I. ASCRC General Education Form

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<thead>
<tr>
<th>Group</th>
<th>X Indigenous and Global Perspectives</th>
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<tbody>
<tr>
<td>Dept/Program</td>
<td>Dept. of Society &amp; Conservation</td>
</tr>
<tr>
<td>Course #</td>
<td>RECM/FOR 345</td>
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<table>
<thead>
<tr>
<th>Course Title</th>
<th>Sustaining Human Society and the Natural Environment</th>
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<tr>
<td>Prerequisite</td>
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<tr>
<td>Credits</td>
<td>6</td>
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II. Endorsement/ Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

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<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Instructor</td>
<td>Professor Bill Borrie</td>
<td></td>
</tr>
<tr>
<td>Phone / Email</td>
<td>4286</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:bill.borrie@umontana.edu">bill.borrie@umontana.edu</a></td>
<td></td>
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<tr>
<td>Program Chair</td>
<td>Michael Patterson</td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>James Burchfield</td>
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III. Description and purpose of the course: General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm

This inter-disciplinary, junior-level course is designed for all majors, and has no prerequisites. It aims to develop a global perspective on human-nature interactions, with an emphasis on ethical, economic, and ecological worldviews. These field-based, experiential classes focus on the environmental and conservation concerns, as well as the modern & traditional cultures of New Zealand. Studying environments and cultures far from our home not only sharpens our own knowledge and priorities, but also introduces different views, different values, and different approaches. New Zealand is an ideal and unique place to study conservation and the sustainable management of natural resources. It has amazing ecological diversity and complexity, vibrant indigenous & modern cultures, and challenging issues of economic, social, and ecological sustainability. We believe that today’s environmental and conservation issues will take complex, integrated, global approaches that will transcend international boundaries.

IV. Criteria: Briefly explain how this course meets the criteria for the group. See: http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm

<table>
<thead>
<tr>
<th>Indigenous and/or global courses will familiarize students with the values, histories, and institutions of two or more societies through the uses of comparative approaches.</th>
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<tbody>
<tr>
<td>Given the recent colonial history of New Zealand (Maori arrival 800 years ago, British arrival 150 years ago), the values, histories, and institutions of both cultures are constantly apparent to students. Maori iwi (Ngai Tahu) own a significant number of economic entities on the South Island, particularly major tourism operators.</td>
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<tr>
<th>Indigenous perspective courses address the longstanding tenure of a particular people in a particular geographical region, their histories, cultures, and ways of living as well as their interaction with other groups, indigenous and non-indigenous.</th>
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<tr>
<td>The Maori land ethic (kaitiakitanga – the exercise of guardianship by the tangata whenua, the people of the land), and its basis in the New Zealand ‘constitutional’ document, the Treaty of Waitangi, are introduced early in this program and then used to inform all subsequent discussions of sustainable human-nature relationships.</td>
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</table>
Global perspective courses adopt a broad focus with respect to time, place, and subject matter and one that is transnational and/or multi-cultural/ethnic in nature. Whether the cultures or societies under study are primarily historical or contemporary, courses investigate significant linkages or interactions that range across time and space.

New Zealand is truly a multi-ethnic society, that although geographically isolated, is highly reliant upon export income. Economically and socially, New Zealand is tightly bound to external markets and cultures through agriculture, tourism, and forestry.

V. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm

1. place human behavior and cultural ideas into a wider (global/indigenous) framework, and enhance their understanding of the complex interdependence of nations and societies and their physical environments;

New Zealanders pride themselves on their ‘clean, green’ image, and understand their reliance upon sustainable relationships with their natural environment. Many of our lectures and guest speakers reference both their independence and their inter-dependence in the face of global pressures. This course examines the personal and social initiatives undertaken towards a healthy environment and society.

2. demonstrate an awareness of the diverse ways humans structure their social, political, and cultural lives; and

Lectures from NZ faculty introduce the agricultural, political, energy, and tourism industries. Site visits include sheep, cattle, mass tourism, ecotourism, hydropower, and natural resource management facilities. Group discussions open up an understanding of the way New Zealanders structure their lives within these industries and communities.

3. analyze and compare the rights and responsibilities of citizenship in the 21st century including those of their own societies and cultures.

An overall emphasis on sustainability, the urgency of global climate change, and the high cost of energy frame this course. Students are challenged to consider their own social and environmental impacts and how their future professional aspirations can change our society.

VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html

*Kia Ora and Welcome to the University of Montana Study Abroad Program in New Zealand
RECM / FOR 395 Sustaining Human Society and the Natural Environment (6 semester credits)
May 14 – June 8, 2008

Please note: This syllabus is a general plan only and deviations may be necessary

The Instructors: Dr. Bill Borrie, Professor, The University of Montana
Dr. Pat Devlin, Reader (Emeritus), Lincoln University
Dr. Laura Sessions, Director, Educational Travel and Study Abroad
Supporting lectures from faculty at Lincoln University and University of Canterbury
(Christchurch, New Zealand)
Plus local field experts from leading environmental organizations in New Zealand

This 4-week study abroad program will examine the natural (and related social) history and resource conservation of New Zealand’s South Island. New Zealand’s isolation, after its separation from the ancient Gondwanaland millions of years ago, has left this island nation with a unique natural heritage. The plants and animals that have evolved here are unknown elsewhere in the world. Two waves of colonization (Maori and British) have, in recent times, significantly changed the physical environment they discovered upon arrival in New Zealand. Our program will focus on topics related to sustainable development (sustaining human societies and the natural environment) through educational travel, field trips, active participation, lecture presentations and seminars, and coursework exercises.

Course description
The goal of this course is using the New Zealand case to integrate the different perspectives of diverse natural, biological, and social science disciplines to improve understanding of relationships between human societies and the natural environment. Maori worldviews and experiences are compared and integrated into contemporary New Zealand society. The impact of humans on natural resources and their sustainable use and conservation will be emphasized.

Course objectives
By the end of the program students will:
1. Understand the natural history, biogeography, ecological diversity, and related social and cultural contexts of New Zealand through an exploration of the South Island’s network of national parks and protected areas, which encompass rainforests, glaciers, mountains, coastlines, marine reserves, and offshore islands;
2. Develop an appreciation of the Maori culture, its history, and the challenges modern Maori face in New Zealand society;
3. Understand the impacts of human actions (Maori, British, and contemporary) on the natural systems, and human responses to those changes, using the case of New Zealand’s South Island;
4. Develop an understanding of ecological education practices, integrated natural resource management, and conservation actions throughout New Zealand’s South Island;
5. Be able to address relationships between human societies and their natural environments from multiple disciplinary perspectives and to develop a complex, multi-faceted and holistic view of human – environment connections that cross traditional disciplinary boundaries.

