

GLOBAL SEMINAR SYLLABUS

SOC3641

Understanding New Zealand: Culture, Society, & Environment

“Summer” 2018: Wednesday, 16 May to Saturday 9 June (it will be sort of like a *typical* March or April in Minnesota without the extremes, so expect **rain**, and temperatures ranging from the 30s to the 60s)

Location: New Zealand

3 Credits, fulfilling Liberal Education requirements:

- Global Perspectives Theme
- Civic life and Ethics Theme

Faculty Leader:

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Course Description

This Global Seminar, *Understanding New Zealand: Culture, Society, and Environment*, is open to any undergraduate or graduate student regardless of major. Priority is given to University of Minnesota students, but students from other institutions may attend if space is available. There are no course prerequisites and all instruction is in English (with diverse accents).

New Zealand is one of the world's most remote inhabited land-masses, and this remoteness has had a significant impact on its environmental and human history. Like the United States, New Zealand is thought of as a "settler society" that is now largely populated by descendants of people who migrated from Europe in the last couple of centuries. Like the United States it is a long-established democracy, and it could be argued that New Zealand, not the United States, is in fact the world's oldest continuous democracy. As we read about and visit New Zealand, you'll understand why we could make that argument. You don't have to agree with it.

New Zealand was settled late in Europe's global expansion. Reflection by Britons on the way their Empire operated—including in the United States—led them to try somewhat new and different approaches in engaging the indigenous Māori population of New Zealand. The Treaty of Waitangi, signed in 1840 between the British crown and Māori has been fundamental in shaping New Zealand's history. Compared to indigenous peoples in its peer settler countries—Australia, Canada, and the United States—the Māori population of New Zealand has remained a significant minority of the population and a strong force in politics (again, compared to other settler nations, unfulfilled Māori aspirations for political and economic power remain an important issue in New Zealand politics).

Since the 1970s New Zealand's previously largely bicultural society has become even more multicultural with waves of Pacific, Asian, and renewed British migration. These have occurred at the same time as Māori political aspirations have strengthened. These challenges have been accompanied by important reforms to the country's electoral system, which are somewhat unusual in being accomplished both peacefully and without a prior breakdown of government authority. In the 1980s and 1990s New Zealand's economic policies shifted rapidly towards a more "free market" approach. Indeed, many international commentators regard New Zealand's economy as "freer" than the United States. The 1980s and 1990s also saw significant social liberalization that has continued to the present day, with New Zealand decriminalizing prostitution in 2003, and passing a "marriage equality"/"gay marriage" bill by a large margin in 2013. Thus, New Zealand's society and politics have important elements of similarity with other settler nations (including the United States), but also distinctive differences.

New Zealand was settled late by humans because it was so remote. This remoteness allowed a distinctive and unique flora and fauna to evolve before human settlement. Perhaps the most distinctive feature of the pre-human ecology of New Zealand was that—other than bats—there were no native mammals. Many of the birds, including the kiwi, which has acquired symbolic status, were flightless, or had limited flying abilities. Both Māori and Pākehā settlement contributed to significant changes in its plant and animal composition after exotic (to New Zealand, they might seem familiar to you!) species were introduced and forest habitats were burnt. Alarmed by these changes, New Zealanders recently have made significant strides in recognizing environmental issues and seeking sustainable solutions. They offer interesting lessons for U.S. students to bring home and apply to our own environmental

issues.

Course content will be divided approximately as follows:

- 80% Human occupation, society, government, and culture.
- 20% Environmental issues such as preservation of native forests, impact of exotic animals on native plants and animals, natural and cultural interpretation, and nature tourism.

Our exploration of these issues will not take place in a linear fashion. The best itinerary through the country takes us to different sites where we encounter and re-encounter a series of important issues including

- Immigration and the place of immigrants in New Zealand society
- The indigenous Māori in New Zealand's history, politics and society
- Social and political responses to environmental issues
- Modes of inquiry for understanding other societies: How do we find out about other places through reading, observation, and meeting New Zealanders.

New Zealand's similarity to other settler nations and societies is readily apparent to visitors. One of the goals of this global seminar is to help sharpen your powers of academic comparison of different societies and cultures. We will be reflecting on New Zealand's difference and similarity at points throughout the course, and your final paper will allow you to make an informed comparison of New Zealand to comparable places (a natural and obvious choice might be Minnesota, but your interests may lead you elsewhere).

