



**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL
RELATIONS**

**Political Science and International Relations programme
2007 TRIMESTER 2**

**POLS/INTP351: Power and Policy in the European Union
CRN 1312/13548**

Lecturer: John Leslie
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Lecture Times: 12-2 Thursdays
Venue: MY LT220
Office Hours: 2:30 – 4:30PM Monday, or by appointment

Additional Information

Information about any changes to the timetable or programme will be announced in class and posted on the Blackboard site for this course at <http://blackboard.vuw.ac.nz/>.

Course Aims:

This course investigates changes in the process and outcome of European integration. After the Second World War European integration began as security policy. Some Europeans believed that, by intertwining Europe's economies, they could make it impossible for Europe's Great Powers to fight one another in war. By the mid-1950s, however, it was impolitic to articulate grander political or security ambitions for "Europe." Instead, efforts at integration focused on "economic" cooperation. Through the 1960s and 1970s "Europe" seemed to be an extension of the national (economic) policies of its constituent states. Then, in the mid-1980s, the Single European Act infused new vigor into the process of integration, which—some argue—began to take on a life of its own. Still, these efforts focused on creation/completion of "European" markets—drawing ever more aspects of the lives of Europeans into markets. Movement toward a "Single European Market," the collapse of the Soviet Union and the accession of the Central and Eastern Europe (CEE) states, however, have refused to permit the issues of security and political cooperation to fall off the agenda. What is more, with "deepening" and "widening" European integration seems to become increasingly complicated. Did developments reach a crisis point in 2005? Has Europe tried to go too far too fast? Can a multiplication of unresolved internal conflicts and institutional overload explain French and Dutch voters' rejection of the Constitutional Treaty and the ugly impasse over the European budget? Poland, quietly and not-so-quietly supported by other new Central and East European members, has blocked attempts driven by Western member states to bring the EU and Russia closer together. Will Turkey ever become a member? This course explains contemporary conditions in Europe by understanding the course of European development.

Course Objectives

After passing this course you should be able to do the following:

- Describe in detail the institutions of governance in the European Union.
- Understand and evaluate different explanations for how the institutions of European governance came into being and have evolved over time.
- Understand how the process of European integration—the creation of a common set of institutions and policies—drives and, sometimes, resolves political conflicts.

- Understand the foundation on which contemporary debates about policy, democracy, institutions, and enlargement take place in Europe.

Workload

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 15 hours per week to POLS351 for 12 weeks. This includes 2 hours of lectures per week, reading, test preparation, research and writing of papers.

Course Reading:

- See list of required texts below.
- Additional readings will be made available by the course coordinator.
- The European Union evolves daily. A new draft “Reform Treaty” to replace the “Constitutional Treaty” was adopted at the EU summit 21-23 June 2007. To keep abreast of these developments it is essential that students read a daily news source that covers the EU such as the EU Observer (at EUObserver.com), the Economist, and/or the Financial Times.

Essential Texts:

The following texts are available (in limited quantities) at Vic Books. They are also easily purchased (and cheaper!) at online retailers like amazon.com or its alternatives. Also, each of these books has been used (in the present edition!) in courses here at VUW. Earlier editions are not suitable as the content has changed radically in the past few years.

- Helen Wallace, William Wallace, and Mark A. Pollack, eds. (2005), *Policy-Making in the European Union*, 5th ed. Oxford: Oxford University Press.
- John Peterson and Michael Shackleton, eds. (2006), *The Institutions of the European Union*, 2nd ed. Oxford: Oxford University Press.
- Desmond Dinan (2005), *Ever Closer Union*, 3rd ed. Boulder, CO and London: Lynne Rienner.

Customers can order textbooks 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

Assessment Requirements

This course will be internally assessed on the following basis:

1) One 50-minute, in-class test = 15%. There will be a fifty-minute closed book tests held on **Thursday, August 9**. It will take place during the first half of class. This test is designed to test and ensure your understanding of the mechanics of European institutions. Without understanding how these institutions operate, you cannot understand EU policy, conflicts or behaviour in the world.

2) One 1-hour-and-fifty-minute, in-class test = 35%. This test will be closed-book and held on **Tuesday, October 10**. This exercise will test students understanding of explanations for the evolution of European institutions and the creation of policies.

3) One 3,000 word essay = 50% (total). This essay assignment has three parts:

- A **One-paragraph Statement** of your paper’s central problem or thesis and a bibliography is due Tuesday, August 16 at 12:00PM. This is worth 5% of your final grade.
- **Draft Introduction and Outline of Paper** of this essay is due Tuesday, September 13 at 12:00AM. This draft must include an introduction to your paper that clearly establishes the paper’s relevance, presents its thesis/argument and outlines the evidence it will introduce to support that argument. These drafts will be worth 10% of your grade for the course..

