

*Prerequisite: SAMOAN 101*

*Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed*

#### **SAMOAN 203 15 Points** **Special Topic: Samoan Studies**

Sāmoan studies targets native, fluent and heritage speakers to help with the development of the academic aspects of the Sāmoan language and culture. Learners will enhance and apply their indigenous view(s) through spoken and written Sāmoan language, as well as implementing and exploring customs and protocols in Aotearoa New Zealand.

*Prerequisite: SAMOAN 101 or equivalent language level as determined by the Academic Head or Nomine*

### Stage III

#### **SAMOAN 301 15 Points** **Samoan Language 3**

Conversations and speeches will be studied and practised. The contexts and relationships between ordinary and respectful language levels or honorifics of fa'asamoa protocols will be examined.

*Prerequisite: SAMOAN 201*

#### **SAMOAN 303 15 Points** **Special Topic**

### Screen Production

#### **Postgraduate 700 Level Courses**

#### **SCREEN 700 30 Points** **Screenwriting Project**

Considers the short film script with a focus on the practice and principles of dramatic screenwriting, including industry format and narrative structure. By developing a script for a 5-8 minute film in stages, students will practice creative writing, script development, and pitching while also learning skills related to production management, proposal writing, and preparing and scheduling a low-budget production.

*Restriction: SCREEN 702, 705*

#### **SCREEN 701 30 Points** **Introduction to Directing**

Provides students with a practical overview of the drama and documentary production process from a director's point of view. Students are taken through pre-production, production and post-production on a series of group projects, as well as their own 2-minute short film. Emphasises the importance of directing style, character and story alongside acquiring practical skills. Students are encouraged to critique their own work as well as the work of their classmates.

#### **SCREEN 709 15 Points** **Directed Study**

#### **SCREEN 710 15 Points** **Special Topic**

#### **SCREEN 711 15 Points** **Special Topic**

#### **SCREEN 712 30 Points** **Advanced Drama Directing**

Focuses on the directing of actors for screen, and the relationship between this and blocking for camera. Students direct in front of the class and create a short piece of work as a group using improvisation. Students first focus on directing and presenting a 10-minute excerpt from a play and then direct and edit an original dramatic short film of 8-10 minutes. Crewing on fellow students' projects is a compulsory requirement.

*Prerequisite: SCREEN 701*

#### **SCREEN 713 30 Points** **Advanced Documentary Directing**

Students complete a major treatment/script, an interview exercise, an editing exercise, and a completed documentary of 10-12 minutes. For the latter project, the course convener functions like an executive producer, overseeing and critiquing the documentaries as they progress. Emphasis is placed on aesthetic and formal approaches to the documentary and the class will draw extensively on documentary history.

*Restriction: COMMS 713*

#### **SCREEN 714 30 Points** **Screenplay Writing and Development**

A practical course in which students work on original features and analyse the work of writers. Students develop a better sense of structure, plot, characters, dialogue, genre and understand the dynamics of constructive feedback and rewriting, known in the screen industry as the 'development process.' Combines lectures and workshops and builds upon SCREEN 700.

*Prerequisite: SCREEN 700 or 705 or approval of Programme Director*

#### **SCREEN 715 30 Points** **Directed Study**

Directed research on a selected topic.

#### **SCREEN 780 30 Points** **Research Project - Level 9**

#### **SCREEN 792 60 Points** **Dissertation - Level 9**

#### **SCREEN 797A 60 Points**

#### **SCREEN 797B 60 Points**

#### **Production Project - Level 9**

The production of a substantial project in which the student specialises as director, writer, or producer completing either a documentary (approximately 30 minutes), a short dramatic film (approximately 10-15 minutes) or a feature length screenplay (80-110 pages). Students are required to attend a seminar series conducted by academic staff and industry practitioners in Semester One. Crewing on fellow students' projects is also required.

*Prerequisite: Approval of Academic Head or nominee*

*To complete this course students must enrol in SCREEN 797 A and B*

## Social and Community Leadership

### Postgraduate 700 Level Courses

**SOCCLEAD 700** 15 Points

#### Leadership: Ethics and Actions

Effective social and community leadership requires a strong and critical ethical foundation. Topics include the professional identity and values of social and community sector leadership, social justice, ethical and authentic leadership, and human systems thinking. Leadership that honours the Treaty of Waitangi, diversity, and equity, and actions based on those values, will be explored.

**SOCCLEAD 701** 15 Points

#### Leading Social Innovation

Evolving approaches to innovating social change will be examined. Topics include theories and change models of social innovation, venture creation, programme design and social enterprise development. Case study analysis will examine contemporary debates on and approaches to evidence-based programming, collaboration and co-design, social impact measurement, ethical social profit ventures, scaling impact and creating sustainable social change.

**SOCCLEAD 702** 15 Points

#### Special Topic

**SOCCLEAD 703** 30 Points

#### Leadership, Ethics, Systems

Effective social and community leadership requires a critical ethical and analytic foundation. Themes examined include ethical leadership values aligned to social justice, in combination with the capacity for analysis of complex social issues, systems, and change processes. Leadership that honours the Treaty of Waitangi, diversity, and equity, and formulates actions based on these values will be explored.

*Restriction: SOCCEAD 700*

**SOCCLEAD 704** 30 Points

#### Special Study

**SOCCLEAD 706** 30 Points

#### Innovation, Design, Evaluation

Evolving approaches to innovating social change and evaluation practice are examined. Topics include contemporary debates on, and approaches to, co-design, collaboration, ethical social innovation, evidence-informed programme design, evaluation models and impact measurement. Using experiential learning, groups of students will be guided through a social innovation design process in response to user needs, and develop robust evaluation proposals.

*Restriction: EDUC 726, SOCCEAD 701*

**SOCCLEAD 707** 30 Points

#### Programme Evaluation - Level 9

Advanced topics and approaches to programme evaluation. The course will examine high level evaluation specifications, plans and reports to identify methods and options for critical evaluation serving the specialised needs of programme managers, sponsors and publics. Through the lens of real-world issues, politics of innovation and change will be considered in preparing an independent programme evaluation.

**SOCCLEAD 708** 30 Points

#### Enacting Social Change - Level 9

Builds on critical knowledge of a range of theoretical and

practice approaches to leadership, systems thinking, social innovation and evaluation. Establishes advanced practice understandings of either personal leadership or organisational contexts through an independent structured reflective inquiry grounded in theory.

*Corequisite: SOCCEAD 703 or 706*

**SOCCLEAD 794A** 30 Points

**SOCCLEAD 794B** 60 Points

#### Thesis - Level 9

*To complete this course students must enrol in SOCCEAD 794 A and B*

**SOCCLEAD 795A** 60 Points

**SOCCLEAD 795B** 30 Points

#### Thesis - Level 9

*Restriction: SOCCEAD 794*

*To complete this course students must enrol in SOCCEAD 795 A and B*

## Social Justice

### Stage I

**SOCJUS 101** 15 Points

#### Social Justice in Aotearoa

Explores concepts and theories of social justice from a range of knowledge systems and disciplinary perspectives. Examines histories of social (in)justice, power and privilege in Aotearoa in relation to Te Tiriti o Waitangi. Attention is given to core social justice issues associated with intersecting social, political and economic inequities.

**SOCJUS 102** 15 Points

#### Ko Wai Au; Ko Wai Tātou?

Engages students in reflecting on where they stand in their communities and what they can do to foster the well-being of those communities. Develops communication and collaboration skills to identify opportunities for engagement with and change within those communities.

*Prerequisite: SOCJUS 101*

**SOCJUS 103** 15 Points

#### Rethinking Oceania Connections

Explores the dynamics between Aotearoa and Pacific communities. Drawing inspiration from relational Pacific values of mutual respect and reciprocity, considers social transformation strategies rooted in community ties. Weaves cultural, historical, and modern-day perspectives, empowering students to consider and champion change guided by the unique relationships and traditions of Aotearoa and Pacific communities.

### Stage II

**SOCJUS 201** 15 Points

#### Social Justice Movements

Starting with He Whakaputanga and Te Tiriti o Waitangi, explores the conceptual grounding, histories and implications of social justice movements in Aotearoa, Te Moana-nui-ā-Kiwa (the Pacific) and beyond in the context of histories of social (in)justice, power and privilege. Develops critical, digital and academic literacies in a chosen research project that addresses a particular social justice movement.

*Prerequisite: SOCJUS 101, 102*

**SOCJUS 202** 15 Points

#### Tools for Change

Examines the applications of strategies and tools used

for social transformation in Aotearoa and Te Moana nui and beyond. Considers how these can be applied in students' own communities and relationships. Identifies opportunities for agency and shared leadership for change in their communities.

*Prerequisite:* SOCJUS 201

**SOCJUS 211** 15 Points

### Engaging with Communities

Introduction to the dynamics of social change and power, with an emphasis on praxis - action informed by theory. Fosters understanding of the protocols surrounding engagement, consultation, and partnership in Aotearoa. Develops skills to be agents of change including facilitating, organising, and motivating community members, mobilising resources, developing a shared social analysis, and building alliances for social change.

*Prerequisite:* SOCJUS 101, 102

**SOCJUS 221** 15 Points

### Generations and Justice

An examination of Aotearoa's pressing issues through an intergenerational lens (e.g., poverty, family violence, climate change, and educational disparities). Explores rights in several areas (e.g., environmental, cultural, identity, sexual, linguistic, disability, ageing, child/youth rights). Anchored in Māori principles of manaakitanga (care) and kaitiakitanga (guardianship), takes a holistic, long-term view, emphasising rights and responsibilities to work towards just and sustainable futures.

*Prerequisite:* SOCJUS 101, 102

## Stage III

**SOCJUS 301** 15 Points

### Structural (In)Justice

How does structural (in)justice occur across social institutions? Explores the dynamics of social structures and agency in Aotearoa, Te Moana-nui-ā-Kiwa and beyond to understand how power operates in societies and can be mobilised for social change. Develops critical, digital and academic literacies to 'scope' a social change project in a specific community or organisation.

*Prerequisite:* SOCJUS 201, 202

**SOCJUS 311** 15 Points

### Change-Making in Communities

A service-learning experience that develops specialist knowledge and skills. With supervision, the focus is on learning to apply reflective, culturally responsive and sustaining practices that are of direct benefit to others. Professional and ethical relationship management, effective communication skills, critical reflection and evidence-based decision-making will be emphasised. Placement in a variety of community settings represents a structured opportunity to put theory into action.

*Prerequisite:* SOCJUS 211

**SOCJUS 331** 15 Points

### Just Global Futures

Identifies and interrogates the potential of emerging new approaches to achieving global justice, through reparative solutions, deliberative democracy, grassroots solidarity movements and alternative economies. Challenges students to think critically about the future of global justice and provides them with knowledge and skills needed to advocate for and implement transformative policies and

practices that maximise the well-being of peoples and planet.

*Prerequisite:* SOCIOL 210

**SOCJUS 399** 15 Points

### Capstone: Design for Change

Draws on the perspectives, knowledge and skills developed throughout the degree to design an independent and/or collaborative project in engagement with their communities. Connections are made between academic learning and 'real world' situations.

*Prerequisite:* SOCJUS 301

## Social Work

### Stage I

**SOCWORK 100** 30 Points

**SOCWORK 100A** 15 Points

**SOCWORK 100B** 15 Points

### Ko Wai Au, Ko Wai Koe, Ko Wai Tātou?

Introduces historical and socio-political contexts, beginning with te ao Māori, tikanga Māori, and te Tiriti o Waitangi, that underpin analysis of a range of identities, diversities, aspirations, oppressions and cultures in contemporary Aotearoa. Fosters understanding of how one's cultural location and intersectional experiences can shape values and attitudes, including bias and prejudice, and the impact of 'self' on professional practice.

*Restriction:* EDPROFM 100, SOCWORK 113

*To complete this course students must enrol in SOCWORK 100 A and B, or SOCWORK 100*

**SOCWORK 101** 30 Points

**SOCWORK 101A** 15 Points

**SOCWORK 101B** 15 Points

### Social Work and Social Justice

The Treaty of Waitangi underpins social work practice in Aotearoa. Social justice and human rights are critically considered alongside an examination of historical and contextual contributors to the development of social work. An introduction to the profession and practice of social work is provided. Relationship building and communication skills are taught within a growing awareness of self.

*Restriction:* SOCWORK 111, 112, 115

*To complete this course students must enrol in SOCWORK 101 A and B, or SOCWORK 101*

**SOCWORK 102** 30 Points

**SOCWORK 102A** 15 Points

**SOCWORK 102B** 15 Points

### He Tangata: People in Context

Te ao Māori, ecological systems, psychological and lifespan development theories and frameworks are conceptual pillars for introducing human behaviour and experiences across the life course and the complex relationships between individuals and their social environments. Multi-dimensional aspects of human experience, identity and change are explored from a culturally conscientious, equity-oriented perspective.

