TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

POLITICAL SCIENCE AND INTERNATIONAL RELATIONS PROGRAMME
2007 TRIMESTER 1

INTP 246 INTERNATIONAL POLITICS OF DEVELOPMENT
CRN 13544   22 POINTS

LECTURER:	Dr Ray Goldstein
ROOM:	Murphy Bldg 504
PHONE:	463 5796; mobile 021 254 5923
EMAIL:	Ray.Goldstein@vuw.ac.nz
OFFICE HOURS:	Tuesday, 3-4. Other times by appointment. You are also welcome to telephone or email me.

LECTURE TIMES:	Monday, Wednesday 4-5.
VENUE	Laby LT118

TUTORIALS   Times will be arranged in the second week of the trimester, and subsequently groups and rooms will be posted on the course Blackboard notice board. Any changes to the tutorial programme will be announced in lectures and posted on the same notice board.

PLEASE NOTE: TUTORIALS WILL COMMENCE IN THE THIRD WEEK OF TERM AND ATTENDANCE IS OPTIONAL

ADDITIONAL INFORMATION
Information about any changes to the timetable or programme will be announced in lectures and posted on the Course Blackboard notice board.

COURSE AIMS
To introduce students to development theory and practice. Coverage includes main concepts, theories, issues and debates with special emphasis on political aspects and, where relevant, New Zealand's role, both governmental and non-governmental, in overseas development. It is intended to provide grounding for more advanced and focused studies such as that offered in INTP375 Aid and Development.

COURSE OBJECTIVES
Students passing the course should be able to:

* Identify and access the main sources used by development practitioners and researchers
* Possess a good grasp of some of the main concepts, theories, issues and debates concerning international development
* Have a basic understanding of the policies, processes and practices of New Zealand's official and non-governmental overseas development programmes
* Critically assess in some depth one or more examples or cases of controversy in development practice.

ASSESSMENT	weighting	word limits	due date
• First Essay	30%	1,500-2000	Thurs 5 April
• Second Essay	40%	2,500-3000	Thurs 31 May
• Final Examination	30%	3 hrs, closed book, during weeks 5 June-1 July.	

Relationship between assessment and course objectives:
The first essay shows the extent to which relevant source materials and arguments are utilised in acquiring information on a general issue in the field of development. The second essay demonstrates ability to critically analyse in some depth a specific example or case of development, using relevant concepts and theories. The final examination tests overall knowledge and mastery of the course contents.

COURSE READING [An announcement will be made in class about the availability of these texts and their use in the course]

Core Texts:
  • John Isbister, *Promises Not Kept: Poverty and the Betrayal of Third World Development*, Kumarian Press 2006, 7th Edition. Approximately $55.95.
  • Barbara P. Thomas-Slayter, *Southern Exposure: International Development and the Global South in the Twenty-First Century*, Kumarian Press, 2003. Price not available yet.
  • John Saul, *Development after Globalization*, Zed Books, 2006. $58.

Supplementary Reading:
  • Anna K. Dickson, *Development and International Relations*, Polity Press, 1997. $64.95.
  • Damien Kingsbury, et al, *Key Issues in Development*, Palgrave Macmillan, 2004. $71.95.
  • Philip McMichael, *Development and Social Change*, Pine Forge Press, 2004. $104.95.

Limited copies of the above (as well as other reference materials) will be placed on **closed reserve** in the library for the duration of the course.

Textbooks can be purchased from Vicbooks located in the Student Union Building on Kelburn Campus. There may be a delay in obtaining some. As some of the books are fairly expensive, students might wish to form study groups and share books among them.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop the day after placing an order online.
Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays)
10.00 am – 1.00 pm Saturdays.
Phone: 463 5515

COURSE CONTENT
Generally the focus of lectures coincides with the weekly tutorial topics so the required reading is the same. From time to time guest lecturers will give presentations on relevant topics.
Occasionally audio-visual resources will complement lectures and be discussed in small groups and/or tutorials.