Course Objectives

You will:

- Learn about New Zealand's geologic origin, human history, and government to better understand its current culture and economy.
- Learn about areas of culture that interest you (e.g., art, architecture, transportation, language, music, food, entertainment, politics, interpersonal relations...) and how you can appreciate and adapt to such differences.
- Learn about current environmental issues in New Zealand
- Grow emotionally:
 - Develop self-confidence by stepping out of your ordinary life and taking personal risks.
 - Learn how to adapt to a different culture by short-term immersion in a culture.
 - Learn flexibility and patience by living closely with previously unknown people and on a hectic schedule you do not control.
- Develop a life-long interest in international affairs.

Liberal Education requirements

SOC3641 meets the University's requirements for three Liberal Education requirements:

- Global Perspectives Theme
- Civic life and Ethics Theme

The goal of liberal education requirements in your degree are that you graduate from the University of Minnesota with a well-rounded education. You will acquire the most specialized knowledge of a discipline and its methods in your major (s) and minor(s). Liberal education ensures you are broadly knowledgeable, can understand the work of other disciplines, and are prepared for life-long learning in your career and further education.

A brief description of how the course meets each of these guidelines follows. You will note that there is overlap in how the requirements are met, because the two themes reinforce each other.

Civic Life and Ethics Theme

| Criteria | How SOC3641 meets it |
|--|---|
| The course presents and defines ethics and the role of ethics in civic life. | Course readings have students read about the ethical foundations of New Zealand's constitutional arrangements, the structure |
| The course explores how the ethical principles of a society or societies have been derived and developed through group processes, and debated in various arenas. | The course considers ethics in civic life through discussion of New Zealand's constitution, investigation of conscription in wartime in an assignment profiling a soldier, and through discussion with New Zealand university students, community members, and politicians. |
| The course encourages students to develop, defend, or challenge their personal values and beliefs as they relate to their lives as residents of the United States and members of a global society. | Students have the opportunity to meet with New Zealanders and discuss New Zealand society with them on multiple occasions, and discuss differences and similarities with the United States. |
| Students have concrete opportunities to identify and apply their knowledge of ethics, both in solving short-term problems and in creating long-term forecasts. | The structured and critical reading of the required text, <i>Fairness and Freedom</i> , introduces and complicates two key ethical values that have played important roles in the development of New Zealand (and American) society. Introduced first as opposing, perhaps binary ideas, the text shows that fairness and freedom are instead ethical values that mutually constitute each other. |

Global Perspectives Theme

| Criteria | How SOC3641 meets it |
|--|---|
| The course, and most or all of the material covered in the course, focuses on the world beyond the United States. | The content of this course focuses on New Zealand. |
| The course either (1) focuses in depth upon a particular country, culture, or region or some aspect thereof; (2) addresses a particular issue, problem, or phenomenon with respect to two or more countries, cultures, or regions; or (3) examines global affairs through a comparative framework. | The course focuses on New Zealand's society and politics. We take a comparative approach throughout. We contextualize New Zealand variously as an example of a Commonwealth constitutional monarchy (like Australia, Canada, Britain), an established liberal democracy (like the preceding and Scandinavia), and a settler society (like Australia, Canada, U.S., much of South America) |
| Students discuss and reflect on the implications of issues raised by the course material for the international community, the United States, and/or for their own lives. | Because of the similarities to the United States in some important ways (long-standing democracy, common law, English language, settler society) and to Minnesota in particular (mass European settlement from 1840s onwards), the readings and instruction put New Zealand in comparative context. |

Overview of schedule

| Date | Activity | Instruct time | Student time |
|------------|---|---------------|--------------|
| Wed 16 May | Leave MSP | 1 | 2 |
| Thu 17 May | Travel | 0 | 0 |
| Fri 18 May | Arrive Auckland / Orientation | 5 | 1 |
| Sat 19 May | Otara Markets | 3 | 4 |
| Sun 20 May | Rangitoto Island | 5 | 3 |
| Mon 21 May | Ethnographic observation | 2 | 5 |
| Tue 22 May | Soldier Presentation at Auckland Museum | 2 | 5 |
| Wed 23 May | Waitangi Treaty Grounds | 3 | 4 |
| Thu 24 May | Russell: Mission and settler/war museum | 4 | 4 |
| Fri 25 May | Soldier Presentation with local group | 4 | 4 |
| Sat 26 May | Travel to Rotorua | 1 | 0 |
| Sun 27 May | Unscheduled day | | |
| Mon 28 May | Lecture at local polytech / Ethnographic observation | 2 | 5 |
| Tue 29 May | Whakarewarewa and Buried Village | 5 | 2 |
| Wed 30 May | Travel to Wellington | 1 | 2 |
| Thu 31 May | Museum of Wellington / Guest lecture with Professor Jackie Cumming on New Zealand health system | | |
| Fri 1 Jun | VUW class: Sociology of Health / Do ethnographies | 2 | 5 |
| Sat 2 Jun | AM: Zealandia | 4 | 4 |
| Sun 3 Jun | Unscheduled day | 0 | 5 |
| Mon 4 Jun | Unscheduled day (Queen's Birthday) | 0 | 5 |
| Tue 5 Jun | Lecture on politics / Visit to Parliament | 4 | 4 |
| Wed 6 Jun | AM: VUW class (WWI): Soldier Presentation! PM: Great War Exhibition | 4 | 4 |
| Thu 7 Jun | Soldier Presentations at Pukeahu / Do ethnographies | | |
| Fri 8 Jun | Matiu / Somes Island | 5 | 2 |
| Sat 9 Jun | Travel home to the United States | 0 | |