*Restriction:* HUMSERV 101, 102

*To complete this course students must enrol in SOCWORK 102 A and B, or SOCWORK 102*

**SOCWORK 111** 15 Points

### Professional Communication Skills

An introduction into effective personal and professional communication in human services. An experiential and

collaborative approach will be used to assist students to explore the place of self in the communication process, to understand the stages, purpose and task of the communication process, and to develop effective interaction.

**SOCWORK 180** **Special Study** **15 Points**

*Prerequisite:* Programme Director approval, and EDPROFM 100 or SOCWORK 113

**SOCWORK 181** **Special Study** **15 Points**

*Prerequisite:* Programme Director approval

**SOCWORK 182** **Special Study** **15 Points**

*Prerequisite:* Programme Director approval

**SOCWORK 183** **Special Study** **15 Points**

*Prerequisite:* Programme Director approval, and HUMSERV 101 or 102

## Stage II

**SOCWORK 200** **30 Points**

**SOCWORK 200A** **15 Points**

**SOCWORK 200B** **15 Points**

**Ngā Pou for Mana-enhancing Practice**

Engages students in developing a framework for social work practice that supports individual, whānau and community aspirations to ora/wellbeing and enhances individual and collective mana. Focusing centrally on whānau-family-aiga systems, and emphasising critical intersectional analyses of the inequitable impact of socio-structural factors on whānau and communities, it builds core social work knowledge and skills applicable across diverse settings and groups.

*Prerequisite:* SOCWORK 101 and 102, or 111 and 115, or 181 or 182  
*Restriction:* SOCCHFAM 215, SOCHLTH 231

*To complete this course students must enrol in SOCWORK 200 A and B, or SOCWORK 200*

**SOCWORK 201** **30 Points**

**SOCWORK 201A** **15 Points**

**SOCWORK 201B** **15 Points**

**Culturally Responsive Practice**

An introduction to the study of the personal and professional impact of te Tiriti o Waitangi in social work practice and social workers' obligations to bicultural and, more broadly, culturally responsive practice with Māori, Pasifika and other diverse communities. Development of critical understandings of cultural responsiveness and opportunities for experiential learning in community settings.

*Prerequisite:* SOCWORK 100 and 101, or 30 points from EDPROFM 100, SOCWORK 112, 113, 180

*Prerequisite:* SOCWORK 100 and 101, or 45 points from EDPROFM 100, SOCWORK 112, 113, 180

*Restriction:* SOCWORK 212

*To complete this course students must enrol in SOCWORK 201 A and B, or SOCWORK 201*

**SOCWORK 202** **30 Points**

**SOCWORK 202A** **15 Points**

**SOCWORK 202B** **15 Points**

**Law, Policy and Social Action**

A critical exploration of the legislative and policy contexts for social work practice in Aotearoa, including the

contradictions inherent between te Tiriti o Waitangi and settler capitalism, and tino rangatiratanga and the colonial doctrine of sovereignty. Exploration of social work ethics, and the challenging processes involved in working for change.

*Prerequisite:* SOCWORK 101 or 112

*Restriction:* SOCWORK 211, 216

*To complete this course students must enrol in SOCWORK 202 A and B, or SOCWORK 202*

**SOCWORK 221** **30 Points**

**SOCWORK 221A** **15 Points**

**SOCWORK 221B** **15 Points**

**Social Work Theories and Skills**

An exploration of theories, models and skills for bicultural social work practice with individuals and whānau in a range of settings and cultural contexts. Informed by the ANZASW Code of Ethics and the SWRB Core Competence Standards, content includes critical engagement with current literature and research guiding assessment and intervention, active skill building, and exploration of personal and professional values.

*Prerequisite:* SOCWORK 100-102, or 111, 112 and 115

*Restriction:* SOCWORK 213, 214

*To complete this course students must enrol in SOCWORK 221 A and B, or SOCWORK 221*

**SOCWORK 280** **Special Study** **15 Points**

*Prerequisite:* Head of Programme approval

**SOCWORK 281** **Special Study** **15 Points**

*Prerequisite:* Programme Director approval, and SOCCHFAM 215 or SOCHLTH 231

**SOCWORK 282** **Special Study** **15 Points**

*Prerequisite:* Programme Director approval

**SOCWORK 283** **Special Study** **15 Points**

*Prerequisite:* Programme Director approval, and SOCWORK 211 or 216

## Stage III

**SOCWORK 310** **Special Topic** **15 Points**

**SOCWORK 311** **Social Work Process and Practice** **15 Points**

Students are required to integrate a defined range of approaches to practice comprising work with individuals, families and small groups. Knowledge, skills, values and ethics associated with direct practice will be extended. Students will apply the social work process of reflection and use of self in preparation for becoming a mindfully reflexive practitioner.

*Prerequisite:* SOCWORK 214 or 221 or 280

**SOCWORK 312** **Applied Social Research** **15 Points**

Social workers are reclaiming the research agenda in social work. Sound social work practice relies on evidence to inform theoretical frameworks, intervention decisions and practice evaluation. A practical introduction to the principles, theories and approaches that inform social research, with a particular emphasis on social work contexts.

**SOCWORK 315 15 Points****Organisations and Management**

Examines the variety of organisational frameworks from which human services are practised and the impact of these contexts on professional identity and practice in the workplace. Contemporary management approaches will be examined with reference to theory and roles and responsibilities assumed by human service managers in a complex and dynamic environment.

*Prerequisite:* SOCWORK 202 or 30 points from SOCWORK 211, 216, 283

**SOCWORK 317 30 Points****Supervised Field Practice and Professional Development 1**

A practicum course which focuses on developing a professional identity and a philosophy of practice that is shaped by integrating personal experience and professional knowledge, values and skills gained from the first two years of the Bachelor of Social Work programme. A significant part of this course includes a period of 12 weeks supervised agency-based practical experience for which the student will be prepared through developing individual learning goals.

*Prerequisite:* EDUCSW199, and SOCWORK 200-202, or 212, 213 and 214

**SOCWORK 383 15 Points****Special Topic****Stage IV****SOCWORK 401 15 Points****Statutory Social Work**

An examination of social work practice in statutory settings and theoretical and research-informed intervention frameworks applicable across a range of fields of service. These include family violence, child welfare, youth justice, prisons, and working with vulnerable adults. Critical investigation of questions of context, relationships, power, ethics, human rights and social justice in authoritative settings will be undertaken.

*Prerequisite:* SOCCHFAM 332 or 314, SOCWORK 317

*Restriction:* SOCWORK 701

**SOCWORK 411 15 Points****Social Work Interventions for Best Practice**

An in-depth examination of contemporary issues in social work practice, focusing on evidence-based practice and intervention skills that have direct application to complex practice situations.

*Prerequisite:* SOCWORK 311, 317

*Restriction:* SOCWORK 711, 712

**SOCWORK 413 15 Points****The Social Work Discourse**

The application of sociological analysis to consideration of the role and characteristics of social work practice. An exploration of the professional discourse is framed and how major social trends impact on that discourse in practice and the public domain.

*Restriction:* SOCWORK 713

**SOCWORK 416 45 Points****Professional Practice Project**

A student directed project intended to develop a field of proficiency applicable to current or future professional interests. The project will involve research investigation, critical reflection and analysis, evaluation, and the preparation of resources or development of new practice.

On completion students will showcase their project in a verbal presentation.

**SOCWORK 426 15 Points****Practice with Communities**

An introduction to change-oriented social work practice with communities, with particular emphasis on diverse and indigenous communities and critical analysis of current and historical factors shaping community well-being. Building their own theories of change, students learn models and skills for integrating partnerships with communities into their practice, including engagement, capacity building, community development, organising, activism, and policy advocacy.

*Prerequisite:* Any 60 points passed at Stage III

*Restriction:* SOCWORK 356, 726

**SOCWORK 427 45 Points****Field Education 2**

An advanced, supervised, field education placement of a minimum of 480 hours (60 days) in a social service setting, requiring students to integrate critical reflection, professional supervision and ethical practice with the knowledge, skills and practice experience of the social work profession.

*Prerequisite:* SOCWORK 317, 411, SOCHLTH 313, 334, SOCCHFAM 332

*Restriction:* SOCWORK 415, 715, 727

**SOCWORK 484 15 Points****Special Topic****Postgraduate 700 Level Courses****SOCWORK 700 30 Points****Clinical Social Work**

Examines the area of clinical social work practice within the Aotearoa New Zealand context. Content will include a range of theoretical approaches to clinical practice. Theories will include Cognitive Behavioural theory, Narrative theory and Solution-Focused methods. There will be a strong focus on the use of clinical theories when working with Tangata whenua or when working across cultures. Individual, whānau/family, and group work methods will be explored.

**SOCWORK 701 15 Points****Statutory Social Work**

An advanced examination of social work practice in statutory settings and theoretical and research-informed intervention frameworks applicable across a range of fields of service. These include family violence, child welfare, youth justice, prisons, and working with vulnerable adults. Critical investigation of questions of context, relationships, power, ethics, human rights and social justice in authoritative settings will be undertaken.

*Prerequisite:* SOCCHFAM 332 or 314, SOCWORK 317

*Restriction:* SOCWORK 401

**SOCWORK 702 30 Points****Social Work with Older People**

Critically explores advanced research, theories and practice of social work with older people from an ecological systems perspective. Content will examine opportunities and challenges presented as people live longer and develop the contributions of social work and social policy to positive aging strategies. Consideration will be given to the bicultural and diverse contexts of practice in Aotearoa New Zealand.

**SOCWORK 711** 15 Points  
**Social Work Interventions for Best Practice**  
 An in-depth examination of contemporary developments in social work practice, with an emphasis on the employment of evidence-informed interventions that have direct application to complex practice situations.  
*Prerequisite:* SOCWORK 311, 317  
*Restriction:* SOCWORK 411, 712

**SOCWORK 712** 15 Points  
**Social Work in Statutory Settings**  
 An advanced examination of fields of practice in statutory social work. Will include areas such as family violence, child welfare, disability, health, mental health, and working with vulnerable adults. A critical investigation of context, relationships, power, ethics, interventions and best practice in these settings will be undertaken.  
*Prerequisite:* SOCWORK 721, 722, 723, 724 and 725  
*Restriction:* SOCWORK 411, 711

**SOCWORK 713** 15 Points  
**The Social Work Discourse**  
 A critical analysis of contemporary social work practice, utilising sociological perspectives and contemporary social theory. An in-depth exploration of how the professional discourse of social work is framed and how major social trends impact on that discourse in practice and the public domain.  
*Restriction:* SOCWORK 413

**SOCWORK 718** 30 Points  
**Applied Research in Social Services**  
 Examines the role of applied research within professional practice. An in-depth examination of research methods, traditions and techniques particularly used in analysing, evaluating and auditing social service programmes and practices. Aims to enhance and develop the knowledge and understanding of students with regard to the nature and application of a broad range of research methods, the role of theory, ethics and politics in research and in developing a research proposal.

**SOCWORK 719** 30 Points  
**Special Study**

**SOCWORK 721A** 15 Points  
**SOCWORK 721B** 15 Points

**Theories and Skills in Social Work Practice**  
 An in-depth examination of theoretical perspectives, skills and approaches in social work practice related to interpersonal work with individuals, families and groups living through challenging situations. Content will include a critical engagement with contemporary literature and the examination of evidence-informed interventions and critically reflective strategies that help guide professional practice in collaborative and safe environments.  
*To complete this course students must enrol in SOCWORK 721 A and B*

**SOCWORK 722** 30 Points  
**Developing Social Work Professional Identity**  
 Examines contemporary and historical social work cultural identity, language and discourse as a global profession. Socialisation to the profession and its values is explored through a defined range of practice fields, premised on a human rights and social justice framework. Systemic models of practice are reviewed. Inter-professional practice, professional ethics, anti-oppressive and bicultural practice and registration are analysed in the New Zealand setting.

**SOCWORK 723** 15 Points  
**Social Work in the New Zealand Context**  
 Examines the history, policy, law, social patterns, trends and issues that contribute to the working environment for bicultural social work practice in Aotearoa New Zealand. Content will encourage an understanding of the organisational, statutory and community context of social services, professional practice and the reflective social worker operating in settings that can be examined, challenged and changed.

**SOCWORK 724** 15 Points  
**Applied Social Work Research Methods - Level 9**  
 Consolidates critical awareness of the role of research and knowledge in a specialised field of social work practice, leading to the development of an independent research proposal. Integrates advanced knowledge and critical reflection in understanding the nature and application of a range of applied research methods and traditions and links to social work practice.