Credit
Students will be registered for a total of 6 semester credits at the undergraduate level and may choose any one course for 6 credits (see list of courses below). Regardless of which course that the student registers for, all students will receive the same course material.

FOR 395 (6 credits): Sustaining Human Societies and the Natural Environment – New Zealand
or
RECM 395 (6 credits): Sustaining Human Societies and the Natural Environment – New Zealand
Prerequisites
There are no pre-requisites, but eligible students must be accepted by the University of Montana and be in good academic standing at their home institution.

Attendance and lateness policy
Active participation in all scheduled, program–related activities is required, including group meetings, discussions, field excursions, as well as lectures and any other scheduled activities.

During the field studies, no student is to leave the group without the consent of the faculty supervisor, and punctual attendance at all field and on-campus meetings is required. Unless an absence is approved by one of the instructors or the program directors, students will lose 10% of their final grade for each day or part-day they fail to participate. Any unexcused absences or continued late arrival to program activities may, at the discretion of the Program Director, be grounds for dismissal from the program.

All modules and other assignments must be turned in at the start of the day due. Permission must be obtained in advance to turn in any assignment late. A standard policy of subtracting 10% per day late (or part of day late) is fair to everyone (students, instructors, and administration).

Academic honesty
All academic work must meet standards of academic honesty (as described in the Student Handbook). Each student is responsible for informing themselves about those standards before performing any academic work. Academic dishonesty is not just copying the work of others, but also includes such behaviors as tolerating the academic dishonesty of others or giving false reasons for failure to take a test.

Your signature on any exam or name printed on any assignment indicates your acceptance of the following policy: “I have neither given nor received unauthorized aid on this exam or assignment”. Please give due credit to other people’s ideas by referencing or quoting the source.

Conduct regulations
All students must be familiar with the general conduct regulations described in the Student Handbook. Below are other program-specific conduct regulations to which students must adhere. Failure to obey these policies may result in dismissal from the program, at the discretion of the Program Director.

*Student Conduct in Accommodation:* In hostels and backpackers it is generally accepted that you will be quiet in hallways and all common rooms after 9:30 p.m. Our program depends on goodwill between us and the accommodation owners and managers to be able to get priority bookings in busy seasons or small towns. If we have any issues with unpleasant or noisy conduct in the accommodations, it creates problems when we attempt to book for the students in the NEXT program. Thus, for the sake of the students that follow you, improper conduct in the accommodations that disturb other guests or the staff or cause damage are not acceptable and can be grounds for dismissal from the program. Note, New Zealanders especially find American voices to be very loud even when we don’t mean to be!
Conduct in the Field: Students must follow the instructions of staff exactly and promptly when in the field. This is a serious safety issue when we are doing outdoor activities in particular. Failure to follow instructions that incur actual or likely physical harm to self or others, or result in time wasted by the staff or other students may, at the discretion of the Program Director, be grounds for dismissal from the program.

Environmental awareness: One of our primary goals is to promote environmental stewardship and a personal responsibility for resource use and consumption. As a result, we expect all students to:
1. stay on trails and practice good trail etiquette;
2. avoid interaction with wildlife (including touching, feeding and holding wild animals), and refrain from picking or destroying vegetation; and
3. reduce waste and recycle.
Course assignments

1. Field modules, NZ Culture and geography quiz, and On-site ID quizzes (70%)

The field modules and supporting readings and materials are in the program manual. The modules relate what we learn in the classroom with field activities. Site quizzes will comprise part of the total module grade. Please note that field experts are available as resources to help students complete the module questions on their own, not to provide answers. There are 5 modules, with a total of 17 questions of equal value (the culture and geography quiz counts as 2 questions, and each of the two on-site quizzes count as 1 each).

2. Final exam (30%)

The final exam will be open book and comprehensive across the program, and may draw material from any reading, field exercises, lectures, or discussions. The exam will be comprised of a mixture of questions including multiple-choice, essay, short answer, etc. Sample essay questions for the exam include the following:

a) Briefly describe i) the important ecological relationships for one (1) of the places / regions that we visited on this course (e.g. Rotoiti, Abel Tasman National Park, etc.), and ii) the interruptions of those relationships caused by human-introduced species such as stoats, possums, wasps, pines, etc.

b) It could be suggested that New Zealand’s recent history has been one of ‘boom and bust’ as the human settlers (Maori and British) have moved from exploiting and exhausting one natural resource after another. Do you agree? Give examples.

c) What will it take for people like the proud citizens of the South Island of New Zealand to become a sustainable society? What sorts of experiences would lead them to engage in action for ecological stewardship and/or have different environmental values or practices? Are Maori perspectives an important component?

d) You have been hired by the tourism board of New Zealand to work as a sustainability consultant. What would you advise? (i.e. what would you recommend be maintained and strengthened, and what needs improvement?)

Grade Assessment

Final grades for all 6 semester credits/hours will be assessed together and as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>GPA</th>
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<th>GPA</th>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>94 – 100 %</td>
<td>4.00</td>
<td>C+</td>
<td>77 – 79%</td>
<td>2.33</td>
<td>D-</td>
<td>60 – 62%</td>
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<tr>
<td>Grade</td>
<td>Minimum Score</td>
<td>Grade Average</td>
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<tr>
<td>A-</td>
<td>90 – 93 %</td>
<td>3.67</td>
<td>C</td>
<td>73 – 76%</td>
<td>2.00</td>
<td>F</td>
<td>&lt; 60 %</td>
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<tr>
<td>B+</td>
<td>87 – 89 %</td>
<td>3.33</td>
<td>C-</td>
<td>70 – 72%</td>
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<tr>
<td>B</td>
<td>83 – 86 %</td>
<td>3.00</td>
<td>D+</td>
<td>67 – 69%</td>
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<tr>
<td>B-</td>
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<td>D</td>
<td>63 – 66%</td>
<td>1.00</td>
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**General contact information while in New Zealand:**

American Universities International Programs  
P.O. Box 3771  
Christchurch 8140  
New Zealand  

Ph.: 03 377 4644 (office) or 027 525 1339 (cell)  
International: +64.3.377.4644 (work), +64.27.525.1339 (cell)  
Fax: +64.3.377.4641  

Email: donna@auip.com

**Emergency contact at University of Montana:**

Office of International Programs: (406) 243-2299  
After hours: (406) 370-7536 (cell)
Dr Bill Borrie is Professor in Park and Recreation Management at the University of Montana. He has previously taught at the University of Melbourne and other Australian universities. His research focuses on wilderness and protected areas, and on visitor and recreation management.

Dr. Pat Devlin is Reader (Professor Emeritus) at Lincoln University in Parks and Protected Area Management and works as a traveling field guide with AUIP. He has traveled extensively having worked in Eastern Malaysia, Nepal and the United States.