University of Minnesota Student Learning Outcomes

- **Can communicate effectively:** Students will write almost daily in a journal that will be graded and will submit a written paper at the end of the course summarizing the major points they learned.
- **Understand diverse philosophies and cultures within and across societies:** Students will be exposed continuously to the New Zealand culture and are expected to write in a journal and final paper about the New Zealand culture and how they have adapted to it. We will periodically discuss cultural differences during class periods.
- **Have acquired skills for effective citizenship and life-long learning:** Living within New Zealand's culture enables students to better understand what it means to be an American citizen. Living, studying, and traveling in close association with other students enables students to develop habits of cooperation so important to social development. Experiencing learning through readings, discussions, writing, and field trips helps students better understand their preferred learning styles.
- **Have mastered a body of knowledge and a mode of inquiry:** You will learn about a wide range of topics in New Zealand's history, society and environment. This basic knowledge may help you determine life-long interests in new subjects.
- **Understand the role of creativity, and innovation, discovery, and expression across disciplines:** Through study of New Zealand's history and culture including food, art, architecture, music, language, social interactions, etc. you will have the opportunity to see many different examples of innovation and creative expression. Through journaling, you can use written words and art to express your feelings and articulate new knowledge.

University of Minnesota Student Development Outcomes

- **Responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their action:** You will be living closely together for 3 weeks in a foreign country where you have little control over the daily activities, lodging, and roommates. Your behavior affects the experience of others and you will get feedback from other students and the instructors if you are disruptive. You also have considerable free time in New Zealand. In a foreign country, your choices reflect on you and your country. Students should seek enriching experiences and represent the USA as model citizens.
- **Independence and interdependence by knowing when to collaborate or seek help and when to act on their own:** Students are expected to work alone on homework and the final exam, but are encouraged to discuss class experiences when considering what to write in their journals and final reflections report. You are always encouraged to explore the communities we visit with a classmate for security purposes. Look out for the health and well-being of other students and seek help from the course instructor in case of illness or injury.

- **Goal orientation by managing their energy and attention to achieve specific outcomes:** Students write a short paper at the beginning of the course to describe their goals for learning about New Zealand history, culture and environment and what they expect to learn about themselves. They will continually address these topics in a daily journal and final reflections report. While the course has structured time, students learn the most when they apply concepts learned in class to what they see and experience on their own, then write about those learning experiences in their journal.
- **Self-awareness by knowing their personal strengths and talents and acknowledging their shortcomings:** Living abroad is a wonderful opportunity to learn about oneself. You are continually encouraged to write in your journal about how you are adapting to the New Zealand culture and what you are learning about your own interests, strengths, and shortcomings. As you study New Zealanders and their history, think about who you are, how you would have responded in a given situation, and what character attributes you strive to achieve.
- **Resilience by recovering and learning from setbacks or disappointments:** There may be bumps in the road during this course. You may become homesick, receive a lower grade on an assignment than you expected, become ill, have an assigned roommate with whom you do not get along well, or find the climate or food are not what you anticipated. You will learn and grow from these experiences. It is helpful to “go with the flow” and to learn what helps you bounce back quickly from any setbacks to develop a positive outlook.
- **Appreciation for differences by recognizing the value of interacting with individuals with backgrounds and/or perspectives different from their own:** Among the students with whom you travel and among the New Zealanders whom you will meet, there will be many differences in personality, language, culture, appearance, race, and values. Students should look for these differences, understand their meaning, and appreciate their differences.
- **Tolerance of ambiguity by demonstrating the ability to perform in complicated environments where clear cut answers or standard operating procedures are absent:** Most students have never traveled abroad for several weeks. There will be new challenges in learning how to live in a backpacker (hostel) lodging, read maps and find transportation to places of interest, and learn how to socially interact with people from another culture.