NB: Readings are keyed to texts as follows:PNK=_Promises Not Kept;_ **SE=**_Southern Exposure;_ **DAG=**_Development after Globalization;_ **DIR=**_Development and International Relations;_ **KID=**_Key Issues in International Development_**; DSC=**_Development and Social Change_**. Additional materials can be accessed from Blackboard and Library Closed Reserve.**

COURSE SCHEDULE

Part 1: Introduction to Development Thinking

Week 1: Course Organisation

5 & 7 March
Reading (as many as possible of those listed for each week)
- PNK: Preface and Introduction, pp. 1-6.
- SE: Preface, pp. xiii-xv. and Chapter 1, pp. 1-36
- DAG: Author's Note and Introduction, pp. 1-8
- DIR: Preface, Introduction and Chap 1, pp. 1-23
- KID: Introduction, pp. 1-21
- DSC: Foreword, Preface to the Third Edition, Timeline of Developmentalism and Globalism, and Introduction: Development and Globalization, pp. xiii-xxxviv.

Discussion
1. Why study Development?
2. Why consider Development within an international relations context?
3. What is the best perspective to use to analyse Development?
4. Has Development become an "imperial project" in the 21st century?
5. Should the global south "emulate the capitalist North in finding its way towards the future"?
6. Do you agree that global inequalities will "not be significantly ameliorated within a global system defined along capitalist lines"?
7. How important is it intellectually and practically to structure a strategy to redress global imbalances around the three "key angles of vision [site, agency and imaginary] that Saul proposes in DAG?

Week 2: What's Poverty and Inequality got to do with it?

24 & 14 March
Reading
- PNK: Chap 2, A World of Poverty, pp. 7-29
- SE: Chap 1, Understanding the "Global South", pp 1-36

Discussion
1. What are the pros and cons of using the term "Third World" when considering world poverty? Is the term "the Global South" preferable?
2. Why is it important to distinguish between absolute and relative poverty?
3. What generalisations can be used to characterise poverty and development characteristics in developing nations?
4. Why is it important to identify the distribution of income among different groups within a developing country?
5. What indexes should be used to compare poverty across different countries?

6. Are Korea, Taiwan, Hong Kong, Malaysia, Singapore, and China really "success stories"? Is India about to join them?
7. Why isn't the "prospect of an end, or even an overall reduction, in world poverty…not yet in sight"? Who bears primary responsibility for this situation?
8. What should the "prosperous countries and their institutions" do (and avoid doing) to reverse this situation?

Week 3: Explanations of Underdevelopment

19 & 21 March
Reading
- PNK: Chap 3, Explanations of Underdevelopment, pp. 30-63
- DAG: "Dependency", pp. 9-17

Discussion
1. How do adherents of the "Modernization School" explain underdevelopment?
2. Why do Marxists reject this and what unites them?
3. How do adherents to the "Dependency School" differ from the above in their explanations of underdevelopment?
4. Is dependency "a real feature of contemporary International Relations"?
5. Why has an alternative socialist development path for dependent countries been hard to realise in practice?
6. Should this lead to pessimistic conclusions on the feasibility of overcoming the present African crises?
7. Is it useful to "consider a variety of different theories at the same time rather than just a single view"?
8. Do you agree that "the modernization and the Marxist schools have more insight" than the dependency school?
9. What are the practical implications of adopting any of these three "world views"?