Dr. Laura Sessions received her Ph.D. in science communication from the University of Canterbury. A former Fulbright scholar she is a native of the U.S. but has lived in New Zealand for over eight years. She has taught ecology and botany on several studies abroad programs and currently administers the academic and service/logistical components of AUIP.

Helen Jansen is a Training Advisor for the Aviation, Tourism and Travel Training Organisation (ATTTO). She has a post-graduate qualification as a teacher and has a special interest in environmental issues and the impacts of tourism.

Dr. Adrian Paterson is a Senior Lecturer in Zoology at Lincoln University. He is particularly interested in co-evolution, biogeography and the evolution of behavior, and has spent more time than is healthy with penguins, albatrosses and other seabirds.

Tamati (Tom) Rangi is a teacher at the Christchurch College of Education where he specializes in Mātauranga Māori, Ngā mahi toi, and Professional Studies & Practice at the School of Primary Teacher Education.

Dr. Hamish Cochrane is a Lecturer in the University of Canterbury School of Forestry and coordinator of the Environmental Studies Program. His research interests lie in the areas of biosecurity, invasive species and the application of information technology (GIS, GPS, Information Systems) in forest management.

Professor Bryan Storey (Antarctic Studies) is Director of “Gateway Antarctica”, the National Centre for Antarctic Studies and Research at the University of Canterbury. He has worked for 25 years as a Geologist with the British Antarctic Survey, making a total of 12 trips to Antarctica to study the geological evolution of West Antarctica. His current interest is in Antarctica’s response to global change.

Ross Kerr is Visitor Assets Program Manager for the Department of Conservation in Te Anau. He has great experience in the management of DOC’s backcountry assets such as huts, walking tracks and associated infrastructure. He has been instrumental in formulating visitor management within the new Fiordland Management Plan.

Mike Slater is the Conservator for the Department of Conservation’s West Coast Region. He has extensive experience in resource management on the Coast including both policy and technical support.

Lori Keller is manager of Kiwi Kayaks and has many years of experience in the tourism trade in both North America and New Zealand. She will give her perspective as a tourism operator on how the Department of Conservation manages for recreation as well as conservation in the Abel Tasman National Park.

Dr Dave Butler, managed the Rotoiti Nature Recovery Project for the Department of Conservation in its early years. He is a highly experienced ecologist and is now a consultant involved in projects in both New Zealand and the Pacific Islands.
Dennis Buurman went to Christchurch Teachers College and trained as a primary school teacher, doing one year teaching in Kaikoura before taking a break. The break however turned out to become rather extensive. In 1978 he took up commercial rock lobster fishing and developed a successful business in this vocation over the next 14 years. In 1991, Dennis and his wife Lynette joined his brother Rik and business partner Ian Bradshaw, in their fledgling tourist operation, *Dolphin Encounter*, which involved swimming and watching the dusky dolphins. Kaikoura was in the early days of a burgeoning tourist development and today Dolphin Encounter is one of the main attractions.

**Field destinations, descriptions, and field guides**

*The International Antarctic Centre* offers the opportunity to experience the awesome and magical beauty of Antarctica first-hand. Through interactive displays on the "Great White South", we will learn about the unique environment of Antarctica and get a taste of what researchers experience there.

*Nga Hau e Wha marae* is also known as the “National marae” or the Marae of the four winds. The Marae exists as a place for people from all points of the compass to experience the uniqueness and history of Maori culture. The marae has its roots in the growing recognition of the need for a spiritual and cultural home for South Island Maori. In the mid 1970s the site in Pages Road, Aranui was gifted by the Christchurch City Council to South Island Maori. The land was set aside for Nga Maata Waka, the members of South Island tribes not aligned with Ngai Tahu, who had no cultural centre. Today the Marae employs up to thirty people as guides, teachers, and caterers, and as part of its highly successful cultural group, to educate visitors in all aspects of traditional Maori customs and history.

*Hinewai Reserve* is a 1050ha, privately funded and managed reserve located near the eastern-most extremity of Banks Peninsula. It is one of the most successful private restoration initiatives in the country. The land was purchased in 1987 by the Maurice White Native Forest Trust, and the vision of the project is to restore a major peninsula catchment to near its pristine state. “Minimum interference management” has focused on vigorous control of introduced animals, promoting natural regeneration of podocarp and beech forest through nurseries of native kānuka and exotic gorse. *Hugh Wilson*, the reserve manager and one of NZ’s most prominent botanists and naturalists, will be our guide for this field trip.

*Aoraki / Mt Cook National Park* was formally gazetted in 1953, born out of reserves that were established as early as 1887 to protect the area’s significant vegetation and landscape. Glaciers cover 40% of the park, and there are 19 peaks over 3,000 meters, including of course NZ's highest mountain, Mt Cook, or Aoraki. We will have the chance to hike up the Hooker Valley, one of 5 major valley systems in the park, to the terminal lake of the Hooker Glacier. This is a chance to learn more about NZ’s unique sub-alpine vegetation and to catch spectacular views of Mt Cook/Aoraki.

*Milford Sound* is a 22km-long fiord surrounded by hanging valleys and steep-sided cliffs carved out by glaciers. We will have the chance to travel along the fiord by boat to its outlet at the Tasman Sea. We will learn about the unique habitat created by the layer of tannin-loaded fresh water that floats on the seawater in the fiord, and hope to see seals, dolphins or even penguins. Milford Sound is part of Fiordland National Park and the Southwest New Zealand World Heritage Area, also known as Te Wāhipounamu (the place of greenstone), which covers 2.6 million hectares or 10% of New Zealand's land area. We will have the chance to explore the beech forests and sub-alpine zone of the Park on a walk to Key Summit.

*Fork Farm* is a working farm near Wanaka with around 200,000 Romney sheep, 70 beef cattle and 300 deer. Owners Phill Hunt and Lizzie Carruthers will show us how a NZ sheep farm operates, including a sheep dog demonstration, and tell us how the high country “tenure review” process and the Resource Management Act have influenced their business.

*Fox Glacier* is one of the only glaciers in the world to have advanced so close to the sea at this latitude. It is also a very fast-moving glacier, traveling up to 5m in a day. We will learn about this unique glacier firsthand through a guided hike onto the ice.
The ‘Pancake Rocks’ on Dolomite Point at Punakaiki lie within Paparoa National Park, which is NZ’s smallest national park created in 1987. Limestone underlies most of the park and it is responsible for the area's amazing landforms - high sculptured mountain ridges, impressive river canyons, delicate cave formations and the bizarre plate-like coastal formations that the area is so well known for. The Pancake Rocks are the park’s most famous attraction, with spectacular blowholes performing at high tide.

The Rotoiti Nature Recovery Project aims to restore 825 ha of honeydew beech forest on the shores of Lake Rotoiti, in Nelson Lakes National Park. Managed as a 'mainland island', the recovery project emulates the conservation work done on offshore islands. Launched in 1997, the project aims to control key pests, to reintroduce species lost from the area such as kiwi and mohua and to educate the public.