Student Expectations

There will be **[15-25]** students in the course.

There will be limited indoor lectures; most of the course time is spent on field tours to farms, forests, volcanic islands, laboratories, museums, universities, and other cultural institutions.

You will arrange some of these visits yourself, following your own evolving interests in exploring New Zealand's history, society and environment. Our itinerary includes several apparently unstructured mornings, afternoons, and evenings, but you will be creating some of your own learning experiences. The requirement to do a series of ethnographic observations adds structure to these times. You will take your own initiative in finding sites to visit, and we will convene as a class to share what we have visited. For the most part you are encouraged to visit these sites with another class member. You will find it valuable to discuss your experiences with your peers.

New Zealand is, in general, a safe place to visit. Realistically the greatest everyday hazard is looking the wrong way when crossing the road (look each way multiple times before crossing!). During the daytime you can safely explore on your own, provided you let me or a classmate know where you are going. If you are out in the evening, you should be with at least one classmate, particularly in Auckland and Wellington, which have the normal dangers of large cities.

You will prepare for lectures by guest speakers by preparing questions in advance to get the conversation with these speakers started. They have given their time in preparing lectures and discussions for this class, and then invested the time in showing up to meet you.

You will be working with other students on preparation for these visits. By working in teams you will get to know with other students, and have the opportunity to discuss with them what interesting questions you can ask of the speakers and lecturers.

At Victoria University of Wellington we will be meeting with classes of New Zealand students, and discussing aspects of New Zealand and United States society. This is a great opportunity for you to engage intellectually and socially (these are not distinct processes) with people of your own age in New Zealand. Take advantage of this opportunity by preparing for these classes, and *arguing respectfully* with young New Zealanders.

It will be late autumn and early winter in New Zealand. Expect temperatures to range from 35^o to 65^o F and dress accordingly. I hope you will learn metric temperatures in the time we're there! The New Zealand climate can be damp and windy, and these temperatures will feel colder than the same temperature in Minnesota. Do not bring an umbrella, the rain rarely falls straight down in New Zealand, and the wind will blow your umbrella inside out. **Bring a good raincoat.**

We will travel by bus, boat, and foot. **Many days we will be walking several miles.** If you have lightweight hiking boots, consider bringing them! Running shoes, especially trail running shoes, are another alternative. Be prepared for these shoes to get muddy and dirty.

We travel frequently so students must be on-time for all travel departures. Take a watch and an alarm

clock. You will also be carrying your own bags frequently, so think carefully about what you bring. You are likely to be charged if you check more than one suitcase, or if your suitcase is over 50lb (23kg in New Zealand). Weigh your luggage before you go (Use a travel scale or stand on a bathroom scale with and without your suitcase. Make sure the bathroom scale is on a hardwood floor for an accurate reading).

Your carry-on luggage should be comfortable for extended walking, and capable of resisting the rain we will likely encounter in New Zealand. This suggests using a backpack. A robust plastic bag that you can fold up and put in your backpack is useful to protect the contents of your backpack if we get caught out in the rain (the UMN bookstore bags are a good example). Did I mention that you should bring a good raincoat?

A packet of reading materials (in PDF format) will be distributed before departure, and you may **purchase a recommended complementary reading**. Guest speakers may distribute additional handouts during the course. Students will need to continually take notes during tours and other visits to capture information presented by field trip leaders who provide no handout materials. Bring a small notepad or some other way of taking notes.

Since we will be traveling in a group during field tours where hearing is sometimes difficult, keep up with the tour leader and listen carefully to the tour leader. Do not carry on conversations with classmates who may be listening to the leader. Although our speakers (and your instructor) will be speaking a familiar language you will find that you need to pay more attention than necessary because people are speaking in a different accent. There is a tendency in New Zealand English to mumbling and speaking quickly, sometimes together. If you are paying attention and still can't hear someone properly, don't be shy about saying so (politely). Your instructor is unusually deaf to different accents, and probably won't notice when the speaker is speaking "New Zild" instead of English.

We will have short discussions periodically to summarize important points, especially about New Zealand culture. You will share your personal observations and periodically read from your journal. Keep your journal up-to-date every day. Your impressions will change day-to-day, and you will find your own changing impressions and thoughts interesting.