**SOCWORK 725** 30 Points  
**Supervised Field Placement I**  
 A first practicum course which focuses on developing a professional identity and a philosophy of practice that is shaped by integrating personal experience and professional knowledge, values and skills. A significant part of this course includes a period of a minimum of 50 days of supervised agency-based practical experience for which the student will be prepared through developing individual learning goals.  
*Prerequisite:* SOCWORK 722, 723  
*Corequisite:* SOCWORK 721, 724

**SOCWORK 726** 15 Points  
**Practice with Communities**  
 An advanced consideration of change-oriented social work practice with communities, with particular emphasis on diverse and indigenous communities and critical analysis of current and historical factors shaping community well-being. Building their own theories of change, students learn models and skills for integrating partnerships with communities into their practice, including engagement, capacity building, community development, organising, activism, research and policy advocacy.  
*Prerequisite:* 60 points passed at Stage III  
*Restriction:* SOCWORK 356, 426

**SOCWORK 727** 45 Points  
**Advanced Field Education**  
 An advanced practicum course that includes a minimum of 480 hours (60 days) of supervised agency-based practical experience, building on the knowledge and skills gained in the first practicum and subsequent coursework. Students engage in critical interrogation of the relationships between critical reflection, professional supervision and ethics and their application to professional social work practice.  
*Prerequisite:* SOCWORK 317, 411, SOCHLTH 313, 334, SOCCHFAM 332  
*Restriction:* SOCWORK 415, 427, 715

**SOCWORK 734A** 15 Points  
**SOCWORK 734B** 15 Points  
**Professional Social Work Research in Practice - Level 9**  
 An independent, applied research-based project relating to an aspect of social work practice and undertaken in a practice context. Students will gather and critically analyse authentic data using appropriate research strategies and



ethical practice principles, and produce a substantial research report.

*Prerequisite:* SOCWORK 721-725

*Restriction:* SOCWORK 414, 714

*To complete this course students must enrol in SOCWORK 734 A and B*

### **SOCWORK 735 30 Points** **Supervised Field Placement II**

An advanced practicum course which includes a critical interrogation of the relationships between critical reflection, professional supervision and ethics and their application to professional social work practice. Includes a minimum of 70 days supervised agency-based practical experience, building on the knowledge and skills gained in the first practicum and concurrent coursework.

*Prerequisite:* SOCWORK 721-725

### **SOCWORK 758 30 Points** **Special Topic**

### **SOCWORK 759 15 Points** **Special Topic**

### **SOCWORK 780 30 Points** **SOCWORK 780A 15 Points** **SOCWORK 780B 15 Points**

#### **Research Project - Level 9**

An integrated approach to social work research where students apply specialised practice research principles and data analysis software to existing qualitative and quantitative datasets to engage in problem definition, critical review of relevant literature, research strategies and design, generating data analysis and reporting of research findings to inform professional practice – and integrated practice research – in social work and social services.

*Prerequisite:* SOCWORK 312

*Restriction:* SOCWORK 414, 714, 734

*To complete this course students must enrol in SOCWORK 780A and B, or SOCWORK 780*

### **SOCWORK 796A 60 Points** **SOCWORK 796B 60 Points**

#### **Thesis - Level 9**

*To complete this course students must enrol in SOCWORK 796 A and B*

### **SOCWORK 797A 45 Points** **SOCWORK 797B 45 Points**

#### **Research Portfolio - Level 9**

*To complete this course students must enrol in SOCWORK 797 A and B*

## **Social Work Child and Family Practice**

### **Stage III**

### **SOCCHFAM 332 15 Points** **Working with Children and Whanau**

An exploration of effective approaches, policies, practices and principles used to engage with children and their whanau within the context of Aotearoa New Zealand. This course will develop the skills and knowledge necessary for working with children and their whanau in community and statutory settings and include consideration of poverty, family violence and child protection.

### **SOCCHFAM 382 15 Points** **Special Topic**

### **Stage IV**

### **SOCCHFAM 431 15 Points** **Child and Adolescent Mental Health Issues**

A critical examination of specific diagnoses and disorders of childhood and adolescence that impact on their mental health and wellbeing, with emphasis on the current successful treatments for severely emotionally distressed children and young people within Aotearoa New Zealand.

*Restriction:* SOCCHFAM 731

### **SOCCHFAM 482 15 Points** **Special Topic**

## **Postgraduate 700 Level Courses**

### **SOCCHFAM 700 30 Points** **Domestic Violence: Challenges and Responses**

An in-depth examination of the prevalence, consequences, risk and protective factors of domestic violence in Aotearoa New Zealand. Draws on local and international research to explore conceptual models, theories, practice and current research concerns, aimed at prevention and intervention activities at the individual, family/whānau, organisational, community and societal levels.

### **SOCCHFAM 710 15 Points** **Special Topic**

### **SOCCHFAM 731 15 Points** **Child and Adolescent Mental Health Issues**

An in-depth examination of specific diagnoses and disorders of childhood and adolescence that impact on their mental health and wellbeing, with emphasis on contemporary literature and evidence informed practice with children and young people within Aotearoa New Zealand.

*Restriction:* SOCCHFAM 431

### **SOCCHFAM 734 30 Points** **Issues in Child Welfare and Protection**

Explores the critical issues in child welfare and protection encountered by education, health and human services workers. The historical, social and conceptual basis for an understanding of child abuse and neglect is considered. Explores research-led strategies to address personal, professional, and societal responses to the needs of vulnerable children.

### **SOCCHFAM 735 15 Points** **Intimate Partner Violence**

An in-depth examination of the prevalence, consequences, risk and protective factors pertaining to intimate partner violence (IPV) in Aotearoa New Zealand. Draws on local and international research to explore conceptual models, theories, practice and current research concerns, aimed at prevention and intervention activities at the individual, family/whanau, organisational, community and societal levels.

*Restriction:* SOCCHFAM 700

### **SOCCHFAM 736 15 Points** **Special Topic**

## **Social Work Health Practice**

### **Stage III**

### **SOCHLTH 313 15 Points** **Mental Health in Social Practice**

An exploration of the dynamics of social practice with

service users and their whānau/family with mental health issues. This course includes an examination of mental health policy and broad approaches to care and recovery. An overview knowledge of the major mental health illnesses and associated recovery strategies will be provided. The impact of mental health issues in Māori, Pasifika, people with disabilities, young people and refugee and migrant communities will be examined.

**SOCHLTH 334** 15 Points

#### **Effective Social Work in Health and Disability Services**

Explores the role of social work with people who have disabilities or experience disabling conditions through accident, illness and aging. Examines policy and strategies of support for recovery and rehabilitation. Develops skills to address the psychosocial impact of physical loss and change with individuals, carers and families.

*Prerequisite:* SOCHLTH 231 or SOCWORK 200

**SOCHLTH 381** 15 Points

#### **Special Topic**

### **Stage IV**

**SOCHLTH 432** 15 Points

#### **Working with Grief and Loss**

An in-depth examination of theoretical and cultural perspectives of grief and loss that includes loss associated with trauma, terminal and chronic illness and suicide. Personal experience of loss will also be explored. Content will include developing social work skills and interventions that can assist adults and children experiencing grief, loss and change.

*Restriction:* SOCHLTH 732

**SOCHLTH 481** 15 Points

#### **Special Topic**

### **Postgraduate 700 Level Courses**

**SOCHLTH 700** 30 Points

#### **Health, Social Justice and Social Work**

A critical examination of health disparities, the social dimensions of health and wellbeing and the role of social work. Explores contemporary literature and research to evaluate development strategies in micro and macro practice in health social work. Changes in the delivery of health care and the impact on the social work role and professional identity will be explored with reference to contemporary challenges and opportunities.

*Restriction:* SOCHLTH 753

**SOCHLTH 732** 15 Points

#### **Working with Grief and Loss**

An in-depth examination of theoretical and cultural perspectives of grief and loss that includes loss associated with trauma, terminal and chronic illness and suicide. Personal experience of loss will also be explored. Content will include contemporary literature and the examination of evidence-informed interventions that can assist adults and children experiencing grief, loss and change.

*Restriction:* SOCHLTH 432

**SOCHLTH 736** 15 Points

#### **Health, Social Justice and Practice**

A critical examination of the social dimensions of health and wellbeing and the role of social work. Reviews current literature on the social determinants of health and strategies in micro and macro practice in health social work. Explores challenges and opportunities in the delivery

of health care and the impact on the social work role and professional identity

*Prerequisite:* SOCWORK 721-725

*Restriction:* SOCHLTH 700

**SOCHLTH 756** 30 Points

**SOCHLTH 756A** 15 Points

**SOCHLTH 756B** 15 Points

#### **Special Topic**

*To complete this course students must enrol in SOCHLTH 756 A and B, or SOCHLTH 756*

**SOCHLTH 757** 30 Points

#### **Special Study**

### **Social Work Youth Practice**

#### **Stage III**

**SOCYOUTH 300** 15 Points

#### **Therapeutic Youth Mentoring**

Theories and concepts of youth mentoring and positive youth development will be examined in relation to practice as youth mentors. Students will engage in weekly mentoring sessions on campus with local at-risk youth as part of the Campus Connections therapeutic mentoring programme. Lecture topics include adolescent development, effective mentoring relationships, communication and counselling, ethical youth practice, and risk assessment.

*Prerequisite:* Any 60 points passed at Stage II or above and approval from the Course Director

*Restriction:* EDUC 747, PROFCCOUN 700

#### **Stage IV**

**SOCYOUTH 483** 15 Points

#### **Special Topic**

### **Postgraduate 700 Level Courses**

**SOCYOUTH 736** 15 Points

#### **Special Topic**

### **Sociology**

#### **Stage I**

**SOCIOL 100** 15 Points

#### **Issues and Themes in Sociology**

Introduction to sociology as a discipline and a review of some of its internal debates. Topics include: social class, gender, globalisation, power, sexual identity and family. Draws on material from a range of societies.

**SOCIOL 101** 15 Points

**SOCIOL 101G** 15 Points

#### **Understanding Aotearoa New Zealand**

Provides an introduction to the sociological analysis of New Zealand society. Looks at familiar events, institutions, social processes from a sociological point of view and offers ways to understand them in new and different ways. Focuses on the structure of New Zealand society and on social and political changes which affect the lives of New Zealanders and shape their society.

**SOCIOL 103** 15 Points

#### **Aotearoa New Zealand Social Policy and Social Justice**

Provides an overview of key contemporary social policy issues within the context of globalising economic processes

and continuing gendered and racialised divisions. Discusses the way in which debates around social policy are constructed and the implications this has for social justice. Case studies may include food and health, technology, indigeneity and children.

**SOCIOL 105** **15 Points**  
**Cultural Studies and Society**

A cultural studies approach to social life focuses on the way we experience the world, taking account of what we see, what we hear, what we consume and how we communicate. Sociological theory will be explored through investigating different cultural forms including film, advertising, art, social media, sport, and video games.

**Stage II**

**SOCIOL 200** **15 Points**  
**Sociological Theory**

Aims to map the social condition through theorists who also emphasise the need to transform it. Focuses on material existence, how it is interpreted through language and the investment of people in oppressive regimes, ideologies and discourses. Develops critical perspectives on the intersections of class, race, gender and sexuality.

*Prerequisite:* 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass

**SOCIOL 203** **15 Points**  
**Social Reality and Ideology**

Sociologists construe ideology as ideas that conceal social inequalities. This course explores the meaning of ideology and some of its related concepts, such as hegemony, discourse, and subjugation. It then critically analyses some of the most pervasive contemporary ideologies. Although not exhaustive, examples include beliefs about personal responsibility, corporate job creators, faith in technology, and crime and deviance.

*Prerequisite:* 60 points passed from BA courses

**SOCIOL 204** **15 Points**  
**Special Topic: Social Control**

Analyses the means by which different institutions, groups and individuals control the actions, behaviours and thoughts of people in contemporary modern societies, including our own. Discusses controllers, their targets, the mechanisms they employ, the goals they seek to accomplish, and the means by which people resist. Prompts students to reflect how controlling processes have affected their everyday life.

*Prerequisite:* 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass or 90 points passed

**SOCIOL 205** **15 Points**  
**Special Topic: Sociology of Subcultures**

Through consideration of sociological theory from the Chicago School, British Cultural Studies, and postmodernism, this course investigates marginal, non-normative, and socially deviant group formations considered as 'subcultural'. This will include critical consideration of the social, economic, and political dynamics in which specific group practices and identities of subcultures such as ravers, punks, and skaters take shape in capitalist society.

*Prerequisite:* 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with a minimum B+ pass

*Restriction:* SOCIOL 225

**SOCIOL 207** **15 Points**  
**Sociology of Gender and Families**

Focuses on the interrelationship between gender, sexuality and families in New Zealand and other Western societies. Through an examination of important moments in the life course of families – for example, partnering and parenting – it explores changes and continuities in the gendered norms, identities, practices and patterns that characterise contemporary family life.

*Prerequisite:* 30 points in Sociology or Gender Studies or 60 points passed

*Restriction:* SOCIOL 214, SOCIOL 222

**SOCIOL 208** **15 Points**  
**Economy and Society**

Examines the changing relations between work and life outside of paid employment. Particular attention is paid to new forms of expropriation that profit from claiming private ownership of collective effort, ideas and cultural forms. These developments are crucial to understanding and contesting social inequality, globalisation, organisational restructuring and new technologies. Course material is drawn from international literatures and is grounded in an understanding of contemporary New Zealand.