Able Tasman National Park is known for its golden sandy beaches, unique rocky outcrops and rich, unmodified estuaries. The landscape has been modified perhaps more than NZ’s other national parks, and the vegetation cover reflects a history of fires and land clearance. Able Tasman is probably NZ’s most popular and crowded park, which has led to debate over the effects of tourism and overcrowding on the natural environment. We will spend two days exploring the park by kayak, including an overnight in a hut and campground within the park. Lori Keller, manager of Kiwi Kayaks, who will guide our trip, will give us her perspective on tourism in the area.

Dolphin Encounter is a locally owned Kaikoura business that will take us “swimming with the dolphins”. Kaikoura is known for its marine mammals, including sperm whales, dusky dolphins and NZ fur seals because of the deep oceanic trench that comes closest to shore by Kaikoura. Dusky dolphins are very gregarious and highly social, living together in groups called pods, which in the Kaikoura region can consist of 100 to 800 dolphins. The dusky dolphins are reputed to be amongst the most acrobatic of the dolphin species, performing spectacular leaps, jumps, side slaps and back flips.
Format for Module Responses

Our programs use field modules as an instructional approach to introducing topics of study. The module approach relies heavily on short essay answers to complex ecological, environmental and social issues related to sustainability. This is a writing-intensive approach to study that requires the student to have (1) a clear understanding of the question and responses and (2) the ability to formulate those responses in a concise and non-redundant manner. We believe that reading, writing and communication skills are critically important to gaining the most from higher education and for being successful in the workplace. Those who speak and write well are at a clear advantage when competing for jobs and promotions.

Each module relates to a specific theme and/or geographical location and consists of (a) a background/introductory narrative, (b) related readings and other associated material, and (c) approximately 2-4 questions. The following guidelines are applied to grading and assessing your work:

1. Each question (comprised of all parts) should be answered using a limit of 250 words written clearly, succinctly, and legibly. Your response will be graded on appropriate content, grammar, and presentation. Do not repeat the question as part of your answer.

2. Any references other than from the readings listed with the module (a) are encouraged (to be included as citations in the body of the essay) and (b) must be included in a references section (not included in the 250 word limit). Such references include all forms of personal communication (from lecturers, faculty members, field guides, etc), information available during field trips (for example, visitor centers), and/or incidental/additional material collected during the program (from libraries, tourist shops, etc).

3. There is an automatic 10% penalty for exceeding the word limit and only the first 250 words will be graded.

4. If there are multiple parts to each question (e.g., 1a, 1b, 1c, etc), give equal weight to each part.

5. Unless specified otherwise, all module questions receive equal weight in the final assessment.

6. Answer each question on one side of a single sheet of paper and include the references on the reverse side. You should not include references for readings that are already included as part of the module question (though you can/should cite the author(s) of these readings within the body of the essay) – use the reference section only for additional sources not included as part of the module question. Write your name and question # at the top of each sheet of paper.

The Module Approach

The module approach is probably unlike most other approaches to teaching and learning that you have experienced on campus. In most campus classes, you are taught and you learn through lectures in a somewhat linear fashion with one class building upon another. The module approach is more like doing a mosaic in which the complete picture only gradually comes into focus as more and more pieces of the mosaic are put into place. When the last piece of the mosaic is in place, the picture is complete, and you can see the complex and multifaceted nature of what you have created. To push this analogy a little further, the pieces of the mosaic are like pieces of information, and the complete mosaic is the knowledge that you have gained of the subject.

You will likely find this approach confusing and even frustrating early on. Where do I find the pieces of information? Where does this piece fit? Does this piece fit? How does this piece relate to the overall topic? These are all legitimate questions, and questions that you will have to keep asking yourself and discussing among classmates. Despite some initial confusion (perhaps like the confusion when confronted with a jumble of mosaic pieces), we believe that the module approach has numerous advantages, especially for teaching and learning within the context of a field-oriented study abroad program. Perhaps the single greatest advantage of
this approach is that it is an active approach. You are actively engaged in finding the pieces of information from multiple sources. True, one of these sources is the traditional classroom lecture, but there are also mini field-lectures, class discussions on the road, informal conversations with field faculty, meetings with specialists and professionals, and direct experience and observation, as well as the related readings. The module approach obliges you to be an active learner, an active participant in the learning process. In practice, this means listening and looking, taking good notes, asking good questions, and generally taking advantage of all of the resources and opportunities you encounter. It is a way of learning that is far removed from the taking and regurgitating of lecture notes. The module approach will be novel and challenging for most students. However, if you embrace it, you will also find it a highly satisfying way of learning. Indeed, you may even find that it influences the way in which you look at the world around you and learn beyond this particular study abroad experience.

Tips for writing essays of 250 words

1. It is arguably more difficult to write essays of 250 words than 1000 words. As a result, write short, concise sentences and avoid quotations. Develop a skeletal outline of your essay, write your answer out, and then rewrite to get within the 250 words limit.

2. Ensure that your sentences flow – don’t abruptly change topics. Do not simply provide a chain of undeveloped (or unsupported) facts that are simply reiterations of lectures and/or readings. You can use facts/data but they must be substantiated and fit within the context of the story you are writing.

3. Make a statement, support that statement, and provide the “so what”. This shows that you can conceptualize and see “the big picture.”

4. Avoid writing about things, and using technical terms about which, you don’t understand. Your lack of understanding will come through and affect your grade. If you are confused or don’t understand something, ask.

5. Most importantly, answer the question.

A Sample Module Question and Answer

In the space below, we have provided a set of answer examples to a sample question much like that posed in the field modules. The context for the sample module question is Australia, but the example applies as equally to all our other field destinations.

Sample Question

The British claimed Australia to be “Terra Nullius”, in part because there was no evidence Aboriginal peoples managed their land. In fact, native peoples practiced extensive management over nearly the entire continent using fire-stick farming. The land viewed by the First Fleet was not “untouched” but rather, highly manipulated and evolved through periodic burning. (a) Describe at least three applications of fire in Aboriginal culture and how these applications influenced the environment. (b) Describe at least three applications of fire by European settlers in Queensland. (c) Compare the Aboriginal and European use of fire and subsequent landuse within the context of environmental sustainability.