New Zealanders (for the most part) are proud of their country, though you should probe gently for the more interesting reflections and critiques they will also offer. They are very happy to share all that they know. Ask questions and probe for all that you can learn.

Class composition will be diverse with students from many majors, all class levels, different genders and ethnic backgrounds. You will share sleeping rooms with at least one other classmate of the same gender. Exposure to this diversity and coping with different classmate personalities and knowledge levels is great experience for dealing with future workplace environments.

New Zealanders likewise include people from different cultural backgrounds. We must respect these cultural differences and not openly criticize different practices and ideas that we might observe or hear. This is a time to listen and broaden your horizons! We are guests in New Zealand and must treat New Zealanders as our hosts.

Reading Materials

A packet of reading materials structured to each day of the course will be made available in a PDF format before departure. The most important part of that packet are

- David Hackett Fischer's book *Fairness and Freedom* is required reading!
- Additional background reading connected to the sites we visit.

Recommended Supplies for Classroom and Field Trips

- Spiral notebook (~6" x 9") in which to write a daily journal (at least 50 pages). You may also keep your journal on a laptop, and share it with me via Dropbox or Google Drive.
- Plastic bag to place over notebook during wet weather.
- 2 pencils, 2 pens. Ink will smear when wet so bring a pencil for the inevitable rainy day. Did I mention a good raincoat before?
- A small pocket knife (**pack in your checked luggage, not carry-on luggage**) is useful for sharpening pencils and food preparation.
- Bag to store handouts, field notes, and travel literature (gallon size Ziploc bags are pretty good for this since they are transparent and waterproof. They are also good for packing dirty clothes, but of course I don't recommend using the same bag. Buy them before you go, they're expensive in New Zealand.)
- Day pack to carry supplies during daytrips: sunscreen, notebook, pencils & pens, handouts, rain coat, sweater/jacket, water bottle, lunch & snacks.

Assignments and grading

There are four main pieces of work in this class, totaling 500 points.

You will choose one of the soldier profile, book review, or ethnography as your “focus” assignment to count for 200 points. The focus assignment involves additional work beyond the “base” assignment.

| | Base Points | Focus Points |
|---|--------------------|---|
| Daily journal | 100 | 100 |
| First mid-term review, 25 May | 30 | |
| Second mid-term review, 3 June | 30 | |
| Final review on period 4 June – 18 June | 40 | |
| Soldier Profile | 100 | 200 |
| 2 pages | | (includes 2 additional soldiers, |
| + presentation in community / university | | without presentation) |
| Book review of <i>Fairness and Freedom</i> | 100 | 200 |
| 3 pages (750 words) | | 6 pages (1500 words) |
| Ethnographic observation | 100 | 200 |
| 4 observations (US, Auckland, Rotorua, Wellington). | | 1 additional observation |
| Submit field notes and 2 page write-up | | (likely in Wellington) 6 page write-up |

| Grade | Percent range | Points range | Grade | Percent range | Points range |
|-------|---------------|--------------|-------|---------------|---------------|
| A | 93% and above | 465 or more | C | 73 - 75.9% | 365 - 379 |
| A- | 90 - 92.9% | 450 - 464 | C- | 70 - 72.9% | 350 - 364 |
| B+ | 86 - 89.9% | 430 - 449 | D+ | 66 - 69.9% | 330 - 349 |
| B | 83 - 85.9% | 415 - 429 | D | 63 - 65.9% | 315 - 329 |
| B- | 80 - 82.9% | 400 - 414 | F | 62% or lower | less than 315 |
| C+ | 76 - 79.9% | 380 - 399 | | | |