Week 4: Imperialism, Nationalism & Political Change

26 & 28 March
Reading
- PNK: Chaps 4 "Imperialism" & 5 "Nationalism and Independence", pp. 65-145
- SE: Chap 2: Exploring North-South Relationships: From the East India Company to East Timor", pp. 39-74; and Chap 3: Politics and the State, pp. 75-109
- DAG: "Globalization, Imperialism and Development: False Binaries and Radical Resolutions" pp. 19-51

Discussion
  Imperialism:
1. Is the history of imperialism "critical to an understanding of the third world and its poverty today"?
2. Is there a "fundamental cause of imperialism"?
3. What is the developmental legacy of imperialism and colonialism?
4. Can responsibility for the population explosion in the third world be attributed to European imperialism?
5. What's wrong with viewing imperialism as occurring in a "fit of absence of mind"?
Nationalism and Political Change
1. What are the origins of Third World nationalism?
2. What generalisations can (should?) be made concerning nationalist identities in newly independent third world countries and regions?

3. Is the legacy of the nationalist movements in the third world ambiguous?
4. What insights into developmental issues can be gained from Southern scholars, writers and political analysts?
5. What are the main challenges faced by countries of the Global South and how important is it to strengthen governance in the Global South in order to meet these?

Week 5: Economic Development

2 & 4 April
Reading
- PNK: Chap 6 "Economic Development", pp. 146-188
- SE: Chaps 5 "The Shape of the Global Economy," & 6 "Economic Realities and Local Perspectives: Rural Livelihoods, Debt and Drugs, and Globalizing Industries," pp. 145-180.

Discussion
1. What is Economic Development?
2. What is the relationship of population growth and control to economic development?
3. What were the "false answers" or "false promises" to achieve economic development?
4. Are the Millennium Development goals feasible and desirable?
5. What are some of the key global economic trends and concerns at the beginning of the twenty-first century?
6. Who are the key actors in the Global Economy?
7. Who are the winners and losers so far in the Global Economy?
8. How important is it to understand the Terms of Trade, the Composition of Trade, and Comparative Advantage?
9. Are regional economic organisations an effective counterbalance to the "poverty curtain" of the economic North-South divide?
10. Are initiatives like the HIPC and Enhanced HIPC likely to remove the debt barriers to economic development?
11. Must global economic structures be reformed or destroyed in order to eliminate the economic North-South divide?

MID-TRIMESTER BREAK: 2 WEEKS

Part 2: Critical Issues

Week 6:   Population, Development and Environment

23 April [no class on Wed 25 due to ANZAC Day]
Reading
- SE: Chap 7 "The Dynamics of Population, Development, and Environment" pp. 215-245
- DIR: Chap 5 "The Environment and Development" pp. 68-84
- KID: Chap 11 Damien Kingsbury "Environment and Development" pp. 266-291.

Discussion
1. Why should we be concerned about the world's population growth rates and the relationships between population and the environment?
2. What links population, environment and development?
3. What if anything is wrong with emphasizing population control to the exclusion of poverty alleviation or women's roles?

4. How important is it to combat the spread of HIV/AIDS
5. How important is it to focus on poverty elimination to reduce migration?
6. Why haven't the most fundamental causes of environmental degradation been addressed?
7. Which perspective on the environment in development theory do you favour?
8. Do you agree that the main challenge is to better regulate markets to produce more equitable outcomes?
9. Where should governments and non-governmental organizations invest limited resources to cope with the consequences of high rates of population growth?

Week 7: Food Security, Rural Change, and Global Politics

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30 April & 2 May
Reading
- SE: Chap 8 "Food Security, Rural Change, and Global Politics", pp. 247-277

Discussion
1. If food security is improving, what's the problem?
2. What factors are associated with food insecurity?
3. What are the three trends that characterize a changing pattern of food production and consumption in Asia?
4. Why is it difficult in Africa to find the resources to invest in improving agricultural production?
5. What are some of the specific constraints on food production that affect all continents?
6. What could begin to address the most acute food security problems faced by rural communities in the South?
7. Do such measures differ for food security in urban areas?