Poor Answer

The British said that no one claimed the land because they didn’t see any houses and people had no gardens or anything that looked like home (in Europe) and they called that Terra Nullius. They claimed the land for the British Empire even though people lived there already. The first white people to look at eastern Australia thought it looked like a park and it was untouched by humans. They have continued polices for years that said natives were not even humans but they didn’t understand anything about their culture and ways of life.
Aboriginals used fire a lot for many reasons and it did so for a long time. The way Aboriginals used fire is good for the environment and helps keep it strong and sustaining. They needed fire to live the way they did, and this were called fire-stick farming but it was not farming like Europeans were used to and so they ignored it or did not even recognize it. It helped them catch food and kept them warm at night and they did it for thousands of years. Europeans used fire to destroy the forests and killed off all the animals used by natives. This was very bad for the ecology and rivers are messed up and diversity destroyed. Everything white people have done has been destrictive, except farms are getting better about sustainability. As it turns out, Europeans could learn a lot about ecology from the natives. They also used fire to heat their houses.

**Critique: (Based on a score of 1-10 points)**
The answer is incomplete, does not address the question well, has examples of incorrect English and misspellings, and generally does not show much of a comprehension of what sustainability means. There is no clear separation of the three parts of the question and no use of references. It begins by repeating the question or opening statement. That is an unnecessary waste of words (you only have 250). Some of the comments were unrelated to the question (natives are not humans).

**Scoring:**
a) A total of 3 points could be earned for each of 3 applications of fire in Aboriginal culture with related note on environmental effects of that fire use. Noting the application alone, without reference to environmental effects would be downgraded. *For this answer, 1.5 points would be awarded for reference to catching food and staying warm.*
b) A total of 3 points could be earned for identifying at least 3 applications by Europeans. *For this answer, 1.5 points would be awarded for reference to land clearing (though it was called forest killing) and heating of houses.*
c) A total of 3 points could be earned for contrasting these applications and their sustainability in the environment. In this answer, there are but a few general references to longevity or effect of treatment on the environment. *For this answer, 1 point would be given.*

Finally, up to 1 point could be earned for general writing skills, proper English and spelling, staying within 250 word limit, etc. This paper had too many errors to qualify since there were no references used, misspellings, and poor grammar.

**Total Score: 4/10. F grade.**

**Good Answer**

a) At first the British didn’t recognize that the Aboriginals used fire a lot to shape their environment. In fact they had been using “fire-stick farming”, a term coined by a European in the 1800’s, for thousands of years. For instance, they used fire to clear the land and make it easier to move around on their walkabouts (Flannery, 1994). The fires often killed snakes, spiders, and other animals which were undesirable and drove game animals out where they could be caught for food. Natives also used fire to cook and for protection at night. Finally, they used fire regularly to prevent big uncontrolled fires from occurring more infrequently. The effect of this fire use was to change the environment, sometimes dramatically, by changing species mixes and vegetation patterns.

b) Europeans used fire differently (Hughes, 1987). In Queensland they used fire to clear the native rain forest for agriculture. Once they started growing sugar cane, they used fire a lot to burn the cane annually before harvest to protect harvesters and to control disease. Of course, they burned lots of wood for powering sugar mills and heating houses.

c) Aboriginals have used fires for thousands of years and they have sustained their culture and way of life very well during that time. Fire has certainly resulted in altered landscapes and species mixes or diversity, but these seem to be alright. In a land where soils are generally very poor, fire seems to provide a natural recycling of nutrients which is good. European use of fire along with intensive land clearing efforts and agriculture result in land use practices that are only sustainable with a lot of extra input in fertilizers and pest control.
Critique:
This answer shows a greater understanding of the issues, addresses all parts of the question, and does so with a reasonably clear albeit not very concise text (283 words). It still starts off with redundant materials or discourse, rather than getting right to the answer.
a) Author provides 4-5 uses of fire, although not always presented so that you know for sure if they understood the actual application. The last sentence discussed environmental effects of all applications, although it was brief. 2.5 points awarded.
b) First sentence is unnecessary. Author did capture applications pretty succinctly, though point 2 could have been more complete. 2.75 points awarded.
c) Final paragraph takes a good stab at discussing “sustainability” concepts but lacks depth and understanding. Not a bad effort though. 2.75 points awarded.
Finally, .75 points awarded for use of the English language, some references, and proper spelling, formatting; however, 1 point deducted for exceeding the word limit by more than 10%.
Overall: 7.75/10

Excellent Answer

a) Aboriginal populations have intentionally used fire for most of their long tenure in Australia (40 – 60K years), with significant impact on the species mixes and biodiversity of the native flora and fauna (Tarrant, personal communication). Specific applications include burning landscapes to reduce undesirable brush and poisonous animals while simultaneously improving habitat for desirable game like kangaroo, driving game for easy collection, defending against warring clans, and cooking and warmth. Frequent, low intensity fires associated with Aboriginal cultures probably reduced the likelihood of catastrophic fires, stabilized species diversity, and created a flora and fauna that could more easily sustain these small, nomadic, hunter/gatherer groups (Roberts, personal communication).
b) European settlers in Queensland used fire extensively to clear land for agriculture or development of cities, transportation corridors, and industry (Hughes, 1987). Fire was used extensively for energy to run mills and heat homes. In cane fields, fire was essential to make harvest easier, reduce disease on plants, and to kill potentially dangerous pests (snakes and spiders) and rats.
c) Europeans did not use fire to modify the plant and animal communities in Queensland but to replace them with non-native crops under intensive cultivation (Craig-Smith, lecture; Flannery, 1994). By nature, agricultural crops are not typically sustainable. They require high inputs of energy in the form of fertilizers, farm equipment, pest controls, etc. Aboriginal fire use, though landscape altering, appears to have resulted in sustainable plant and animal communities that could support the modest population sizes that existed. However, even this non-intensive use of fire may have contributed to the pre-historic loss of many larger mammals on the Australia continent (Department of Conservation, 2006).

Critique:
This answer is relatively complete, addresses all parts of the question, uses proper English and spelling, is even-handed, and does it all ~250 words. Furthermore, it references the module readings, additional publications/references, and lecturers. It is clear the author thought through the question carefully, had a clear concept of what was to be said before writing started, and made some very relevant points in addition to giving basic answers. For instance, fire-stick farming probably worked very well for sustaining “relatively small” populations, but would be insufficient to support larger populations. In fact, population was intentionally controlled by natives so that resources were not in short supply. Also, even Aboriginal populations probably drove some species to extinction, along with unfavorable climatic conditions.
Scoring: This answer is awarded a 10/10. It is not the only answer that could get a perfect score.
Module I. Christchurch: Colonizing and Decolonizing the Environment

New Zealand was the last major landmass settled by humans, so the impacts of colonization have occurred recently and in a particularly accelerated fashion. The South Island has seen two major waves of colonization. First, tropical East Polynesians arrived on purposeful settlement voyages ~1000 years ago, and evolved culturally within New Zealand into Maori. Second, Europeans first began settling Christchurch in earnest after the 1840s, mostly from Britain. The Foundation Stone at Christchurch cathedral reads “Good success of the hopes and plans of those who have earnestly struck to found another England not unworthy of the mother” (1864). Accordingly, the first British settlers immediately began the ecological transformation of Christchurch into something more familiar. Both the Maori and European colonizations had significant ecological impacts on the Canterbury region, including bringing many new species (accidentally as well as on purpose). (Notably, this process is not one-way, and we will also consider how colonists needed to adapt their technology and ways of using the landscape to survive in their new country.)