- The **Final Essay** is due Friday, October 12 at 4PM. **No Final Essay will be assessed unless a One-paragraph Statement and Draft Introduction has also been submitted (on time)!** The essay length is exclusive of footnotes or endnotes and the bibliography. More information about the essay will be distributed in class and on Blackboard before the end of the third week of class. The Final Essay is worth 35% of your final grade.

Hard copies of **One-paragraph Statements, Draft Introductions and Final Essays**, not handed in at lectures, are to be posted to the Political Science and International Relations Essay Collection Box on the 5th floor of Murphy (across from the lifts). Students are required to hand in one hard copy of the **Draft Introduction and the Final Essay** as well as one electronic version of the same draft to be processed by **Turnitin.com** (a plagiarism detection service). *There is no need to submit an electronic copy of the One-paragraph Statement.*

Electronic versions of the essays are to be turned in by visiting www.turnitin.com. Students must access turnitin.com and create a user profile and using the **class ID (1921986)** and enrolment **password (delors)** to enrol in the class. Please do so well before the **Draft Introduction** is due on September 13. If necessary, additional information and instructions about this process will be made available on Blackboard and/or in lecture. **Plagiarized essays will automatically receive a mark of zero** and referrals to the university administration will be made according to university policy (consult the University's policy regarding plagiarism, copied below).

Statement on the use of Turnitin (*For reference see s.3.6 of the 2006 Assessment Handbook.*)

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <<http://www.turnitin.com>>. Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. At the discretion of the head of School, handwritten work may be copy typed by the School and subject to checking by turnitin. You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

Extensions: Will be given only to those who meet the University's aegrotat rules as set down in the 2005 Calendar (p77) and VUW Policy Web Site (Examination Statute).

Students must retain a hard copy and an electronic copy of essay assignments for backup.

Penalties

Students will be penalised for late submission of essays—a deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days. Work that is more than 8 days late can be accepted for mandatory course requirements but will not be marked. 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.

Mandatory Course Requirements

To gain a pass in this course each student must:

Sit in-class-tests and submit the written work specified for this course, on or by the specified dates:

- 50-minute, in-class test (on **9 August**)
- 1 hour 50 minute in-class test (on **11 October**)
- One-paragraph Statement (on **16 August**)
- Draft Introduction (on **13 September**)
- Final Essay (on **12 October**)

PLEASE NOTE: THERE IS NO PROVISION FOR MAKE-UP EXERCISES IN THIS COURSE TO COMPENSATE FOR ADDITIONAL ABSENCES EXCEPT UNDER THOSE CIRCUMSTANCES. You should allow for the possibility of unforeseen illness when using up your quota of permissible absences.

PLEASE NOTE that **Friday 19 October 2007** 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 16 February must be sought in writing from the Head of Programme, and will only be granted for serious medical reasons (supported by medical certificate), or in case of serious 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).

Statement on legibility (optional)

(For reference see s.11.2 B of the 2006 Assessment Handbook.) This is an optional statement, regarding the expected quality of work handed in:

Students are expected to write clearly. Where work is deemed 'illegible', the options are:

- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) within a specified time frame after which penalties will apply
- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) and lateness penalties apply
- if the student does not transcribe it to an acceptable standard, the work will be accepted as 'received' (so any associated mandatory course requirements are met) but not marked.

Aegrotats

Please note that under the Assessment Statute (Sections 4.5) 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. In the case of **second** trimester courses in 2007 the starting point for this period is Monday **24 September 2007**.

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, then an aegrotat will be considered. See Assessment Statute (Sections 4.5) for a full explanation of the rules governing the provision of aegrotats in these circumstances.

Course Content

Introduction

Week 1 – July 9 – 13

Thursday, July 12 – Introduction and Course Outline: Is “Europe” in Crisis?: Constitutional Defeat, Institutional Blockade and Conflicts over Everything (Budget, Services, Energy, Enlargement and Foreign Policy)

Part I – The Institutions of the Contemporary European Union

Week 2 – July 16 – 20

Thursday, July 19 – Integrating the National and the Supranational in the Institutions of the EU: “So What?”

Reading:

- Desmond Dinan (2005), “Reconstruction, Reconciliation and Integration,” and “Uncertain Terrain, 1958-1972” in *Ever Closer Union*. Boulder: Lynne Rienner, pp. 11-67.
- John Peterson and Michael Shackleton, “The EU’s Institutions an Overview”, in *idem.*, eds. (2006), *The Institutions of the European Union*, 2nd ed. Oxford: Oxford University Press, pp.1-16.
- Renaud Dehousse and Paul Margette (2006), “Institutional Change in the EU”, in John Peterson and Michael Shackleton, eds., *The Institutions of the European Union*, 2nd ed. Oxford: Oxford University Press, pp.17-34.
- Mark A. Pollack (2005), “Theorizing EU Policy-Making” in Helen Wallace, William Wallace, and Mark A. Pollack, eds., *Policy-Making in the European Union*, 5th ed. Oxford: Oxford University Press, pp.13-48.