Week 8: Development Assistance

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7 May   Development Issues and NZAID
Reading
- KID Chap 3 Janet Hunt "Aid and Development" pp. 67-90.
- *NZ AID: Annual Review 2005/06* and previous issues
- Recent issues of *Te Hoeihu* the magazine of Ngo Hoe Tuputupu-mai-tawhiti, the New Zealand Agency for International Development
- NZAID's website: www.nzaid.govt.nz (familiarise yourself with its contents)

Discussion
1. What are the various motives for development aid and can any useful generalisations be made about this in the contemporary global system?
2. What are the main controversies involved in development aid?
3. Have the Millennium Development Goals significantly advanced the efficacy of development aid?
4. Are humanitarian emergencies and their response distracting attention and resources from long-term development problems?
5. What are the main forces affecting New Zealand's official aid policies?
6. How do you think these policies are constructed?
7. How does New Zealand's official aid performance compare to other donor countries?
8. How significant are considerations of poverty and human rights in NZAID's functioning?

9 May   NZ Non Government Development Organisations (NGDOs)

Reading
- ***Council for International Development (CID) Annual Report 2006*** (and previous annual reports)
- ***Devforum Nov. 2004*** (CID's development magazine). This issue focused on the Millennium Development Goals. Also see other issues.
- See CID's website: www.cid.org.nz
- See the website of the Development Resource Centre: www.dev-zone.org and their ***Just Change*** magazine. You can register with the DRC on line and freely access its various services including directories and e-mail updates on development issues and development jobs. Its Dev-Zone Knowledge Centre provides access to its specialised library (located on 2ⁿᵈ floor of the James Smith Building) and a wealth of on-line information on global issues.

Discussion
1. What role do NDGOs play in New Zealand's overseas development aid?
2. What is the nature of their critique of New Zealand's official aid programme and how effectively is NZAID responding to these?
3. Should New Zealand's assistance primarily focus on poverty elimination and human rights promotion? If not, what should its priorities be?
4. What are the main criticisms of the NGDOs and how effectively are they responding to these?
5. Do you agree with those who call for the elimination of all overseas developmental assistance?

Week 9: The New American Hegemony

14 & 16 May
Reading
- PNK: Chap 7 "Foreign Policy", pp. 189-225

Discussion
1. How important is it to understand the United States' role in global politics and specifically its policies towards international development?
2. What impacts has the "War on Terrorism" had on international development?
3. What could an "alternative" U.S. foreign policy look like?
4. What are the prospects for such a major change in U.S. foreign policy?
5. Can the Rich Cooperate with the Poor?

Part 3: The Future: Struggles, Choices and Challenges

Week 10: The Future: Achieving Justice in an Age of Globalization
21 & 23 May
Reading
- PNK: Chap 8 "The Future: Justice in an Age of Globalization", pp. 226-237
- SE: Chap 4 "Conflict, Human rights, and the Politics of Refugees", pp. 111-141; and Chap 9 "New Voices and New Agendas", pp. 281-313
- DAG: Class and Other Struggles, pp. 53-116
- DIR Chap 9 "Development in a Global Context" pp. 151-162.
- DSC Part IV "Rethinking Development" pp. 238-308.

Discussion
1. What are the key issues for the twenty-first century and how do they relate to conflict, human rights and the politics of refugees?

2. What are the main counter-movements to the Globalization Project?
3. What are the prospects for them coalescing into a global justice movement that can challenge the forces behind the Globalization Project?
4. Is it useful to think of development as a battlefield of ideas and disputes about action?
5. If so, how should we view and deal with the possible global transition to a new, imperial project?
6. Can and Should Development Theory be revived as Continuing Anti-Imperialist Resistance?

Week 11: Course Review, Critique and Examination Preparation

28 & 30 May
No additional reading. Review course notes. A Guide to the Final Examination will be distributed and discussed.

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GUIDE TO THE WRITTEN ASSIGNMENTS

Format: Papers should be submitted in typed form, with adequate margins and double spacing between lines, and stapled in top left hand corner. Proper footnoting and bibliographical practices should be followed. The essays should contain an introduction and conclusion, along with headings throughout.