Maori world views in general, and of the environment in particular, are quite different from those of pakeha (and the mainstream U.S.). Maori have a spiritual connection to the environment, and the natural world provides identity for them. Maori people introduce themselves in relation to their tribal boundaries and natural boundaries or features, such as their mountain, the lands adjacent to the mountain, their river and its flow, and the coastline (or for inland tribes, often a large lake). Indeed, all things in the natural world - animals, plants, mountains, rivers, lakes, air, coasts – are considered ancestors linked through “whakapapa”, or genealogy, and as a result Maori have an ancestral obligation to ensure that these taonga (treasures) are protected and managed when passed on to the next generation. Over time Maori have developed comprehensive customs to manage and protect their resources, for example kaitiakitanga and rahui. These customs enable them to look after the mauri (life force) of all natural resources and ensure their sustainable management. In this module we will explore what Canterbury and New Zealand as a whole were like prior to human settlement, and how both Maori and European settlers altered this landscape dramatically. We will also learn about some attempts to ameliorate these human impacts and to regain some of natural values that have been lost over the last few centuries.

Readings
- Short guide to Maori words, concepts, and pronunciation
- Visiting a Marae
- Maori Folk Song

Module Questions
1. (a) Briefly describe the ecological and geological history of Banks Peninsula and explain how that history influenced and shaped the ecosystems found there today. (b) Explain how the following groups first responded to Hinewai’s approach to restoration: (i) local farmers, (ii) ecologists and (iii) politicians. How does each group feel about Hinewai today?

2. (a) How did pre-historic Maori exploit the Canterbury and South Island landscape to make a living? (b) How was this linked to significant ecological change? In answering this question, consider both how Polynesians used their existing technology and how they had to make technological adaptations to survive.
3. Explain how different interpretations of the Treaty have led to disagreements over environmental resources (e.g. fisheries, foreshore and seabed, cultural harvest etc). (b) How is the Maori “conservation ethic” different from the Western conservation ethic? Give examples of how these differences result in differing ways of managing and conserving the natural environment.

4. Complete the New Zealand culture and geography quiz for this module question.
Module II. Aoraki/Mount Cook: Resource Management in the High Country

Aoraki/Mount Cook National Park was formally gazetted as a national park in October 1953, born out of reserves that were established as early as 1887 to protect the area’s significant vegetation and landscape. There is virtually no forest in the park, and about 40% of it is covered in glaciers. It is a harsh alpine landscape of ice and rock, with 19 peaks over 3,000 meters, including of course New Zealand’s highest mountain, Mount Cook or Aoraki. Aoraki/Mount Cook is highly valued for its natural, cultural and recreational values. The park is part of Te Wahipounamu South Westland World Heritage Area in recognition of its outstanding natural values. The mountains are culturally significant to South Island Maori, the Ngāi Tahu people, who view them as ancestors. Aoraki is sacred above all and Māori do not believe that it is appropriate to climb onto what is effectively the head of such an ancestor. Yet European immigrants and visitors alike have come to the area from the earliest times of settlement with the intention of climbing the unclimbed, and mountaineering is still very popular in the park today.

As well as enjoying the natural beauty of this alpine park, we will be focusing on two issues that have substantial implications for natural resource management in the New Zealand high country. The first issue is a process called “tenure review” which is changing the ownership of much of the high country land that lies to the east of the Southern Alps. Currently, about 2.45 million hectares of farmland in the high country are on Crown-owned land, which is leased to farmers on a 33-year term, with a perpetual right of renewal. A lease gives a farmer the rights to graze stock and to control public access, but leaseholders need government permission before undertaking more substantial developments. Under the Crown Pastoral Lands Act, farmers can decide to have their lease reviewed through a process called tenure review. Under this process, land of conservation value is meant to be transferred to Department of Conservation management while land ‘capable of economic use’ is free-held to the farmer. The process provides a potential mechanism for “win-win” outcomes for both farmers and for conservation, but there is also controversy from both sides.

The second issue we will discuss is the national importance of the region for power generation. The first hydropower station in the area was opened in 1934, and today the network of dams, storage lakes, canals, spillways, pipelines and power stations in the Waitaki Catchment contributes approximately 30% of New Zealand’s total energy requirements. We will discuss some of the impacts that hydropower has had on local ecosystems and communities, as well as the implications for New Zealand’s reliance on hydro as a major source of energy.

Readings


Module Questions

5. (a) What are the advantages and disadvantages of the tenure review process for (i) farmers, (ii) the environment, and (iii) the NZ public. (b) In your opinion, do the potential advantages of tenure review for conservation outweigh the disadvantages? Why or why not? Use specific examples from what you have seen and read.

6. How sustainable is hydropower given New Zealand’s increasing energy use? Discuss the trade-offs between human uses of the braided river ecosystem and resource conservation.
Module III. Fiordland and Queenstown: Tourism Management and Conservation

Created in 1952, Fiordland is the largest national park in New Zealand and one of the largest national parks in the world. It is part of the Southwest New Zealand World Heritage Area, also known as Te Wāhipounamu (the place of greenstone), which covers 2.6 million hectares or 10% of New Zealand's land area. Fiordland is a mountainous and rugged land. The underlying igneous rocks are amongst the oldest in New Zealand. They are also extremely hard and resistant to erosion, so the landscape has remained almost unchanged since the latest ice ages, when glaciers carved out fiords (such as the 22km-long Milford Sound), hanging valleys, steep-sided cliffs and a series of lakes often more than 400 m deep. Forests now cover all of Fiordland National Park from valley bottom up to the tree-line. Most of these forests are silver beech, with pockets of mountain beech, red beech and podocarp forest. The altitude of the tree-line is about 1000 m (3280 ft), which is lower than in all other parts of New Zealand. Above tree-line, the vegetation is dominated by snow tussock grasslands, with many other alpine plants interspersed. Thirty five plant species are endemic (unique) to Fiordland, most of them above the tree-line. Despite being one of the wildest and most remote parts of New Zealand, Fiordland also contains areas of very high visitor use. Milford Sound has almost a half a million visitors each year, and the management of the increasing number of tourists here is a contentious issue, as it is in other parts of the country such as Abel Tasman. The Department of Conservation is currently reviewing its Fiordland National Park Management Plan, which sets out how they will manage NZ’s native plants and animals, provide facilities for recreation, and manage the activities of the tourism industry and generally look after the park for the next 10 years. We will use Fiordland as a case study to think about how tourism can be managed to ensure positive outcomes for the environment, local communities, and the tourism industry.