*Prerequisite:* 30 points at Stage I in Employment Relations and Organisational Studies or Sociology or 15 points at Stage I in Sociology with a B+ or higher, or 30 points in International Relations and Business

**SOCIOL 210** **15 Points**  
**Colonisation, Globalisation and Social Justice**

Charts the political, economic, cultural and ecological consequences of imperialism, colonisation, globalisation, aid and development, up to and including the IMF/World Bank's neoliberalism and structural adjustment programme. It pays particular attention to violence (physical, psychological and ideological), environmental consequences and health impacts in these contexts.

*Prerequisite:* 30 points at Stage I in Sociology or Employment Relations and Organisational Studies, or 15 points at Stage I in Sociology with a B+ or higher, or 30 points in Global Politics and Human Rights, or 30 points at Stage I in BC courses

**SOCIOL 211** **15 Points**  
**Sociology of Popular Culture**

Popular culture appears to be everywhere, but what political and social effects might all this popular entertainment have on us? This course seeks to answer such questions through a sociological interpretation of popular culture as both an indicator of social change and as a location of meaning and significance. Topics include reality TV, celebrities, consumption, music, and technology.

*Prerequisite:* 30 points at Stage I in Sociology, or 15 points at Stage I in Sociology with a B+ or higher, or 30 points from COMMS 100, FTVMS 100, 101, MEDIA 101, or 30 points from Comparative Literature

**SOCIOL 213** **15 Points**  
**Ethnicity and Identity**

Charts the development of the concepts of racial, national, ethnic and indigenous identities in relation to the histories of modernity and colonisation and then uses these concepts to analyse a range of contemporary issues of identity and belonging.

*Prerequisite:* 30 points at Stage I in Sociology or 15 points at Stage I in Sociology with at least a B+ average or 30 points at Stage I in Global Studies with at least a B+ average, or 90 points passed

**SOCIOL 217 15 Points****Social Movements**

What motivates and sustains collective action for social and political change? Through local and international examples, students will explore different theories about why people form and act through movements, the tactics and strategies activists use, how movement successes and failures are measured, and how and why groups evolve, or fall apart, over time.

*Prerequisite:* 30 points passed at Stage I

**SOCIOL 218 15 Points****Critical Theories of Capitalism**

Explains why crises are endemic to capitalism and have destructive effects on people, society and planetary life. Considers why capitalism emerged in Britain first and became a global system. Draws on a range of critical theory perspectives to explain the relationship of political economy to ideology, subjectivity and the intersections of class, race and gender.

*Prerequisite:* 30 points passed at Stage I

*Restriction:* SOCIOL 301

**SOCIOL 219 15 Points****Special Topic**

*Prerequisite:* 30 points at Stage I in Sociology

**SOCIOL 228 15 Points****Special Topic: Power and Knowledge**

Illuminates the social processes through which knowledge is produced and transmitted, and how these processes are shaped by powerful social forces, including corporations and the state. Students will gain critical insights about knowledge production, how this relates to social justice and state control, and will build skills for detecting misinformation and disinformation.

*Prerequisite:* 30 points passed at Stage I

**SOCIOL 229 15 Points****Environmental Sociology**

Environmental sociology provides insight into the complex social processes that define, create and even threaten our natural environment. This course gives tools with which to think sociologically about environmental issues, such as understanding how environmental issues come to be seen as environmental problems, and how political, cultural, and economic factors have come to shape our interaction with the natural environment.

*Prerequisite:* 30 points at Stage I in Sociology, or 30 points from ENV 101, ENVSCI 101, 201, GEOG 102, 205, or COMMS 102 and 15 points from ENV 101, ENVSCI 101, SOCIOL 100

**Stage III****SOCIOL 300 15 Points****Feminist, Anti-Colonial and Post-Capitalist Technofutures**

Introduces students to theoretical approaches for understanding the social, material and power (political) dimensions of science and technology, as well as practical approaches for imagining and enacting more ethical, equitable, collaborative and anti-colonial technofutures. Topics studied include: science, technology and social theory; feminist, anti-colonial and post-capitalist approaches to science and technology; translating knowledge to engage public audiences.

*Prerequisite:* 30 points at Stage II in Sociology, or COMMS 103 and 208

*Restriction:* SOCIOL 311

**SOCIOL 301 15 Points****Critical Theories of Capitalism**

Explains why crises are endemic to capitalism and have destructive effects on people, society and planetary life. Considers why capitalism emerged in Britain first and became a global system. Draws on a range of critical theory perspectives to explain the relationship of political economy to ideology, subjectivity and the intersections of class, race and gender.

*Prerequisite:* 30 points passed at Stage II

*Restriction:* SOCIOL 218

**SOCIOL 305 15 Points****Special Topic****SOCIOL 307 15 Points****The Pacific in the World**

Brief history of post Second World War theories of economic development and modern world systems. Explores Pacific responses to world systems such as colonisation, capitalism, globalisation and militarisation. Examines Pacific relations with colonial and imperial powers such as Aotearoa New Zealand, Britain, and US. Analyses the limitations of world systems models.

*Prerequisite:* 30 points at Stage II in Global Environment and Sustainable Development or Sociology

**SOCIOL 309 15 Points****Migration, Borders and Displacement**

Examines the relationship between national borders and international migration alongside an exploration of critical theories of the drivers, management and experience of displacement. Particular attention is paid to representations of migration, political and policy responses to migration, and patterns of involuntary, labour, lifestyle and educational migration.

*Prerequisite:* 30 points at Stage II in Global Politics and Human Rights or Sociology

*Restriction:* SOCIOL 306

**SOCIOL 310 15 Points****Researching Social Problems**

Develops skills in integrating theory and methods so that students can critically engage with social problems using a sociological lens both inside and outside the university.

*Prerequisite:* 30 points at Stage II in Sociology or 60 points passed at Stage II from BA courses

**SOCIOL 315 15 Points****Law, Inequality and the State**

Examines, in a comparative mode, how law as a set of social relations and categories can both create and remedy inequalities of gender, race, and class.

*Prerequisite:* 30 points at Stage II in Sociology or 15 points from CRIM 201, 202 or 30 points at Stage II in Global Politics and Human Rights

*Restriction:* SOCIOL 215

**SOCIOL 316 15 Points****Critical Theories of Schooling**

Compulsory schooling in western society has traditionally been seen as a significant instrument of socialisation, progression and economic advancement for young people. The course will engage students in ideas which challenge this view by drawing on critical theories such as Labelling, Marxist, Foucauldian, and Anarchist theory, and exploring topics including colonialism, patriarchy, racism, and the social control of youth.

*Prerequisite:* 30 points at Stage II in Sociology

**SOCIOL 318** 15 Points**Sociology of the Media**

An exploration of the relationship and patterns of interaction between media, culture and society through an examination of the print and broadcasting media, and advertising in New Zealand.

*Prerequisite: 30 points at Stage II in Sociology, or Media, Film and Television, or Communication*

**SOCIOL 322** 15 Points**A Sociology of Relational Life**

Introduces students to new developments in sociology by examining the significance of our relationships to others: intimate partners, friends, acquaintances, and even pets. The course considers the ways relationships are embedded in life through everyday practices, sharing photographs, and telling stories. In so doing, it engages with contemporary debates about the rise of individualism and the decline of family life.

*Prerequisite: 30 points at Stage II in Sociology*

**SOCIOL 326** 15 Points**Sociology of Violence and Death**

Drawing on writings from a variety of intellectual traditions, this course explores the contested nature of violence through an examination of a number of contemporary debates about the causes, agents, consequences, as well as responses to and interventions in, incidents of violence.

*Prerequisite: 30 points at Stage II in Sociology, or 15 points at Stage II in Sociology and CRIM 201 or 202, or 30 points at Stage II in Health and Society*

**SOCIOL 330** 15 Points**Special Topic**

*Prerequisite: 30 points at Stage II in Sociology*

**SOCIOL 333** 15 Points**Sociology of Health, Illness, and Medicine**

Presents a conceptual and topical overview of the Sociology of Health, Illness, and Medicine. Specific topics to be addressed include: the social distribution of disease; the social production of disease; the social construction of 'illness'; the social construction of treatment practices; patient experiences of illness and healthcare; the social organisation of medicine; and alternative visions of healthcare.

*Prerequisite: 30 points at Stage II in Sociology, or COMMS 212 and 15 points in Sociology, or 30 points in Health and Society, or HLTHSOC 100 with a B+ or better*

**SOCIOL 339** 15 Points**Special Topic**

*Prerequisite: 30 points at Stage II in Sociology*

**SOCIOL 340** 15 Points**Special Topic**

*Prerequisite: 30 points at Stage II in Sociology*

**Postgraduate 700 Level Courses****SOCIOL 700** 30 Points**Capitalism, Ideology, and Desire**

Draws on theories of subjectivity to discern how capitalism influences the way people think, act and desire. It considers the damage that a competitive society does to the psyche relative to sex/gender. It considers how changes in the psychosocial condition can be brought about.

*Restriction: SOCIOL 733*

**SOCIOL 701** 30 Points**Advanced Skills in Research**

Examination of sociological issues in research design, execution, analysis and interpretation. Particular attention is paid to computer assisted data and benefits of employing multiple methods.

*Restriction: SOCSCRES 702, 703*

**SOCIOL 703** 30 Points**Sociology of Mental Health**

Interrogates advanced sociological theories of medicine and psychiatry, investigating mental health interventions as social, economic, cultural and political projects. Key issues will include The Enlightenment and theories of the self, the rise of science and the 'psy' professionals, institutionalisation and community care, current sociological theories of mental health, the medicalisation of everyday life, and gender, race and mental illness.

**SOCIOL 706** 30 Points**The Sociology of Disasters**

Disasters are increasing in scale, cost, frequency and severity. This course examines their causes and consequences and considers their future avoidance. In doing so it draws on social theory, Science and Technology Studies, and broad literatures on disaster. Topics include: the risk society thesis, the social patterning of disasters, and the political economy of disasters (disaster capitalism).

**SOCIOL 707** 30 Points**Governing Population and Society**

Explores the relationship between population, state and society with a particular emphasis on the settler colonial and post colonial context of Aotearoa New Zealand and the South Pacific. Social theories of biopolitics, gender, racism and technology are examined in order to develop critical insights into population 'problems' of migration, borders, fertility/mortality, citizenship and diversity.

**SOCIOL 709** 30 Points**Special Topic: Sociology of Universities**

Interrogates the purpose of a university from a sociological lens. Explores how the university is imagined and the different social drivers that guide the 'purpose' of a university. Topics include non-performative diversity, the university as a site for 'cultural wars', the neoliberal university, critic and conscience and academic freedom.

**SOCIOL 710** 30 Points**Special Topic: Environmental Justice and Environmental Crimes**

An advanced study of sociological and green criminology approaches to environmental harms that illuminates the complex social processes that creates them. This course critically analyses phenomenon that harms humans, non-humans and the environment. Examines the complex political, cultural, economic factors, and social factors contributing to them, as well as the social responses to address these problems.

**SOCIOL 711** 30 Points**Special Topic****SOCIOL 718** 30 Points**Research Projects: Design and Practice**

Explores some of the major principles of research design and practice before discussing particular methods of research. Students will work through problem definition,

literature review, and research design. Both 'empirical' and 'theoretical' projects will be encouraged.

*Restriction: SOCIOL 731, SOCSRES 701*

**SOCIOL 728** 30 Points

### **Family, Gender and the State**

The influence of changing ideologies of mothering, fathering, family and work, as well as the political forces and pressure groups that promote them, on both the development and restructuring of social and legal policies in several industrialised nations, including New Zealand.

**SOCIOL 735** 30 Points

### **Current Debates in Gender and Sexuality**

Traces contemporary sociological debates in the analysis of gender and sexuality. This includes reference to feminist concerns with identities, differences, bodies, power and agency. These issues are taken up and explored through an examination of practices enacted on/or through sexed bodies.

**SOCIOL 737** 15 Points

### **Special Topic**

**SOCIOL 738** 15 Points

### **Directed Study**

**SOCIOL 739** 30 Points

### **Directed Study**

**SOCIOL 743** 15 Points

### **Special Topic**

**SOCIOL 745** 30 Points

### **Sociology of Science and Technology**

Starting from the premise that science is a social phenomenon, this course investigates how science is shaped by norms, institutions, beliefs and other social forces. It asks students to consider how the human world affects science, and how science affects the human world.

**SOCIOL 746** 30 Points

### **Settler Societies and Indigenous Peoples**

Critically examines settler colonialism and the contemporary politics and practices of recognition and reconciliation between indigenous and settler peoples in Aotearoa New Zealand, Australia, Canada and the USA. The course examines the literatures on settler colonialism and contemporary practices of recognition and apology, as well as the work of courts, tribunals, governments and indigenous communities across these four societies.