For all assignments, a **cover page [the Pols and IR Programme may have a standard one and if so this will be required]** should prominently display the student's name, number, tutorial group, local address, phone and e-mail numbers (optional), and title of the course, title of the paper, and date and time of actual submission. See course outline for information on extension of written work and penalties.

Submissions: Hard copies of the assignments may be submitted in class or deposited in the INTP 246 mailbox outside the Pols and IR office on the 5th floor of the Murphy Building; electronic copies must **also** be submitted to the course drop box at Blackboard.

NB. Select a topic that that strongly interests you and conduct research using course texts and other sources including pertinent academic journals and web sites. The two assignments are linked: the first one is more exploratory, displaying awareness of differing views on potential answers, and assessing their apparent strengths and weaknesses with reference to available empirical information. The second assignment allows for more in-depth empirical examination (perhaps using a more intensive case study) but also requires an attempt at theoretical analysis as indicated below.

First Written Assignment: 1,500 –2,000 words; 30%; due Thurs 5 April 4:30pm
Select and discuss any ONE of the following questions

• What is the significance of 'democratisation' for development in the Third World?
• Is it important to make a distinction between economic and social underdevelopment?
• What is the relationship between the rise of religious fundamentalism and development problems?
• Why is it important to be aware of ethnic identification or cultural factors when considering development proposals or evaluating development projects?
• Why has the focus of research on gender in the developing world moved from the study of oppression to the study of empowerment?
• Is agrarian reform still fundamentally important for developing countries?
• How important is it to understand the political orientations of the urban poor in developing countries?

• What is the relationship-if any-of development to the rise and fall of revolutionary movements?
• What is the relationship-if any-of underdevelopment to the rise and fall of military regimes?
• What is the relationship of economic growth in the Third World to environmental degradation?
• Is contemporary development now more about ameliorating problems than wholesale social transformation?
• Who bears primary responsibility for eliminating chronic hunger and preventing famines?
• Is concern over the incidence and transmission of HIV/AIDS in developing countries exaggerated?
• Why is it important to understand the relationship between work and production in developing countries?
• What are the problems associated with population growth in developing countries and are they exaggerated?
• What are the main contending views of the environment and its role in development and which do you favour?
• How important is the provision of 'human security' for development in the Third World?
• Which international agencies have the greatest responsibility for providing assistance to developing countries?
• How important is it to know the historical and conceptual connections between colonialism and capitalism in order to understand contemporary problems of the developing world?
• Can the socialist model of development be adapted to contemporary global conditions and if so, what would its general lines look like?
• Which of the main accounts of how globalisation affects inequality and world order do you favour and why?
• Why should claims that are being made for the role of information technology in poverty alleviation and development be treated with caution?
• Should one be optimistic or pessimistic about the impact of biotechnology on hunger and poverty?
• Is the populist vision of a small-scale alternative to industrialisation an impossible dream?

OR. Answer a question of your own. If you choose this option you are **required** to check with and have the explicit approval of the lecturer before commencing your work on the essay.

Second Written Assignment: 2,500-3,000 words; 40%; due Thurs 31 May 4:30pm

Expand on the findings of your first essay by examining in more depth empirical data on one or more examples of relevant overseas development projects or programmes and then conduct an analysis by applying one or more of the following general approaches to development as outlined by Dickson in DIR or by Thomas-Slayter in SE or by Isbister in PNK). This assignment will be discussed in more detail in class and/or tutorials.

MANDATORY COURSE REQUIREMENTS

To gain a pass in this course each student must:

    a)   Submit the two pieces of written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work). See *Guide* to these assignments above.
    b)   Complete the final examination
    c)   Achieve at least an average of "C" over all the assessments

Attendance at lectures and tutorials is **not** mandatory, although attendance will be taken as a guide to student interest and involvement.