Week 3 – July 23 – 27

Thursday, July 26 – The Institutional Structure of the EU Executive: The Council, the Commission and What They Do

Reading:

- Philippe de Schoutheete, “The European Council”, in John Peterson and Michael Shackleton, eds. (2006), *The Institutions of the European Union*, 2nd ed. Oxford: Oxford University Press, pp.37-59.
- Fiona Hayes-Renshaw, “The Council of Ministers” in John Peterson and Michael Shackleton, eds. (2006), *The Institutions of the European Union*, 2nd ed. Oxford: Oxford University Press, pp.60-80.
- Jeffrey Lewis, “National Interests: Coreper” in John Peterson and Michael Shackleton, eds. (2006), *The Institutions of the European Union*, 2nd ed. Oxford: Oxford University Press, pp.272-292.
- John Peterson, “The College of Commissioners”, in John Peterson and Michael Shackleton, eds. (2006), *The Institutions of the European Union*, 2nd ed. Oxford: Oxford University Press, pp.81-103.
- Liesbet Hooghe and Neill Nugent, “The Commission’s Services” in John Peterson and Michael Shackleton, eds. (2006), *The Institutions of the European Union*, 2nd ed. Oxford: Oxford University Press, pp.147-168.

Week 4 – July 30 – August 3

Thursday, August 2 – The Institutional Structure of the EU: “Multi-level Governance”...on some issues (European Parliament, ECJ)

Reading:

- Michael Shackleton, “The European Parliament” in ”, in John Peterson and Michael Shackleton, eds. (2006), *The Institutions of the European Union*, 2nd ed. Oxford: Oxford University Press, pp.104-124.
- Tapio Rauno, “Political Interests: The European Parliament’s Party Groups”, in John Peterson and Michael Shackleton, eds. (2006), *The Institutions of the European Union*, 2nd ed. Oxford: Oxford University Press, pp.293-311.
- Tom Kennedy, “The European Court of Justice” in ”, in John Peterson and Michael Shackleton, eds. (2006), *The Institutions of the European Union*, 2nd ed. Oxford: Oxford University Press, pp.125-143.

Part II – Integration and Evolution: From Schuman Plan to Single European Act

Week 5 – August 6 – 10

Thursday, August 9 – From European Reconstruction to the Single European Act

Reading:

- Desmond Dinan (2005), “A Community in Flux, 1973-1984”, “From European Community to European Union, 1984-1993”, in *Ever Closer Union*, 3rd ed. London, Boulder: Lynne Rienner, pp.69-131.

Test on Institutions of Contemporary European Union during first 50 minutes of class

Week 6 – August 13 – 17

Thursday, August 16 – The SEA: A New Dynamic of European Integration?

Reading:

- Helen Wallace (2005), “An Institutional Anatomy and Five Policy Modes,” in H. Wallace, W. Wallace and M. Pollack, eds., *Policy-Making in the European Union*, 5th ed. Oxford: Oxford University Press, pp.49-90.
- Alasdair Young (2005), “The Single Market: A New Approach to Policy,” in H. Wallace, W. Wallace, and M. Pollack, eds., *Policy-Making in the European Union*, 5th ed. Oxford: Oxford University Press, pp.93-112.

One-paragraph Statement of Central Question of Essay Topic due 12:00PM August 16.

Mid-Trimester Break 18 August – 2 September

Week 7 – September 3 – 7

Thursday, September 6 – Maastricht, EMU and Deepening: A New Dynamic to Integration or Disintegration?

Reading:

- Desmond Dinan (2005), “Enlargement, 1994 – 2005” and “Constitutional Change, 1994 -2005”, in *Ever Closer Union*, 3rd ed. London, Boulder: Lynne Rienner, pp.133-183.
- Kathleen R. McNamara (2006), “Managing the Euro: The European Central Bank,” in John Peterson and Michael Shackleton, eds., *The Institutions of the European Union*, 2nd ed. Oxford: Oxford University Press, pp.169-189.
- Erik Jones (2004), “European Monetary Union and the Problem of Macroeconomic Governance,” in Ronald Tiersky, ed., *Europe Today*, 2nd ed. (Lanham, MD: Rowman and Littlefield) pp.59-87. Instructor will make available.