**SOCIOL 748** 30 Points

### **Critical Theory and Social Change**

Investigates the social forces and forms of thought currently producing progressive social change out of the contradictory realities of the existing social situation. Considers the immanent possibilities for radical change at the present moment of late capitalism, the grounds on which social change might be justified and the practical steps that might be taken to realise them.

**SOCIOL 790** 30 Points

**SOCIOL 790A** 15 Points

**SOCIOL 790B** 15 Points

### **Research Project - Level 9**

*To complete this course students must enrol in SOCIOL 790 A and B, or SOCIOL 790*

**SOCIOL 792** 45 Points

**SOCIOL 792A** 22.5 Points

**SOCIOL 792B** 22.5 Points

### **Dissertation - Level 9**

*To complete this course students must enrol in SOCIOL 792 A and B, or SOCIOL 792*

**SOCIOL 794** 60 Points

**SOCIOL 794A** 30 Points

**SOCIOL 794B** 30 Points

### **Dissertation - Level 9**

*To complete this course students must enrol in SOCIOL 794 A and B, or SOCIOL 794*

**SOCIOL 796A** 60 Points

**SOCIOL 796B** 60 Points

### **Thesis - Level 9**

*To complete this course students must enrol in SOCIOL 796 A and B*

**SOCIOL 797A** 60 Points

**SOCIOL 797B** 60 Points

### **Research Portfolio - Level 9**

*To complete this course students must enrol in SOCIOL 797 A and B*

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## **Spanish**

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### **Stage I**

**SPANISH 104** 15 Points

**SPANISH 104G** 15 Points

### **Beginners' Spanish 1**

Provides a solid grounding in the basic grammar and vocabulary of Spanish for beginners or near beginners, emphasising communicative competence in the present tense. Develops speaking, listening, reading and writing skills, and prepares students at the A1 Level of the Common European Framework of Reference for Languages.

*Restriction: SPANISH 107. May not be taken if a more advanced language acquisition course in this subject has previously been passed*

**SPANISH 105** 15 Points

### **Beginners' Spanish 2**

Moving from the present to the past tenses, this course prepares students for basic conversation about everyday activities such as travel, weather, health, pastimes, emotions and simple narratives of historical events. Prepares students for the A2 Level of the Common European Framework of Reference for Languages.

*Note: Students with 16 Level 2 NCEA credits in Spanish in last two years will enrol in SPANISH 105.*

*Prerequisite: SPANISH 104 or 109*

*Restriction: SPANISH 108. May not be taken if an equivalent or a more advanced language acquisition course in this subject has previously been passed*

**SPANISH 178** 15 Points

### **Spanish Study Abroad 1B**

Course of at least 4 weeks in length and 48 taught hours on Spanish language and/or culture to be taken at an approved academic institution in a Spanish-speaking country.

*Prerequisite: B- or higher in SPANISH 104 or approval of Academic Head or nominee*

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**Stage II****SPANISH 200** 15 Points  
**Intermediate Spanish 1**

Consolidates Spanish study by introducing the present subjunctive, enables students to move toward fluency in conversations on contemporary topics, and enriches daily activities with detail, subtlety and idioms used in the context of the rich cultures of the Hispanic world (Spain and Latin America). This course is equivalent to B1 of the Common European Framework of Reference for Languages.

*Prerequisite:* SPANISH 105 or 178

*Restriction:* SPANISH 277. May not be taken if a more advanced language acquisition course in this subject has previously been passed

**SPANISH 201** 15 Points  
**Intermediate Spanish 2**

Builds on skills obtained in SPANISH 200 with special emphasis on practical work, spoken Spanish and development of aural-oral skills.

*Prerequisite:* SPANISH 200

*Restriction:* SPANISH 278. May not be taken if a more advanced language acquisition course in this subject has previously been passed

**SPANISH 202** 15 Points  
**Iberian Cultures and Literatures**

An introduction to the study of Iberian literatures in their cultural contexts, focusing on major works and movements from different historical periods.

*Prerequisite:* 15 points from SPANISH 105, 108, 200, 201, 277, 278, 319, 321, 377, 378

*Restriction:* SPANISH 302

**SPANISH 203** 15 Points  
**Iberian and Latin American Civilisations**

Focuses on the unique traditions and radical innovations of the pluricultural nations comprising the Iberian Peninsula and Latin America, tracing parallel historical trajectories, diverse political systems and engaging aesthetic creations. Develops knowledge of Spanish and Latin American cultural studies through a global studies approach.

*Prerequisite:* 45 points at Stage I in BA courses

*Restriction:* SPANISH 103

**SPANISH 206** 15 Points  
**Spanish Myths and Global Icons**

Explores cultural representations of universal Spanish motifs in literature and the arts. Examines classical cultural myths associated with Spain (such as Don Quixote, Don Juan and Carmen), and global icons which have defined modernity, from Picasso, Dalí, and García Lorca to Buñuel and Almodóvar.

*Prerequisite:* 15 points from SPANISH 105, 108, 200, 201, 277, 278, 319, 321, 377, 378

*Restriction:* SPANISH 306

**SPANISH 207** 15 Points  
**Transnational Movements in Hispanic Culture**

Explores transnational movements pertaining to Spain and Latin America: topics may include the nineteenth-century agendas of abolitionism, freethinking and feminisms, migration and exile, film co-productions and documentaries, and historical memory networks in the twentieth and twenty-first centuries.

*Prerequisite:* 15 points from SPANISH 105, 108, 200, 201, 277, 278, 319, 321, 377, 378

*Restriction:* SPANISH 307

**SPANISH 215** 15 Points  
**Special Topic**

*Prerequisite:* SPANISH 105 or 108

**SPANISH 218** 15 Points  
**Making Modern Spain 1840-1939**

The making of modern Spain charts a period in which gender, class and ideological upheavals intersect with enquiry and debate as to what constitutes the Spanish nation. An overview of key moments in Spanish cultural politics from high Romanticism through to the end of the Spanish Civil War, examining the connections between seduction, both personal and intellectual, and social revolutions.

*Prerequisite:* 15 points from SPANISH 105, 108, 200, 201, 277, 278, 319, 321, 377, 378

*Restriction:* SPANISH 318, 725

**SPANISH 223** 15 Points  
**Special Topic**

*Prerequisite:* SPANISH 105 or 108

**SPANISH 277** 15 Points  
**Spanish Study Abroad 2A**

For approved courses at overseas institutions with permission of the Academic Head or nominee.

*Prerequisite:* B- or higher in SPANISH 105 or approval of Academic Head or nominee

**SPANISH 278** 15 Points  
**Spanish Study Abroad 2B**

For approved courses at overseas institutions with permission of the Academic Head or nominee.

*Prerequisite:* B- or higher in SPANISH 105 or approval of Academic Head or nominee

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**Stage III****SPANISH 302** 15 Points  
**Iberian Cultures and Literatures**

Advanced study of Iberian literatures in their cultural contexts, focusing on major works and movements from different historical periods.

*Prerequisite:* 15 points from SPANISH 201, 278, 319, 321, 323, 377, 378 and 15 points from SPANISH 206, 207, LATINAM 201, 210, 216

*Restriction:* SPANISH 202

**SPANISH 306** 15 Points  
**Spanish Myths and Global Icons**

Explores cultural representations of universal Spanish motifs in literature and the arts. Examines classical cultural myths associated with Spain (such as Don Quixote, Don Juan and Carmen), and global icons which have defined modernity, from Picasso, Dalí, and García Lorca to Buñuel and Almodóvar.

*Prerequisite:* 15 points from SPANISH 201, 278, 319, 321, 377, 378 and 15 points from SPANISH 202, 207, LATINAM 201, 216

*Restriction:* SPANISH 206

**SPANISH 307** 15 Points  
**Transnational Movements in Hispanic Culture**

Explores transnational movements pertaining to Spain and Latin America: topics may include the nineteenth-century agendas of abolitionism, freethinking and feminisms, migration and exile, film co-productions and documentaries, and historical memory networks in the twentieth and twenty-first centuries.

*Prerequisite:* 15 points from SPANISH 201, 278, 319, 321, 377, 378 and 15 points from SPANISH 202, 207, LATINAM 201, 216

*Restriction:* SPANISH 207

<b>SPANISH 315</b> <b>Special Topic</b> <i>Prerequisite: SPANISH 201 or 278 or 319 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or 216</i>	<b>15 Points</b>
<b>SPANISH 316</b> <b>Special Topic</b> <i>Prerequisite: SPANISH 201 or 278 or 319 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or 216</i>	<b>15 Points</b>
<b>SPANISH 317</b> <b>Hispanic Cultures in Cinema</b> A study of Spanish and/or Latin American cultures and their representation in films. Emphasis on critical theories and cultural contexts of representation. <i>Prerequisite: SPANISH 201 or 278 or 319 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or 216</i> <i>Restriction: SPANISH 718</i>	<b>15 Points</b>
<b>SPANISH 318</b> <b>Making Modern Spain 1840-1939</b> The making of modern Spain charts a period in which gender, class and ideological upheavals intersect with enquiry and debate as to what constitutes the Spanish nation. An overview of key moments of Spanish cultural politics from high Romanticism through to the end of the Spanish Civil War, examining the connections between seduction, both personal and intellectual, and social revolutions. <i>Prerequisite: SPANISH 201 or 278 or 319 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or 216</i> <i>Restriction: SPANISH 218, 725</i>	<b>15 Points</b>
<b>SPANISH 319</b> <b>Advanced Spanish 1</b> Expands the language skills obtained in SPANISH 200-201 through extensive practice in advanced grammar, idiomatic expression, listening, speaking, reading and writing in relation to cultural and contemporary topics. <i>Prerequisite: SPANISH 201 or 278</i> <i>Restriction: SPANISH 300, 377</i>	<b>15 Points</b>
<b>SPANISH 321</b> <b>Advanced Spanish 2</b> Builds on skills obtained in SPANISH 319 with special emphasis on advanced Spanish grammar review and development of Spanish and Latin American cultural literacy. Note: Students who have passed SPANISH 300 in 2006 or 2007 may enrol in the course with permission of the Academic Head or nominee. <i>Prerequisite: SPANISH 319 or 377 or approval of Academic Head or nominee</i> <i>Restriction: SPANISH 378</i>	<b>15 Points</b>
<b>SPANISH 323</b> <b>Spanish Translation Practice</b> Develops translator competence within general, cultural and technical knowledge domains, through full translations into and out of Spanish, topic-based research, and summary and selective translations. Specific skills include understanding the different phases in the translation process; documentary research skills, and editing and proof-reading skills. <i>Prerequisite: SPANISH 201 or approval of Spanish Programme Coordinator</i> <i>Restriction: SPANISH 723</i>	<b>15 Points</b>
<b>SPANISH 341</b> <b>Spanish Sound Structure</b> Provides advanced Spanish learners with a solid foundation	<b>15 Points</b>

in Spanish phonetics and phonology. Spanish sounds are explained and practiced in order to minimise native-language transfer. Students learn articulatory phonetics, phonetic transcription, and sound-pattern recognition, skills that enable them to discern native pronunciations and discover the principles that underlie the Spanish sound system.

*Prerequisite: 15 points from SPANISH 201, 278, 319, 321, 377, 378*  
*Restriction: SPANISH 741*

#### **SPANISH 342** **Spanish Word Formation**

An introduction to the formal study of Spanish words and the processes that generate them. Key morphological concepts explain how words may be related. The processes used to derive words and create grammatical variants will be analysed and practiced. Construction and deconstruction of words will be examined with reference to the enrichment of vocabulary.

*Prerequisite: 15 points from SPANISH 201, 278, 319, 321, 377, 378*  
*Restriction: SPANISH 742*

#### **SPANISH 350** **Directed Reading and Research**

Supervised research projects.

*Prerequisite: SPANISH 201 or 278 or 319 or 321 or 377 or 378 and 15 points from SPANISH 202 or LATINAM 201 or 216, and approval of Academic Head or nominee*

#### **SPANISH 377** **Spanish Study Abroad 3A**

For approved courses at overseas institutions with permission of the Academic Head or nominee.

*Prerequisite: B- or higher in SPANISH 201 or approval of Academic Head or nominee*

#### **SPANISH 378** **Spanish Study Abroad 3B**

For approved courses at overseas institutions with permission of Academic Head or nominee.

*Prerequisite: B- or higher in SPANISH 201 or approval of Academic Head or nominee*

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### **Postgraduate 700 Level Courses**

#### **SPANISH 719** **Special Topic**

**30 Points**

#### **SPANISH 720** **Latin American Knowledges**

**30 Points**

An examination of new knowledges produced in Latin America that have influenced socio-political theory and global epistemological paradigms but are subalternised as art, culture, or politics. Therefore, this course will examine the link between theory and practice in the creation of new knowledge.