Our itinerary and your deadlines

| Date | Activity | Academic work due | Reading |
|-------------|---|--|--|
| Wed 16 May | Leave MSP | US ethnography done by today | "Settler Societies" "Two British Empires" |
| Thu 17 May | Travel | | |
| Fri 18 May | Arrive Auckland / Orientation | | |
| Sat 19 May | Otara Markets | | "Immigrants, Voluntary ..." |
| Sun 20 May | Rangitoto Island | | "Frontier and Bush" |
| Mon 21 May | Unscheduled | Work on ethnography and soldier profile | "Federalists and Centralists" |
| Tue 22 May | Soldier Presentation at Auckland Museum | | "Indians and Māori" |
| Wed 23 May | Waitangi Treaty Grounds | Discuss focus assignment with Evan | |
| Thu 24 May | Russell: Mission and settler/war museum | | "Women's Rights" |
| Fri 25 May | Soldier Presentation with local group | Journals to Evan for review | "Racist Wrongs" |
| Sat 26 May | Travel to Rotorua | Small group book discussion with Evan | |
| Sun 27 May | Unscheduled day | | |
| Mon 28 May | Lecture at local polytech / Ethnographic observation | Work on ethnography and soldier profile | "Lib Labs and Progressives" |
| Tue 29 May | Whakarewarewa and Buried Village | | "Foreign Affairs" |
| Wed 30 May | Travel to Wellington | "Pub quiz" based on book | |
| Thu 31 May | Museum of Wellington / Guest lecture with Prof. Jackie Cumming on New Zealand health system | | "Great Crash" |
| Fri 1 Jun | VUW class: Sociology of Health | Do ethnographic observation | "Military traditions" |
| Sat 2 Jun | AM: Zealandia | Journals to Evan for review | |
| Sun 3 Jun | Unscheduled day | | |
| Mon 4 Jun | Unscheduled day (Queen's Birthday) | Small group book discussion with Evan | "World Crisis" |
| Tue 5 Jun | Lecture on politics / Visit to Parliament | | "Learning to be Free and Fair" |
| Wed 6 Jun | AM: VUW class (WWI): Soldier Presentation! PM: Great War Exhibition | | |
| Thu 7 Jun | Soldier Presentations at Pukeahu / Do ethnographies | Do ethnographic observation | |
| Fri 8 Jun | Matiu / Somes Island | | |
| Sat 9 Jun | Travel home to the United States | | |

Grading System

A-F grading system with "+" and "-" symbols will be used.

A student is not permitted to submit extra work in an attempt to raise his or her grade.

An incomplete "I" grade will be assigned only when there is a: verifiable medical emergency. [Give the instructor a note from medical personnel.] family emergency (e.g., death, significant illness, or legal problem of a family member for whom you are the primary care giver). Describe the situation to the instructor and provide any written documentation that may be available. Participation in significant University sponsored event (e.g., team member in intercollegiate competition). [Notify the instructor in advance of the exam.] legal obligations (e.g., jury duty, court appearance, military service). [Bring a copy of the legal notification or other written explanation.] other special circumstances agreed upon by the instructor.

Contact the instructor before the last day of the course to request an "I" grade. In general the additional time allotted to complete course work will be proportional to the time the student was involved in handling the situation which prevented them from completing an assignment on time.

An "I" grade will automatically lapse to an "F" at the end of the next semester of a student's registration, unless the instructor agrees to submit a change of grade for a student during a subsequent semester to maintain the grade as an "I". Individual assignments will be totally graded by Professor Roberts.

Students are responsible for all information disseminated in class and all course requirements, including deadlines and examinations.

Scholastic misconduct is broadly defined as "any act that violates the right of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes, (but is not necessarily limited to): cheating on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work."

Sources of Assistance

Students may go to the Student Dispute Resolution Center for assistance with academic or grading disputes. Student Dispute Resolution Center, 107 Eddy Hall, U of MN, East Bank, (612) 625-5900, sos@tc.umn.edu.

Students with disabilities that affect their ability to participate fully in class or to meet all course requirements are encouraged to bring this to the instructor's attention well before our departure from the United States so that appropriate accommodations can be arranged. Further information is available from Disability Services, 180 McNamara Center, <http://ds.umn.edu/>, (612) 626-1333.

University policy prohibits sexual harassment as defined in the December 1998 policy statement. Questions or concerns about sexual harassment should be directed to the Office of Equal Opportunity and Affirmative Action, 274 McNamara Alumni Center, www.eoaffact.umn.edu, (612) 624-9547.

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website at: <http://www.mentalhealth.umn.edu>.

Profile of a World War I soldier

Background: This assignment is designed to introduce you to a couple of sociological and social science research methods: in particular, archival and biographical methods that are used in historical sociology and demographic research, and thinking about the life course.

**Together the paper and presentation count for 100 points,
or 200 points if you choose this to be to your focus assignment**

Substantively, you'll learn about the lives of young men in early twentieth century New Zealand and their wartime experiences, which are being remembered in exhibitions and events around the country as the centenary of World War I progresses. Taking advantage of this current interest, you'll present your profile (with a few other students) to a group in New Zealand. This is designed to motivate you to do a good job, and give you the opportunity to share your research with New Zealanders, providing a setting for conversation and cultural exchange. You'll know a lot about this particular person, they'll be able to help you fill in some of the context (though you should find out what you can using easy-to-access resources).