- Andreas Follesdal and Simon Hix (2006), “Why There is a Democratic deficit in the EU: A Response to Majone and Moravcsik”, in *Journal of Common Market Studies* 44, 3: 533-62 (available on VUW Library data base Blackwell Synergy).

Week 8 – September 10 – 14

Thursday, September 13 – Enlargement or “Widening”: Causes, Process and Consequences

Reading:

- Ulrich Sedelmeier (2005), “Eastern Enlargement,” in H. Wallace, W. Wallace, and M. Pollack, *Policy-Making in the European Union*, 5th ed. Oxford, New York: Oxford University Press, 2005) pp.401-428.
- Heather Grabbe (2002), “European Union Conditionality and the Acquis Communitaire,” *International Political Science Review* 23 , No.3, pp.249-268. (Available at www.JSTOR.org)
- Anna Grzymala-Busse (2004), “The New Dysfunctionalism? Paradoxes of EU Enlargement and the Postcommunist Candidate Countries,” paper presented to the Conference of Europeanists in Chicago. Instructor will make available.

Draft Introduction and Outline of Paper 12:00PM September 13

Week 9 – September 17 – 21

Thursday, September 20 – The Trouble with Markets: Social Policy and Democratic Deficit

Reading:

- Stephan Leibfried (2005), “Social Policy,” in H. Wallace, W. Wallace, and M. Pollack, *Policy-Making in the European Union*, 5th ed. Oxford, New York: Oxford University Press, pp.243-78.
- Charlie Jeffrey (2006), “Social and Regional Interests: The Economic and Social Committee and Committee of the Regions”, in John Peterson and Michael Shackleton, eds., *The Institutions of the European Union*, 2nd ed. Oxford: Oxford University Press, pp.213-330.
- Martin Rhodes (2005), “Employment Policy: Between Efficiency and Experimentation” in Helen Wallace, William Wallace, and Mark Pollack, *Policy-Making in the European Union*, 5th ed. Oxford, New York: Oxford University Press, pp.279-304.
- Andreas Follesdal and Simon Hix (2006), “Why There is a Democratic Deficit in the EU: A Response to Majone and Moravcsik” in *Journal of Common Market Studies Annual Review* 44, No.3, pp.533-62. (Available on VUW Library database Blackwell Synergy)

Week 10 – September 24 – 28

Thursday, September 27 – “Spillover?”: Justice and Home Affairs and Energy Policy

Reading:

- Theodora Kostakopoulou (2006), “Security Interests: Police and Judicial Cooperation” in John Peterson and Michael Shackleton, eds., *The Institutions of the European Union*, 2nd ed. Oxford: Oxford University Press, pp.231-251.
- Sandra Lavenex and William Wallace (2005), “Justice and Home Affairs”, in Helen Wallace, William Wallace, and Mark Pollack, *Policy-Making in the European Union*, 5th ed. Oxford, New York: Oxford University Press, pp.457-80.
- Jörg Monar (2006), “Justice and Home Affairs” in *Journal of Common Market Studies Annual Review* 44, pp.101-117. (Available on VUW Library database Blackwell Synergy)

- Martin Walker (2007), “Russia v. Europe: The Energy Wars,” in *World Policy Journal* 24, No.1, pp.1-8. (Available on VUW Library database ProQuest)

Week 11 – October 1 – 5

Thursday, October 4 – Common Foreign and Security Policy

Reading:

- Michael E. Smith, Brian Crowe and John Peterson, “International Interests: The Common Foreign and Security Policy”, in in John Peterson and Michael Shackleton, eds. (2006), *The Institutions of the European Union*, 2nd ed. Oxford: Oxford University Press, pp.252-271.
- William Wallace (2005), “Foreign and Security Policy”, in Helen Wallace, William Wallace, and Mark Pollack, *Policy-Making in the European Union*, 5th ed. Oxford, New York: Oxford University Press, pp.429-56.
- Desmond Dinan (2005), “US – EU Relations”, in *Ever Closer Union*. Boulder: Lynne Rienner, pp.609-37.
- Commission of the European Communities, “EU Relations with the Pacific Islands – A Strategy for a Strengthened Partnership” at http://www.europe.canterbury.ac.nz/news/2006_news/COMM_PDF_COM_2006_0248_F_EN_ACTE.pdf

Week 12 – October 8 – 12

Thursday, October 11 – ***In-Class Test***

Final Essay due 4PM Friday, October 12

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:

telephone: 463-6070

email: disability@vuw.ac.nz

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 contacts are **Dr Allison Kirkman, Murphy Building, room 407** and **Dr Stuart Brock, Murphy Building, room 312**. 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-Programme@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:

www.vuw.ac.nz/st_services/

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.