*Prerequisite: LATINAM 301, 306, or POLITICS 332*  
*Restriction: LATINAM 320*

#### **SPANISH 723** **Advanced Spanish Translation Practice**

**30 Points**

Aims at developing translator competence within general, cultural and technical knowledge domains, through full translations into and out of Spanish, topic-based research, and summary and selective translations. Specific skills include mastering the different phases in the translation process; understanding the main textual and contextual features of Languages for Specific Purposes (LSP) texts; documentary research skills, and editing and proof-reading skills.

*Restriction: SPANISH 323*



SPANISH 728	30 Points
SPANISH 728A	15 Points
SPANISH 728B	15 Points

**Research Essays - Level 9**

Essays within a field, genre or period of literature.

To complete this course students must enrol in SPANISH 728 A and B, or SPANISH 728

SPANISH 729	30 Points
<b>Latin American Icons: Political Economy of Otherness</b>	

The ways in which Latin America as a place and a people has served as a site of otherness and exoticism providing economic and symbolic capital for the consumption and pleasure of colonial, neo-colonial, and neo-liberal powers. Latin American cultural studies texts offer students a way to read against the grain established by this process.

*Prerequisite:* 15 points from HISTORY 310, POLITICS 332, SPANISH 313

*Restriction:* LATINAM 306, SPANISH 306

SPANISH 736	15 Points
<b>Special Topic</b>	

SPANISH 737	30 Points
<b>Special Topic</b>	

SPANISH 750	15 Points
SPANISH 750A	7.5 Points
SPANISH 750B	7.5 Points
<b>Special Study</b>	

Supervised research on a topic or topics approved by the Academic Head or nominee.

To complete this course students must enrol in SPANISH 750 A and B, or SPANISH 750

SPANISH 777	15 Points
<b>Study Abroad</b>	

Formal study in an approved overseas university where the language of instruction is Spanish. Supplementary study at the University of Auckland may be required as part of this course. The final grade will be determined by formal assessment of student achievement by the Academic Head or nominee. Enrolment requires the approval of the Academic Head or nominee.

SPANISH 778	15 Points
<b>Study Abroad</b>	

Formal study in an approved overseas university where the language of instruction is Spanish. Supplementary study at the University of Auckland may be required as part of this course. The final grade will be determined by formal assessment of student achievement by the Academic Head or nominee. Enrolment requires the approval of the Academic Head or nominee.

SPANISH 782	30 Points
SPANISH 782A	15 Points
SPANISH 782B	15 Points

**Research Project - Level 9**

*Prerequisite:* 30 points from SPANISH 719-737

To complete this course students must enrol in SPANISH 782 A and B, or SPANISH 782

SPANISH 791	60 Points
<b>Dissertation - Level 9</b>	

SPANISH 792	45 Points
SPANISH 792A	22.5 Points
SPANISH 792B	22.5 Points

**Dissertation - Level 9**

To complete this course students must enrol in SPANISH 792 A and B, or SPANISH 792

SPANISH 793A	45 Points
SPANISH 793B	45 Points

**Thesis - Level 9**

To complete this course students must enrol in SPANISH 793 A and B

SPANISH 796A	60 Points
SPANISH 796B	60 Points

**Thesis - Level 9**

To complete this course students must enrol in SPANISH 796 A and B

SPANISH 797A	60 Points
SPANISH 797B	60 Points

**Research Portfolio - Level 9**

To complete this course students must enrol in SPANISH 797 A and B

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## Sport Studies

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**Stage I**

SPORT 100G	15 Points
<b>Sport in Society</b>	

Critically examines the socio-cultural, political and economic significance of sport within Aotearoa New Zealand. Examines how sport is embedded in the lives of people, constitutes identities, and is connected to major spheres of social life and various social issues. Through focusing on select sporting issues it analyses how New Zealanders negotiate understandings of self, ethnicity, gender, sexualities, health, and lifestyle.

*Restriction:* EDUC 104G

SPORT 101	15 Points
<b>Making a Difference in Sport</b>	

Explores the skills needed to successfully deliver sport and recreation activities. Examines differential community provision and develops skills to liaise with and engage diverse participants using psychological and sociological theories. Considers emerging trends in the field. Students will participate in community mapping to identify existing and potential sport and recreation opportunities in diverse communities.

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## Stage II

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SPORT 202	15 Points
<b>Sport and Recreation</b>	

Explores sport, recreation, and physical activity environments and cultures in Aotearoa New Zealand, including organised and alternative sport. Examines how children, youth and adults engage with sport and physical culture. Explores issues of access, policy and leadership in the field and investigates how different concepts influence understandings of, and engagement with, sport and physical culture.

*Restriction:* EDCURRIC 237

SPORT 204	15 Points
<b>Coaching Sport</b>	

Examines and applies effective coaching practices,

including coaching principles and the nature of practice. Focuses on developmentally and culturally appropriate coaching contexts throughout the lifespan (including childhood, adolescence and adulthood). Attention is given to coaching for diverse players and inclusive practices. Applies player-centred coaching principles.

*Prerequisite: Students are required to consent to the disclosure of criminal convictions and safety checks as required by the Children's Act 2014*

*Restriction: EDCURRIC 239*

### Stage III

#### **SPORT 302 15 Points** **Sport Leadership**

Develops the knowledge and skills for leading people and organisations in sporting contexts. Involves the study of leadership theories and styles from a range of different cultures. Includes critical examination of contemporary leadership strategies, issues, politics and policy. Develops interpersonal skills and leadership philosophies.

*Prerequisite: SPORT 204*

#### **SPORT 303 15 Points** **Managing Sport and Recreation**

Critically examines the societal value and management of sport and recreation events at local, regional, national and international levels. Investigates aspects such as feasibility, community needs, site selection, scheduling, risk and volunteer management, logistics, publicity, marketing and evaluation. Emphasis is given to practice in applied settings.

*Prerequisite: 30 points from SPORT 202, 203, 204, SPORHPE 201, 202, 203*

#### **SPORT 304 15 Points** **Sport Psychology and Coaching**

Critically examines recognised principles and practices of coaching and managing sport teams, including contemporary knowledge and theories. Individual and team psychological and social practices are examined and critiqued. Explores how coaches analyse the playing environment and the needs of players, including life-sport balance.

*Prerequisite: 30 points from SPORT 202, 203, 204, SPORHPE 201, 202, 203*

*Restriction: EDCURRIC 239*

#### **SPORT 305 15 Points** **Sport Media and Marketing**

Explores the roles and consequences of media representations of sport and physicality. Develops knowledge of the discourses that influence how sport, the body, and health are understood. Develops skills in marketing communications used to promote sport and physical wellbeing. Investigates issues emerging from the use of social media by sporting organisations, groups and individuals.

*Restriction: COMMS 303, SPORT 203*

## Sport, Health and Physical Education

### Stage I

#### **SPORHPE 101 15 Points** **Sociocultural Foundations**

Explores the sociological, historical, psychological and philosophical foundations of health, sport and movement cultures. Examines how health and human movement

are culturally and socially conceptualised with regard to contemporary concerns and trends. Includes studies of different cultural (Pākehā, Māori, Pacific, Asian) concepts of, and engagement with, health, sport and physical culture.

*Restriction: EDCURRIC 135, EDUC 142*

#### **SPORHPE 102 15 Points** **Learning and Pedagogy**

An introduction to how humans learn and how such learning is applied within the fields of health, physical education, and sport. Examines the way humans develop and apply knowledge, skills, and dispositions and their implications for pedagogical practices in health, physical education, and sport contexts.

#### **SPORHPE 103 15 Points** **Biophysical Foundations**

Introduces students to the anatomical, physiological and biomechanical foundations of human movement. Examines the functions of the musculo-skeletal system, the circulo-respiratory system and the nervous system, during rest and activity. Studies the biomechanical principles required to improve mechanical efficiency in human movement.

*Restriction: EDCURRIC 133*

#### **SPORHPE 104 15 Points** **Biophysical Foundations of Human Movement**

Introduces students to the biophysical foundations of human movement. Examines the role of the neuro-muscular and musculo-skeletal systems in movement. Examines knowledge of internal and external mechanics and how this is applied to understand human movement.

### Stage II

#### **SPORHPE 201 15 Points** **Whakatinanahia**

Examines Māori approaches to embodiment, forms of physicality and movement valuable for educational and health settings in Aotearoa New Zealand. Students will gain knowledge through engaging in forms of Māori physical culture in a range of contexts.

*Prerequisite: EDUCSW 101 or EDPROFM 100*

#### **SPORHPE 202 15 Points** **Skill Learning**

Develops knowledge and understanding of skill learning, teaching and coaching in human movement. Examines concepts of skill and theories of learning, including: psychological theories underpinning physical competency, child and youth development, motivation, inclusion and success. Develops an understanding of learner-centred, inquiry-based practice, and the development of pedagogical practices.

*Prerequisite: SPORHPE 102*

*Restriction: EDCURRIC 200*

#### **SPORHPE 203 15 Points** **Physiology, Exercise, Fitness**

Develops knowledge and understanding of exercise physiology. Examines physiological responses during and as a result of exercise. Examines the nature and purpose of deliberate exercise and fitness programmes. Explores the pedagogy of teaching exercise and fitness.

*Prerequisite: SPORHPE 103*

*Restriction: EDCURRIC 200, 334*

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**Stage III****SPORHPE 301** 15 Points**School Health and Physical Education**

Examines health education and physical education in primary and secondary school contexts. Develops knowledge of pedagogy, curriculum, and programming. Critically examines how contemporary issues in the fields of health, sport and physical education impact schools.

**SPORHPE 303** 15 Points**Health, Fitness and Culture**

Critically examines the nature of incidental and deliberate exercise, lifestyle choices, and concepts of health. Critiques the veracity of evidence linking physical activity and health. Critically explores contemporary health issues associated with sedentary lifestyles, and the impact of twenty-first century lifestyle changes including globalisation and digitalisation. Examines how education can contribute to the diverse exercise and health needs of society.

*Prerequisite: SPORHPE 203**Restriction: EDCURRIC 334*

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**Tertiary Foundation Certificate Arts General**

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**Foundation Courses****TFCARTS 92F** 15 Points**Introduction to Arts and Humanities**

Encourages students to think in a variety of different ways about a particular theme or topic. This is achieved by introducing different Arts and Arts-related subjects/disciplines and the ways those different disciplines can, in their own unique ways, work complementarily to enrich understanding.

*Restriction: ARTSGEN 92P*

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**Tertiary Foundation Certificate Creative Arts**

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**Foundation Courses****TFCCAI 92F** 15 Points**Foundation Creative Arts**

Helps develop a practical and theoretical understanding of the skills and practises employed by performing artists, visual artists and designers when creating a performance, art object or design portfolio.

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**Tertiary Foundation Certificate Education**

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**Foundation Courses****TFCEDUC 90F** 15 Points**Introduction to Computing**

Develops computer literacy skills in word processing, spreadsheets, presentation software, document collaboration and common multi-media technologies. These skills will be embedded in the context of tertiary study.

*Restriction: EDFOUND 12F, TFCEDUC 12F***TFCEDUC 91F** 15 Points**New Zealand Education System**

Introduces students to the education system of New Zealand. Illustrates the historical development of the New Zealand education system, and addresses issues such as

changes to governance and curriculum and ethnic diversity in New Zealand schools.

*Restriction: EDFOUND 14F, TFCEDUC 14F***TFCEDUC 92F** 15 Points**Child Development and Learning**

Presents an overview of language and learning development, and examines strategies for helping children to develop as learners and readers.

*Restriction: EDFOUND 13F, TFCEDUC 13F***TFCEDUC 93F** 15 Points**Mathematics for Teaching Science and Technology**

Students will develop critical thinking skills by designing and critiquing investigative methods for science and mathematics.

*Restriction: EDFOUND 16F, TFCEDUC 16F*

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**Tertiary Foundation Certificate English**

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**Foundation Courses****TFCENG 90F** 15 Points**Preparatory Skills in Literacy**

Develops fundamental literacy skills including verbal communication, reading comprehension, evaluation of sources and academic writing. These skills will be applied to critically examine social and political topics related to education and literacy.

**TFCENG 91F** 15 Points**Academic Literacy 1**

Establishes skills in spoken and written English for academic purposes. Introduces critical reading, writing, listening and oral presentation skills. Students develop greater competency in English and learn the basics of academic literacy.

*Restriction: ENGLISH 91F***TFCENG 92F** 15 Points**Academic Literacy 2**

Further establishes English skills for academic purposes. Develops sound academic practice, including enhanced critical reading and writing, critical listening and effective oral presentation skills. Building on TFCENG 91F, this course strengthens students' abilities and confidence in academic literacy.

*Restriction: ENGLISH 92F*

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**Tertiary Foundation Certificate History**

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**Foundation Courses****TFCHIST 91F** 15 Points**Foundation History**

An introduction to themes in New Zealand history including the interactions and relationships between the Māori world and Europeans from the late eighteenth century onwards, and their legacies up to the present. Introduces broader skills suitable for studying history, providing a solid foundation for research, critical thinking, speaking, writing and collaborative work that is invaluable in a wide-range of disciplines.