Queenstown may seem like a contrast to many of the other places we visit in New Zealand. It is a busy, developed tourist town that, as one journalist from the New Zealand Herald put it, is “under siege from the lifestyle development boom.” The housing boom in the Central Otago lakes area, driven by sky-rocketing prices in the resort towns of Queenstown and Wanaka, has recently displaced Auckland as the least affordable district in the country to buy a home. Indeed, the property boom that has hit most parts of New Zealand has been the highest in the Queenstown region, where growth rates are predicted at 64% between 2001 and 2021. Almost half of Queenstown’s residents are not normally resident in the district, and affordable housing is virtually non-existent. In this climate of rampant residential development, there is concern for how well laws such as the Resource Management Act (the primary legislation that governs the use of our air, land and water) are protecting our natural landscapes, and also what the impacts of this development will be on local communities.

Readings

TVNZ (Oct 20, 2005). Queenstown warned of Aspen mistakes. (Transcript of broadcast from One News)

Module Questions

7. How would you determine the (a) social and (b) biophysical carrying capacities for visitor use limits to Milford Sound that are acceptable to the long-term sustainability of the region?

8. (a) What might DOC learn from the Guardians’ strategy for managing marine resources in Fiordland? (b) Do you think the process that the Guardians used for developing a management plan would be successful if applied to land resources in Fiordland?

9. Why does Barry Lawrence believe that rural residential development – not tourism – is the “biggest threat” to Queenstown’s economy and environment? Do you agree?

10. You will complete a closed-book identification quiz of plant and/or animal species, to be administered at a time and date announced by your group leader.
Module IV. West Coast: Preservation and Sustainable Use

The West Coast Region (Te Kaunihera Whakakotahi o Te Tai Poutini) is bounded in the east by the Southern Alps and in the west by the Tasman Sea. It has a land area of 23,000 square kilometres, or 8.5% of New Zealand’s land area, which makes the West Coast the third largest region in New Zealand. Much of the West Coast is uninhabited, and 78% of the region consists of Crown-owned conservation estate (compared to just 26% for the rest of New Zealand). Three quarters of the region consists of indigenous forests, many of which are administered by the Department of Conservation. The West Coast economy has historically been based on the utilization of the region's natural resources: notably gold, timber and coal. Early this century, farming also came to occupy a pre-eminent place in the regional economy. Over the past two decades, the extractive industries have gradually become less important to the region’s economy as tourism and farming have grown dramatically. Tourism has now overtaken all of the other industries as the single biggest source of income for the region. The West Coast has more than 820,000 visitors per year compared to a resident population of only about 35,000. Twenty-nine percent of all jobs in the Westland District depend either directly or indirectly on tourism. Interestingly, tourism is just as dependent on the natural environment of the Coast as the older extractive industries. Studies have shown that most international visitors to the West Coast visit one or more of its national parks during their stay. During our visit to the West Coast, we will focus on how the transition from an extractive-based economy to one based on tourism and farming has influenced the local communities and the natural environment of the West Coast region. We will also get the chance to explore a few of the major tourist attractions, such as Fox Glacier, not only to learn more about these physical features but also in order to consider how such resources might change in the future, and what implications this could have for tourism, local communities and the environment.

Readings


Module Questions

11. (a) Why is it often claimed that Pinus radiata has “saved” New Zealand’s remaining indigenous forests? (b) What other factors have contributed to saving the indigenous forest?

12. (a) Is the Fox Glacier advancing or retreating? Why is this happening and what exactly does it mean for a glacier to advance or retreat? (b) What does this say about global warming?

13. You will complete a closed-book identification quiz of plant and/or animal species, to be administered at a time and date announced by your group leader.
Module V. Nelson Lakes and Abel Tasman: Mainland Islands, Conservation, and Tourism

Within Nelson Lakes National Park, the Rotoiti Nature Recovery Project, which was initiated in 1997, aims to restore 825 hectares of honeydew beech forest on the shores of Lake Rotoiti. It is managed as a 'mainland island', which means that it uses natural barriers (i.e. mountains and the lake) in order to emulate the conservation work done on offshore islands. The project aims to control key pests, to reintroduce species lost from the area such as kiwi and mohua and to educate the public. We will discuss how mainland islands operate and think about the advantages and disadvantages of this approach to conservation and restoration.

In contrast to Nelson Lakes National Park, Abel Tasman National Park raises much different conservation issues. Abel Tasman is probably NZ’s most popular and crowded park, which has led to debate over the effects of tourism and overcrowding on the natural environment, as well as debates over how recreation should be managed within conservation areas. This park is known for its golden sandy beaches, unique rocky outcrops and rich, unmodified estuaries. The landscape has been modified perhaps more than NZ’s other national parks, and the vegetation cover reflects a history of fires and land clearance.

Readings


Rotoiti Nature Recovery Project brochure

Module Questions

14. (a) How do “mainland islands” such as the one at Rotoiti address each of the disadvantages of offshore island sanctuaries? (b) Why doesn’t DOC abandon offshore islands and just focus our conservation efforts on mainland islands?

15. (a) Using examples from the readings and your own experiences, do you think tourism in NZ is in danger of, as Chamberlain puts it, “turning our difference into Disneyland”? Why or why not? (b) Do you think current levels of tourism in Abel Tasman are “sustainable”?

16. (a) What does “sustainable tourism” mean? (b) Should National Parks with only ‘mediocre’ biodiversity values be able to claim such status and what implications does this have for park management?
Friday 16 May  Day 1: Christchurch

10:20 am  Group flight QF2759
Transfer to accommodations and free time to settle in, exchange money, call family, etc.

Meals  Lunch is on your own today.

1:00 pm  Welcome and orientation to Christchurch

2:30 pm  NZ Scavenger Hunt
Start and finish at accommodation

6:30 pm - 7:30 pm  Group Welcome Dinner at:
Two Fat Indians
112-114 Manchester Street, City Central, ph 03 371 7273

Accommodation  Ibis Hotel CHCH, 107 Hereford St, Christchurch Phone 03 367-8666

Saturday 17 May  Day 2: Christchurch

Meals  All meals are on your own today.

8:30 am – 9.30 am  Intro to the program themes and Itinerary Pat Devlin
Orientation quiz due

9:45 am - 11:00 am  Hamish Cochrane [CPIT Room N104]
New Zealand Beech forests and introduced pests

11:15 am - 12:30 pm  Adrian Patterson [CPIT Room N104]
The lost world of the moa

1:00 pm  Free Afternoon

Accommodation  Another night at Ibis Hotel CHCH

Sunday 18 May  Day 3: Christchurch

Meals  All meals are on your own today.