PLEASE NOTE that **8 June** is the FINAL DATE on which any written work can be accepted by the Programme, since this is the date on which we must determine whether students have met the course requirements. This means that the provision for late submission with a penalty does not apply beyond this date. Permission to submit work after 8 June must be sought in writing from the Head of Programme, and will only be granted for <u>serious</u> medical reasons (supported by medical certificate), or in case of <u>serious</u> personal crisis.

NB: A student who has obtained an overall mark of 50% or more, but failed to satisfy a mandatory requirement for a course, will receive a K grade for that course, while a course mark less than 50% will result in the appropriate fail grade (D, E or F).

PENALTIES
Students will be penalised for late submission of essays—a deduction of 5% for the first day late, and 5% per day thereafter, up to a maximum of 5 days. Work that is more than 5 days late will not be accepted (= 0 mark). However, penalties may be waived if there are valid grounds, e.g., illness (presentation of a medical certificate will be necessary) or similar other contingencies. In such cases prior information will be necessary as soon as possible; if an extension is granted a notice to that effect will be given to the student who must attach it to the cover page of the written work. Unless written work is handed to the lecturer it must be given to the Programme secretary who will record the date and time received on the essay before giving it to the lecturer.

WORKLOAD
In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 15 hours per week to this course. This includes 2 hours of lectures and 1 hour of tutorials per week.

AEGROTATS
Please note that under the revised Examination Statute (Sections 6-10) students may now apply for an aegrotat pass in respect of any item of assessment falling within the last three weeks before the day on which lectures cease.

The following rules apply:

- where a student is not able to sit a test falling within these last three weeks because of illness or injury etc., an alternative test will be arranged where possible. If the student has completed in the view of the course supervisor, sufficient marked assessment relevant to the objectives of the course, an average mark may be offered. Where a student has an essay or other piece of assessment due in the last three weeks, and has a medical certificate or other appropriate documentation, the student will be given an extension.
- if none of the above is available to the student, e.g., if she/he has an ongoing illness, than an aegrotat will be considered. See Examination Statute 6-10 for a full explanation of the rules governing the provision of aegrotats in these circumstances.

General University policies and statutes
Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at *www.vuw.ac.nz*.

Student and staff conduct
The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and

social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at:

www.vuw.ac.nz/policy/studentconduct

The Policy on Staff Conduct can be found on the VUW website at:

www.vuw.ac.nz/policy/staffconduct

Academic grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at:

www.vuw.ac.nz/policy/academicgrievances

Academic integrity and plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

> *The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

> *Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning,
- cancellation of your mark for an assessment or a fail grade for the course,
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

www.vuw.ac.nz/home/studying/plagiarism.html

Students with Impairments (see Appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual

needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building:

<div align="center">telephone: 463-6070</div>

<div align="center">email: *disability@vuw.ac.nz*</div>

The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

Student Support
Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contact is **Dr Allison Kirkman, Murphy Building, room 407.** Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

Manaaki Pihipihinga Programme
This programme offers:
- Academic mentoring for all Māori & Pacific students at all levels of undergraduate study for the faculties of Commerce & Administration and Humanities & Social Sciences. Contact Manaaki-Pihipihinga-Progamme@vuw.ac.nz or phone 463 6015 to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses
- Postgraduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities
- Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; Pacific-Support-Coord@vuw.ac.nz or phone 463 5842.

Manaaki Pihipihinga is located at: 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring & some first year Commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Māori Studies mentoring is done at the marae.

Student Services
In addition, the Student Services Group (email: student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at:

<div align="center">*www.vuw.ac.nz/st_services/*</div>

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at *education@vuwsa.org.nz*) is located on the ground floor, Student Union Building.

Class Representatives
One or more class representatives will be elected before the end of the third week of the course. Information on pertinent responsibilities will be circulated in class prior to the election. This is an opportunity to serve the needs of both fellow students and yourself by serving as a conduit to make sure the course meets expectations.
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