*Restriction: HISTORY 91F*

## Tertiary Foundation Certificate Māori

### Foundation Courses

**TFCMAORI 91F**

**15 Points**

**Te Pū**

Introduction to functional Māori including everyday vocabulary, basic sentence structures, pronouns, possessives and positional language. Aspects of tikanga explored will include meeting and greeting people with waiata, karakia and himene, and understanding values such as whānau, whakawhanaungatanga and aroha. Referring to their own whakapapa and/or whānau affiliations, students learn how to introduce and locate themselves and deliver a short mihi.

*Restriction: EDFOUND 10F, TFCMĀORI 10F*

## Tertiary Foundation Certificate Pacific Studies

### Foundation Courses

**TFCPAC 91F**

**15 Points**

**Foundation Pacific Studies**

Introduces students to an essential knowledge of the Pacific and its cultures and peoples, and to the core practices and concepts of interdisciplinary Pacific Studies. This course will provide a foundation of knowledge of Pacific cultures, languages, history, geography and politics, and introduce students to some core Pacific Studies concepts (such as fa'aalo'alo/faka'apa'apa, diaspora, Oceania, identity, and culture). Students will gain familiarity with the history and purposes of Pacific Studies and work with some accessible forms of indigenous Pacific knowledge.

## Tertiary Foundation Certificate Sociology

### Foundation Courses

**TFCSOCIO 91F**

**15 Points**

**Foundation Sociology 1**

Introduces students to fundamental building blocks in sociology. Students develop familiarity with key sociological concepts that explain social inequalities, enabling them to think sociologically about this issue. In particular, students learn how social structures (for example, class, race/ethnicity, gender and sexuality), social institutions (for instance, the state) as well as interactions between people produce and sustain various forms of inequality.

**TFCSOCIO 92F**

**15 Points**

**Foundation Sociology 2**

Focuses on Aotearoa New Zealand as a multicultural nation produced through colonisation and subsequent waves of migration. Using a range of case studies, the course highlights the role of different cultural norms and values in creating diverse experiences of living in Aotearoa New Zealand. Such divergent realities invite reconsideration of what it means to be a 'New Zealander'.

## Theological and Religious Studies

### Stage I

**THEOREL 101**

**15 Points**

**THEOREL 101G**

**15 Points**

**The Bible and Popular Culture**

An exploration of biblical themes, images, and metaphors

in contemporary film, music and cultural arts through which religion and culture intersect. It develops tools appropriate for analysing popular culture, as it moves from the local to the national to the global.

**THEOREL 102**

**15 Points**

**Thinking about Religion**

What is religion? What are the core beliefs of different religious communities? How have religions responded to the challenges of the modern world? This course explores fundamental questions about meaning, community and identity. It introduces students to central issues and debates in the contemporary study of religion.

**THEOREL 106**

**15 Points**

**Islam and the Contemporary World**

Since the religion of Islam has become a very significant aspect of contemporary global and local societies, this course seeks to introduce students to an understanding of key aspects of Islam and an analysis of its significant contribution to New Zealand society as well as to societies and cultures across the world.

### Stage II

**THEOREL 200**

**15 Points**

**A Major Religious Thinker**

In-depth study of a figure whose thought has had a major impact on the development of one or more religious traditions. It includes the critical study of selected texts by the chosen thinker (where these have survived), and of texts and traditions related to the thinker. The figure chosen reflects the research interests of current staff.

*Prerequisite: 30 points at Stage I*

*Restriction: THEOREL 300*

**THEOREL 201**

**15 Points**

**Religions in New Zealand**

An exploration of living religions in contemporary New Zealand, surveying the beliefs, traditions and practices that are central to religious groups in New Zealand and their interactions with contemporary culture both locally and globally. The course will introduce students to the comparative study of religion, engaging in such topics as religion and ritual, exploring belief, and interfaith dialogue.

*Prerequisite: 30 points at Stage I from the BA Schedule*

*Restriction: THEOREL 320*

**THEOREL 202**

**15 Points**

**A History of the Apocalypse**

An 'apocalypse' is a divine revelation about the shape of history. It is written for a society in crisis, often describing that society's collapse before the coming of a better world. This course traces the development of apocalyptic thought in the religions of the West, from the ancient Middle East through to apocalyptic themes in modern cultures.

*Prerequisite: 30 points at Stage I*

*Restriction: THEOREL 302*

**THEOREL 206**

**15 Points**

**Religion in Film and Television**

Explores the ways that religious themes, myths, and imagery are expressed within the narratives of some classic and contemporary films and television dramas. Students will learn skills to identify the articulation of religious beliefs, narratives, and the sacred or transcendent within the medium of film and television, and to discuss critically this cultural engagement with religion.

*Prerequisite: 30 points at Stage I*

*Restriction: THEOREL 306*

**THEOREL 208 15 Points****Special Topic: Judaism: Identity and Practice**

An exploration of the diverse beliefs and practices found in modern Judaism against the backdrop of wider Jewish history. Students will learn about cultural systems, institutions, and collective and personal rituals. In addition, the course examines the emergence of religious fundamentalism, feminism, and humanism in Judaism.

*Prerequisite:* 30 points at Stage I from BA Schedule

*Restriction:* THEOREL 308

**THEOREL 209 15 Points****Religious Texts of Terror**

Explores the ways that various forms of violence are evoked and discussed within religious texts and traditions. Students will learn about the origins of these 'texts of terror', and then trace their ongoing influence throughout history and up to the present day across a range of socio-cultural contexts, both global and local.

*Prerequisite:* 30 points at Stage I from the BA Schedule

*Restriction:* THEOREL 301

**THEOREL 210 15 Points****Religion, Trauma and Suffering**

An exploration of how recent insights into trauma and suffering intersect with theology and religion. Students will learn about ways in which religious narratives and practices have contributed to trauma and suffering, as well as possibilities for resistance and relief. The course will include engagements with trauma and suffering across a range of contexts.

*Prerequisite:* 30 points at Stage I

*Restriction:* THEOREL 318

**THEOREL 213 15 Points****Special Topic**

*Prerequisite:* 30 points at Stage I

*Restriction:* THEOREL 313

**THEOREL 214 15 Points****Special Topic**

*Prerequisite:* 30 points at Stage I

**THEOREL 216 15 Points****Early Christianity**

Examines the history of Christianity from its origins in Palestinian and diaspora Judaism through to its official endorsement by the Roman Empire at the end of the fourth century. Explores how various traditions about Jesus evolved, how Christians both accommodated and resisted the wider culture, and how norms for "orthodoxy" (correct teaching) gradually took shape.

*Prerequisite:* 30 points at Stage I from the BA Schedule

*Restriction:* THEOREL 316

**THEOREL 221 15 Points****Comparative Religion and Society**

Provides an introduction to social theories of religion. An empirical approach to the study of religion, which constructs theories and arguments about its social forms and significance through the collection and analysis of data. Global case studies will be used to consider the power of religion both as a force for social cohesion as well as disruption and social change.

*Prerequisite:* 30 points at Stage I

*Restriction:* THEOREL 321

**THEOREL 222 15 Points****Religion, Climate Change and Justice**

An exploration of the influence of religion on how we understand and relate to the natural world. Students will

learn about some religious ideas that have contributed to the current climate crisis, as well as the role that religion and spirituality are playing in responses to this crisis.

*Prerequisite:* 30 points at Stage I

*Restriction:* THEOREL 322

**THEOREL 223 15 Points****How People Became Things: Christianity, Colonisation and Race**

An exploration of theological and religious ideas that supported colonisation and contributed to a wider transformation of identity, land and economics. Students will learn about some of the ideas and beliefs that were integral to the progression of colonialism, as well as the role of religion in various forms of resistance.

*Prerequisite:* 30 points at Stage I

*Restriction:* THEOREL 323

**Stage III****THEOREL 300 15 Points****A Major Religious Thinker**

In-depth study of a figure whose thought has had a major impact on the development of one or more religious traditions. It includes the critical study of selected texts by the chosen thinker (where these have survived), and of texts and traditions related to the thinker. The figure chosen reflects the research interests of current staff.

*Prerequisite:* 30 points at Stage II

*Restriction:* THEOREL 200

**THEOREL 301 15 Points****Religious Texts of Terror**

Explores the ways that various forms of violence are evoked and discussed within religious texts and traditions. Students will learn about the origins of these 'texts of terror', and then trace their ongoing influence throughout history and up to the present day across a range of socio-cultural contexts, both global and local.

*Prerequisite:* 30 points at Stage II from the BA Schedule

*Restriction:* THEOREL 209

**THEOREL 302 15 Points****A History of the Apocalypse**

An apocalypse is a divine revelation about the shape of history. It is written for a society in crisis, often describing that society's collapse before the coming of a better world. This course traces the development of apocalyptic thought in the religions of the West, from the ancient Middle East through to apocalyptic themes in modern cultures.

*Prerequisite:* 30 points at Stage II

*Restriction:* THEOREL 202

**THEOREL 306 15 Points****Religion in Film and Television**

Explores the ways that religious themes, myths, and imagery are expressed within the narratives of some classic and contemporary films and television dramas. Students will learn skills to identify the articulation of religious beliefs, narratives, and the sacred or transcendent within the medium of film and television, and to discuss critically this cultural engagement with religion.

*Prerequisite:* 30 points at Stage II

*Restriction:* THEOREL 206

**THEOREL 308 15 Points****Special Topic: Judaism: Identity and Practice**

An exploration of the diverse beliefs and practices found in modern Judaism against the backdrop of wider Jewish history. Students will learn about cultural systems,

institutions, and collective and personal rituals. In addition, the course examines the emergence of religious fundamentalism, feminism, and humanism in Judaism.

*Prerequisite:* 30 points at Stage II from BA Schedule

*Restriction:* THEOREL 208

**THEOREL 309** **15 Points**  
**Directed Study 1**

Provides students with the possibility of undertaking directed study of a topic in Theological and Religious Studies approved by the Academic Head and directed by a member of academic staff with relevant expertise.

*Prerequisite:* 30 points at Stage II from the BA Schedule

**THEOREL 310** **15 Points**  
**Directed Study 2**

Provides students with the possibility of undertaking directed study of a topic in Theological and Religious Studies approved by the Academic Head and directed by a member of academic staff with relevant expertise.

*Prerequisite:* 30 points at Stage II from the BA Schedule

**THEOREL 313** **15 Points**  
**Special Topic**

*Prerequisite:* 30 points at Stage II

*Restriction:* THEOREL 213

**THEOREL 314** **15 Points**  
**Special Topic**

*Prerequisite:* 30 points at Stage II

**THEOREL 316** **15 Points**  
**Early Christianity**

Examines the history of Christianity from its origins in Palestinian and diaspora Judaism through to its official endorsement by the Roman Empire at the end of the fourth century. Explores how various traditions about Jesus evolved, how Christians both accommodated and resisted the wider culture, and how norms for “orthodoxy” (correct teaching) gradually took shape.

*Prerequisite:* 30 points at Stage II in the BA Schedule

*Restriction:* THEOREL 216

**THEOREL 318** **15 Points**  
**Religion, Trauma and Suffering**

An exploration of how recent insights into trauma and suffering intersect with theology and religion. Students will learn about ways in which religious narratives and practices have contributed to trauma and suffering, as well as possibilities for resistance and relief. The course will include engagements with trauma and suffering across a range of contexts.

*Prerequisite:* 30 points at Stage II

*Restriction:* THEOREL 210

**THEOREL 319** **15 Points**  
**Theory and Method in Religious Studies**

Examines key theories and methods used in the multidisciplinary study of religion. Although dedicated to social-scientific theories of religion, it also covers textual, historical, feminist/queer, and psychological theories. It will provide students with a critical understanding of the diversity of approaches used in the field and raise awareness about the possibilities for framing their own research.

*Prerequisite:* 30 points at Stage II from the BA Schedule

**THEOREL 320** **15 Points**  
**Religion in New Zealand**

An exploration of living religions in contemporary New Zealand, surveying the beliefs, traditions and practices

that are central to religious groups in New Zealand and their interactions with contemporary culture both locally and globally. Comparative study of religion in New Zealand, in such topics as religion and ritual, exploring belief, and interfaith dialogue.

*Prerequisite:* 30 points at Stage II

*Restriction:* THEOREL 201

**THEOREL 321** **15 Points**  
**Comparative Religion and Society**

Examines the social theories of religion. An empirical approach to the study of religion, which constructs theories and arguments about its social forms and significance through the collection and analysis of data. Global case studies will be used to consider the power of religion both as a force for social cohesion as well as disruption and social change.

*Prerequisite:* 30 points at Stage II

*Restriction:* THEOREL 221

**THEOREL 322** **15 Points**  
**Religion, Climate Change and Justice**

An exploration of the influence of religion on how we understand and relate to the natural world. Students will learn about some religious ideas that have contributed to the current climate crisis, as well as the role that religion and spirituality are playing in responses to this crisis.