Finally, this research gets you engaged with Professor Roberts' own research on the health of New Zealanders. The site, *Measuring the ANZACs*, through which you'll access the soldiers' information is a "citizen science" platform built at the University of Minnesota, using digitized content from Archives New Zealand.

Before you get started on the assignment and your writing, take a few minutes to look at the "Field Guide" and the "About" section to understand what we're doing.

Citizen science relies on lots of ordinary people contributing, so when you have an opportunity to tell people in New Zealand (or America!) about *Measuring the ANZACs*, you'll be helping to bring more people in, and build a major resource for scholarly and community research.

You'll notice that the site has built-in social media tools to share images to Facebook and Twitter ...

What you'll do

1. You will write a 2 page profile of the life of a New Zealand soldier, and their wartime experience using information from their personnel file. You'll submit a draft of this before you do your presentation, and the **final profile paper will be due on 1 July**, at the same time as your final journal entry.
 - If you want additional instruction in research methods in archives and libraries, I will be happy to help you see if there is additional information about your subject in the places we're visiting. This is totally optional, and you can write a great profile without doing this!
 - You can always submit early, the extended deadline is to recognize that you might have a busy return to the US

2. Based on the same information as you use for the profile, you'll prepare a brief presentation (about 5 minutes long) about the soldier you've researched. Make this presentation in PowerPoint using screenshots of the material you've read, and other easily accessible resources (listed below).

- **The presentations will be held on**

- i. 22 May at Auckland Museum
- ii. 25 May in Kaitaia
- iii. 6 June at Victoria University of Wellington
- iv. 7 June at the Great War Exhibition to a group from the NZ Society of Genealogists

Other important resources

Te Ara: The online encyclopedia of New Zealand, for general background on New Zealand in World War I (<http://www.teara.govt.nz/en>). See also <https://nzhistory.govt.nz/>.

Cenotaph: Auckland Museum's database of soldiers, in which you *might* find photos of your soldier. <http://www.aucklandmuseum.com/war-memorial/online-cenotaph>

PapersPast: New Zealand is a small country (and was even smaller then). Local newspapers may provide additional information on your soldier. <https://paperspast.natlib.govt.nz/>

Histories of the NZ forces in World War I: <http://nzetc.victoria.ac.nz/tm/scholarly/tei-corpus-WH1.html> You'll be able to see which units your soldier served with. Many of these units have official histories which can fill in more information

Detailed instructions

(These instructions suppose that you've taken the time to look at the general information on the Measuring the ANZACs site, so you know where to find what a History Sheet is, and what an Attestation is).

- A Google document with a link to a soldiers' file has been shared with you individually. Click on the link, and it will open to the first page of the soldiers' file.
 - You can navigate to other pages in the file using the navigation tool on the left side of the screen.
- To write a profile of a person's life, you need to do two or three things
 - Identify major events in a person's life
 - Put them in order
 - Write them up in a connected fashion
- From the **History Sheet**, which often shows up first, you can identify several important things about the soldier you are profiling
 - Where they were from (born and last residence, where their relatives lived. From this you can infer whether they migrated)
 - What their job was
 - When they went to war, and how long they served, and what rank they achieved
 - Their religious affiliation

- A summary of the significant events in their service, including wounds and sickness, and death.
- From the **Statement of Services**, which is typically the second form in the file, you can identify more events in their wartime service. Include this information as a paragraph in your profile. What ranks did this person hold? Were they promoted? Were they disciplined for anything (tell us about that)? Did they leave a wife or child in New Zealand?
- From the **Attestation** you can find out more about their parents, the person's background, their education, migration, and past service. On the other side of the attestation you should find a physical description. What color was their hair and eyes? Did they have medical problems? You are writing a full profile of this person. Make it come alive with these details.
- You might also find a **Death Notification** in the file, which will tell you how long after the war the soldier lived. They might have died during the war, which would be well documented in the file.
 - If there is no Death Notification or killed in action documentation, contact Professor Roberts, who will help you find out this information.
- Other pages in the file will describe major events in the person's service, particularly wounding and hospital stays. A document called an **Active Casualty** often has a clear summary of aspects of the man's service. Use this form if you find it to narrate the person's service during the war.
- The person's file will give you the basic outline of your narrative. Let Professor Roberts know if you need help with finding
 - A photo of this person on the Auckland Museum Cenotaph site
 - Searching for additional evidence in the PapersPast newspaper database.