*Prerequisite:* 30 points at Stage II

*Restriction:* THEOREL 222

**THEOREL 323** **15 Points**  
**How People Became Things: Christianity, Colonisation and Race**

An exploration of theological and religious ideas that supported colonisation and contributed to a wider transformation of identity, land and economics. Students will learn about some of the ideas and beliefs that were integral to the progression of colonialism, as well as the role of religion in various forms of resistance.

*Prerequisite:* 30 points at Stage II

*Restriction:* THEOREL 223

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## Theology

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### Postgraduate 700 Level Courses

**THEOLOGY 780** **30 Points**

**THEOLOGY 780A** **15 Points**

**THEOLOGY 780B** **15 Points**

**Dissertation - Level 9**

A supervised dissertation for BTheol(Hons) students designed to help them to engage with a research question in the area of Theology.

*To complete this course students must enrol in THEOLOGY 780 A and B, or THEOLOGY 780*

**THEOLOGY 781** **15 Points**  
**Research Essay**

A supervised research essay designed to help Postgraduate Diploma students engage with a research question in Theology.

*Restriction:* BSTHEO 789

**THEOLOGY 782** **15 Points**  
**Research Essay**

A supervised research essay designed to help Postgraduate Diploma students engage with a research question in the area of Practical Theology.

<b>THEOLOGY 796A</b>	<b>60 Points</b>
<b>THEOLOGY 796B</b>	<b>60 Points</b>
<b>Thesis - Level 9</b>	

The thesis of approximately 35,000 words should embody the results obtained by the candidate in an investigation relating to the subject.

*Restriction: BSTHEO 796, CTHTHEO 796, PTHEO 796*

*To complete this course students must enrol in THEOLOGY 796 A and B*

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## Tongan

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### Stage I

<b>TONGAN 101</b>	<b>15 Points</b>
<b>TONGAN 101G</b>	<b>15 Points</b>

#### Tongan Language 1

Gives students an introduction to the structure of Tongan as well as allowing them to develop basic language skills in listening, speaking, reading and writing. Designed for students with little or no knowledge of the language, and for those with some fluency wishing to understand simple sentence structure and composition.

*Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed*

### Stage II

<b>TONGAN 201</b>	<b>15 Points</b>
<b>Tongan Language 2</b>	

Extends language fluency developed in TONGAN 101 by progressively introducing more challenging reading and writing tasks, such as narrating myths and legends and describing aspects of Tongan culture.

*Prerequisite: TONGAN 101*

*Restriction: May not be taken if a more advanced language acquisition course in this subject has previously been passed*

<b>TONGAN 203</b>	<b>15 Points</b>
<b>Special Topic</b>	

### Stage III

<b>TONGAN 301</b>	<b>15 Points</b>
<b>Tongan Language 3</b>	

Extends the level of fluency and literacy developed in TONGAN 201. Skills in oral and written Tongan will be extended through intensive study of Tongan history and culture.

*Prerequisite: TONGAN 201*

<b>TONGAN 303</b>	<b>15 Points</b>
<b>Special Topic</b>	

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## Transdisciplinary Democracy

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### Stage I

<b>TDDEM 100</b>	<b>15 Points</b>
<b>Democracy in the 21st Century</b>	

Examines the challenges to democracy in New Zealand and globally arising from high inequality, the changing information environment, and authoritarian movements. Uses a transdisciplinary approach to understand the interplay of economic, legal, technological, and cultural factors. Explores innovative ideas for ensuring democratic integrity and building more inclusive, equitable, and participatory democracies.

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## Transdisciplinary Tagata Moana, Tangata Whenua: Hawaiki Futures

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### Stage I

<b>TDMOANA 100</b>	<b>15 Points</b>
<b>Tagata Moana, Tangata Whenua: Hawaiki Futures</b>	

Explores Māori and Pacific futurities, the futures that are designed and embodied in the present in response to over a century of colonialism and the ravages of global capitalism. Working together, students will engage with current circumstances and envision beyond them, focusing on sustainable communities and environments, physical and cultural wellbeing, and social justice and equity.

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## Translation Studies

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### Stage I

<b>TRANSLAT 100</b>	<b>15 Points</b>
<b>TRANSLAT 100G</b>	<b>15 Points</b>

#### Translation for Global Citizens

Covers the foundations of translation and interpreting as an academic discipline and as a critically important communication enabler which serves a multicultural and multilingual society. The course is designed to equip monolingual students, as well as students with language skills, with the literacy in translation and interpreting increasingly needed to navigate today's globalised world and to detect and overcome communication gaps in diverse business and private contexts.

<b>TRANSLAT 101</b>	<b>15 Points</b>
<b>Interpreting for Communities</b>	

Introduces students to the practice and theory of community interpreting in a variety of settings. Weekly sessions will provide specific pointers concerning intercultural and interlingual communication such as institutional discourse, power imbalances, ethics, perceptions of role and performance. Practice-oriented training will also be included to build the skill basis towards advancing to competent community interpreters.

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## Postgraduate 700 Level Courses

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<b>TRANSLAT 700</b>	<b>30 Points</b>
<b>Digital Translation - Level 9</b>	

Equips students with highly specialised theoretical and practical skills in audiovisual translation (AVT) and localisation. Develops specialised skills and knowledge needed to translate software, websites and audiovisual content. Covers the distinctive characteristics of digital texts. Develops the skills required to address the specific characteristics of digital source texts. Students will be exposed to the latest scholarship and develop an advanced critical understanding of localisation tools and tools to facilitate subtitling.

*Restriction: TRANSLAT 715*

<b>TRANSLAT 712</b>	<b>30 Points</b>
<b>Computer-aided Translation (CAT) Tools</b>	

Introduces students to a wide range of computer skills for professional translators. Participants will learn how to set up an efficient professional IT environment and how to use software solutions to improve both the quality and the productivity of their work. Special emphasis will be placed on the generation and management of domain-specific terminology. In addition, this course provides students

with an overview of and hands-on experience in the use of market-leading translation memory systems, namely SDL Trados.

*Restriction: TRANSLAT 710, 723*

#### **TRANSLAT 713 30 Points**

##### **Community Translation and Interpreting**

Equips students with translation and interpreting skills and knowledge needed to communicate public service information to multilingual and multicultural communities, for example, in healthcare and legal settings and in disaster scenarios. Provides training on terminology, notetaking and memory management complements the knowledge of professional ethics and community management. Students will become aware of wider social roles played by translators and interpreters.

*Restriction: TRANSLAT 601, 602, 704, 706*

#### **TRANSLAT 715 30 Points**

##### **Audiovisual Translation**

Equips students with theoretical and practical dimensions of audiovisual translation (AVT). Examines the rapid development of AVT in recent times that encompasses media and information accessibility issues for immigrants, the deaf and hard-of-hearing as well as the blind and visually impaired. Students will gain some hands-on experience of interlingual and intralingual subtitling, facilitated by technology.

*Restriction: TRANSLAT 700*

#### **TRANSLAT 716 30 Points**

##### **Chinese Specialised Translation**

Develops students' competence in understanding and producing specialised texts in English and Chinese. Translate materials in a variety of subject areas, such as trade, tourism, science, medicine or finance, and in different text types. Emphasis is on longer texts that require the acquisition of subject knowledge and in-depth terminology research. Introduced to professional ethics.

*Restriction: CHINESE 747, 748, TRANSLAT 300*

#### **TRANSLAT 717 30 Points**

##### **German Specialised Translation**

Develops students' competence in understanding and producing specialised texts in English and German. Translate materials in a variety of subject areas, such as trade, tourism, science, medicine or finance, and in different text types. Emphasis is on longer texts that require the acquisition of subject knowledge and in-depth terminology research. Introduced to professional ethics.

*Restriction: GERMAN 747, 748*

#### **TRANSLAT 718 30 Points**

##### **Japanese Specialised Translation**

Develops students' competence in understanding and producing specialised texts in English and Japanese. Translate materials in a variety of subject areas, such as trade, tourism, science, medicine or finance, and in different text types. Emphasis is on longer texts that require the acquisition of subject knowledge and in-depth terminology research. Introduced to professional ethics.

*Restriction: TRANSLAT 747*

#### **TRANSLAT 719 30 Points**

##### **Translation Theories and Paradigms**

A critical analysis of key theories and paradigms of translation. The examination of a broad range of perspectives will facilitate the awareness that the act and the process of translation are multifaceted. These encompass history, culture, gender and technology as well

as translation competence. Analysis and applies different paradigms to translation phenomena.

*Restriction: TRANSLAT 702, 703*

#### **TRANSLAT 720 30 Points**

##### **Translation Portfolio - Level 9**

A practical application of the student's prior learning in key paradigms and issues in translation studies, presented in the form of a learning portfolio. Portfolios will contain five pieces of advanced translation work, involving at least three different text types (scientific, technical, legal, medical, literary etc). Students may choose different levels of human-intervention, ranging from post-editing of machine translated texts to transcreation.

*Prerequisite: TRANSLAT 712, 719 and 30 points from FRENCH 720, ITALIAN 702, MĀORI 712, SPANISH 723, TRANSLAT 716, 717, 718, 726*

#### **TRANSLAT 725 15 Points**

##### **Research Essay**

A supervised research essay or project on a specific topic in Translation Studies.

#### **TRANSLAT 726 30 Points**

##### **TRANSLAT 726A 15 Points**

##### **TRANSLAT 726B 15 Points**

##### **Translation Project - Level 9**

A supervised research project on a topic in Translation Studies.

*To complete this course students must enrol in TRANSLAT 726 A and B, or TRANSLAT 726*

#### **TRANSLAT 727 45 Points**

##### **TRANSLAT 727A 22.5 Points**

##### **TRANSLAT 727B 22.5 Points**

##### **Translation Project**

A supervised research project on a topic in Translation Studies.

*To complete this course students must enrol in TRANSLAT 727 A and B, or TRANSLAT 727*

#### **TRANSLAT 728 15 Points**

##### **Special Topic**

#### **TRANSLAT 729 15 Points**

##### **Special Topic**

#### **TRANSLAT 777 30 Points**

##### **Study Abroad**

Formal study in an approved overseas university. Supplementary study at the University of Auckland may be required as part of this course. The final grade will be determined by formal assessment of student achievement by the Programme Coordinator. Enrolment requires the approval of the Programme Coordinator.

#### **TRANSLAT 778 30 Points**

##### **Study Abroad**

Formal study in an approved overseas university. Supplementary study at the University of Auckland may be required as part of this course. The final grade will be determined by formal assessment of student achievement by the Programme Coordinator. Enrolment requires the approval of the Programme Coordinator.

#### **TRANSLAT 791 60 Points**

##### **TRANSLAT 791A 30 Points**

##### **TRANSLAT 791B 30 Points**

##### **Dissertation - Level 9**

*To complete this course students must enrol in TRANSLAT 791 A and B, or TRANSLAT 791*



TRANSLAT 792	45 Points
TRANSLAT 792A	22.5 Points
TRANSLAT 792B	22.5 Points
<b>Dissertation - Level 9</b>	

To complete this course students must enrol in TRANSLAT 792 A and B, or TRANSLAT 792

## Waipapa Taumata Rau

### Stage I

WTR 100	15 Points
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#### Waipapa Taumata Rau

Ko Waipapa Taumata Rau tātou. Welcome to your study at Waipapa Taumata Rau | The University of Auckland. This core course considers how knowledge of place enhances your learning, the significance of Te Tiriti o Waitangi, and how knowledge systems frame understanding. It provides foundational essential skills to support you in your first year and future studies.

*Restriction: SCIGEN 102, 102G, WTR 101, WTRBUS 100, WTRENG 100, WTRMHS 100, WTRSCI 100*

WTR 101	15 Points
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#### Waipapa Taumata Rau

Ko Waipapa Taumata Rau tātou. Welcome to your study at Te Tai Tokerau. This core course considers how knowledge of place enhances your learning, the significance of Te Tiriti o Waitangi, and how knowledge systems frame understanding. It provides foundational essential skills to support you in your first year and future studies.

*Restriction: SCIGEN 102, 102G, WTR 100, WTRBUS 100, WTRENG 100, WTRMHS 100, WTRSCI 100*

## Youth Work

### Stage I

YOUTHWRK 152	15 Points
YOUTHWRK 152G	15 Points

#### Understanding New Zealand Youth

Examines the concept of 'youth' and the historical, economic and political contexts in which young people live and are schooled in New Zealand society. The concept of youth is explored as a fundamental aspect of human development, identity and culture. The ways that we learn about what it is to be a young person in New Zealand today, including sport, body image, media, music, technology and social networking will be explored.

### Stage II

YOUTHWRK 281	15 Points
<b>Special Topic</b>	

### Stage III

YOUTHWRK 381	15 Points
<b>Special Topic</b>	