Throughout your profile (and in your presentation) you should be contextualizing and making sense of the information by referring to the NZhistory.govt.nz and [TeAra](http://TeAra.govt.nz) websites. For example, as well as telling us where they were born, say something about that place. Was it a city or a small town? How far is it from the place they were born to the place they were living?

I am excited to work on this profile with you, so let me know when you need help so you can all do an excellent job!

Book review

Due: 18 June 2018

How: By email to eroberts@umn.edu. You do not need to submit a hard copy.

Please put your name in the names of the files you are submitting! Thanks ☺

Contribution to your grade: This assignment will count for 100 points, or 200 points if you choose it as your focus assignment.

Grades: This assignment will be marked on the standard A to F scale. A grading rubric follow.

Goals for this assignment: This assignment is primarily designed to help you

- Develop your abilities at reading and summarizing academic literature
- Engage with academic literature in a critical way
- Practice conveying an argument in a concise format

Instructions

Write a 750 word (approximately three double spaced pages) review of

Fischer, David Hackett. *Fairness and Freedom*. New York: Oxford University Press. 2012.

If you choose this as your focus assignment, your review will be 2000 words.

Your review should include

- A discussion of the author's questions and argument
- A brief discussion of the types of sources used, and the ways in which she uses those sources.
- An assessment of the strong points or shortcomings of the book
- At least one paragraph discussing in a reasoned fashion your views on the shortcomings or failures of the work. What is not convincing? What could the author have improved?
- If you choose this as your focus assignment, I will discuss with you the best way to structure the longer review.

Book review rubric

Name:

| | Good; Adequate; Needs Improvement; Poor |
|--|--|
| Basic requirements | |
| Submitted by 18 June 2018 | Yes / No |
| Reviews correct book | Yes / No |
| Length of review is approximately 750 or 2000 words | Yes / No |
| Includes citation for book at head of review | Yes / No |
| | |
| Review: argument | |
| Identifies and summarizes question posed by Author in own words | |
| Summarizes argument made by Author in own words | |
| Discusses sources used by Author | |
| Assesses the quality of the book, and justifies assessment in a scholarly fashion | |
| Relates Author's argument to other arguments that we have discussed or read | |
| Review is structured into paragraphs of approximately half a page. | |
| | |
| Quotation and citation | |
| Direct quotations from the book are | |
| Limited (No longer than 2 lines. No more than 2 per paragraph) | |
| Identified by being placed in quotation marks | |
| Referenced by placing the page of the quotation in parentheses immediately after the quote | |
| | |
| Writing | |
| Spelling | |
| Word choice: Words used correctly and clearly. Appropriate to academic essay | |
| Grammar: eg; No run-ons. Limited use of passive verbs. Limited and appropriate use of first person. No vague pronouns. Subject and object agree. Articles are correct. Tenses used consistently. Apostrophes used correctly | |
| Sentence structure: eg; correct use of semi-colons, coherent flow to sentence | |
| Overall clarity and elegance of writing | |
| Overall fulfilment of assignment | |

Comments:

Grade:

Ethnography

Instructions: You will conduct four 20 minute ethnographic observations at locations of your choosing, submit your field notes, and a 2 page write-up of your findings. See the handouts on conducting ethnographies for *how to do undertake your observations!*

If you choose this as your starred assignment, you will conduct an additional observation (probably in Wellington), and write-up your field notes in greater depth into a 6 page final paper. In the longer version of the paper, you will expand in more detail on the social behavior you witness, and make cautious hypotheses about what you have witnessed, including contrasts with the United States.

Locations: You should select locations that can be replicated in the United States before departure, and then in New Zealand. These would include coffee shops, cafes, restaurants, bars, post offices, public libraries, bus or other transit stops, department stores, taxi stands, institutions of higher education (in Rotorua there is no university, but there is a community college) ...

Social relationships: During and following your US observation you should select one area of social relationships to focus on, this might be how men and women interact. You will observe and take notes on the same interactions in New Zealand.

What to submit: You will submit your field notes continuously, and I will review and discuss them with you briefly (essentially I can't judge them right or wrong, this is just to check you've done them! You can't go back to cities we've missed). You will write up your observations into a short paper that describes your methods, and what you witnessed. Writing up your raw observations into a more coherent set of considered judgments on what you've seen is very important in learning systematically from what you've see.

Grading breakdown

40 points for completion of each of 4 observations — assessed by jottings

20 points for completion of each set of 4 field notes

40 points for 2 page analysis

If you choose the 200 point version of the assignment, you will earn an additional 15 points for the additional observation. The 6 page analysis will count for 125 points.