8:30 am - 10:30 am  Tom Rangi
Maori culture and natural resource management

10:45 am - 12:00 pm  John Fairweather
Agriculture and changing land use patterns in NZ

1:30 pm  Depart from accommodation for Antarctic Centre

2:00 pm - 3:30 pm  Bryan Storey
Antarctica & Global Climate Change

3:30 pm - 4:30 pm  Antarctic Centre

7:30 pm – 10.30 pm  View “Whale Rider”
Group module discussion
### Monday 19 May  
**Day 4: Christchurch**

**Meals**  
All meals are on your own today.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am</td>
<td><strong>Hinewai Reserve</strong></td>
</tr>
<tr>
<td>8:30 am</td>
<td>Michael Shone, <em>Tourism and its role in recreational land use</em> (CPIT C232)</td>
</tr>
<tr>
<td>9:45 am</td>
<td>Susanne Becken, <em>Energy use and policy in New Zealand</em> (CPIT C232)</td>
</tr>
<tr>
<td>11:00 am</td>
<td>Amy Fletcher, <em>New Zealand's political system</em> (CPIT C232)</td>
</tr>
<tr>
<td>1:30 pm</td>
<td>Canterbury Museum – Maori history and technology; colonization</td>
</tr>
</tbody>
</table>

**Accommodation**  
Another night at Ibis Hotel CHCH

### Tuesday 20 May  
**Day 5: Christchurch**

**Meals**  
All meals are on your own today.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>8:30 am</td>
<td>Michael Shone, <em>Tourism and its role in recreational land use</em> (CPIT C232)</td>
</tr>
<tr>
<td>9:45 am</td>
<td>Susanne Becken, <em>Energy use and policy in New Zealand</em> (CPIT C232)</td>
</tr>
<tr>
<td>11:00 am</td>
<td>Amy Fletcher, <em>New Zealand's political system</em> (CPIT C232)</td>
</tr>
<tr>
<td>1:30 pm</td>
<td>Canterbury Museum – Maori history and technology; colonization</td>
</tr>
</tbody>
</table>

**Accommodation**  
Another night at Ibis Hotel CHCH

### Wednesday 21 May  
**Day 6: Christchurch**

**Meals**  
All meals are on your own today.

**Free Day**

**Accommodation**  
Another night at Ibis Hotel CHCH

### Thursday 22 May  
**Day 7: Christchurch to Aoraki/Mt Cook**

**Meals**  
Breakfast and lunch are on your own today. Group Dinner is provided.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am</td>
<td>Depart for Twizel/Mt Cook</td>
</tr>
<tr>
<td>3:00 pm</td>
<td>Ben Ohau tenure review lecture</td>
</tr>
<tr>
<td>6:30 pm</td>
<td>Glentanner dinner</td>
</tr>
</tbody>
</table>

**Accommodation**  
Glentanner Park, Mt Cook, Phone:03 435 1855
<table>
<thead>
<tr>
<th>Friday 23 May</th>
<th>Day 8: Aoraki/Mt Cook</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meals</strong></td>
<td>Lunch is on your own today. Group Dinner and breakfast is provided.</td>
</tr>
<tr>
<td>7:00 am - 8:00 am</td>
<td>Group breakfast</td>
</tr>
</tbody>
</table>
| 8:30 am – 9.30 am | Pat Devlin  
  *Alpine conservation and recreation issues in Aoraki NP and group discussion* |
| 10:30 am – 12.30 pm | Guided hike in Hooker Valley  
  *Need to take packed lunch. Alpine vegetation and glacial landforms* |
| 6:30 pm - 7:30 pm | Glentanner dinner  
  Another night at Glentanner Park |
| **Accommodation** | |

<table>
<thead>
<tr>
<th>Saturday 24 May</th>
<th>Day 9: Aoraki/Mt Cook to Te Anau</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meals</strong></td>
<td>Lunch and dinner on your own tonight. Breakfast is provided.</td>
</tr>
<tr>
<td>7:00 am – 8.00 am</td>
<td>Group breakfast</td>
</tr>
</tbody>
</table>
| 8:00 am – 8.30 am | Group Discussion  
  *With Pat Devlin* |
| 8:45 am | Depart for Te Anau  
  *Travel time to Te Anau is 6+ hours* |
| 4:00 pm - 5:00 pm | Ross Kerr  
  *Management of Fiordland National Park* |
| 6:00 pm – 7.00 pm | Dinner on your own tonight |
| **Accommodation** | |
| Te Anau Lakeview Holiday Park, 1 Te-Anau Manapouri Road, Phone: 0800 483-262 |

<table>
<thead>
<tr>
<th>Sunday 25 May</th>
<th>Day 10: Te Anau and Milford Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meals</strong></td>
<td>Lunch and dinner on your own tonight. Breakfast is provided.</td>
</tr>
<tr>
<td>6:30 am - 7:00 am</td>
<td>Group breakfast</td>
</tr>
</tbody>
</table>
| 7:30 am | Depart for Milford Sound  
  *Includes boat cruise and stops at Eglinton Valley, Mirror Lake, Knobs Flat* |
**Monday 26 May**  
**Day 11: Te Anau to Queenstown**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 am - 8:00 am</td>
<td>Group breakfast</td>
</tr>
</tbody>
</table>
| 8:30 am       | Pat Devlin  
*Carrying Capacities and the Fiordland NP Management Plan and Discussion* |
| 9:30 am – 10:30 am | Stop At Wildlife Park  
*To see takahe and other wildlife* |
| 1:00 pm       | Travel to Queenstown  
*Travel time to Queenstown is 2.5 hours* |
| 4:00 pm - 5:00 pm | Dawn Palmer  
*New Zealand's resource management act and environment issues* |
| 5:00 pm – 5.45 pm | Briefing for Tuesday and Wednesday                                       |
| 6:00 pm – 7.00 pm | Group Dinner                                                            |

**Accommodation**  
Pinewood Lodge, 48 Hamilton Road, Queenstown, Ph.: 03 442 8273

**Tuesday 27 May**  
**Day 12: Queenstown**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 am - 8:30 am</td>
<td>Group Breakfast</td>
</tr>
<tr>
<td>9:00 am</td>
<td><strong>Free Day</strong></td>
</tr>
<tr>
<td>6:00 pm – 7.00 pm</td>
<td>Dinner on your own tonight</td>
</tr>
</tbody>
</table>

**Accommodation**  
Another night at Pinewood Lodge

**Wednesday 28 May**  
**Day 13: Queenstown to Fox Glacier**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>7:00 am – 7.45 am</td>
<td>Group Breakfast</td>
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</tbody>
</table>
| 8:00 am       | Depart for Fox Glacier  
*Travel time to Fox are 5 hours and 30 minutes*  
*Mt Cook and Fiordland modules due* |

**Accommodation**  
Another night at Te Anau Lakeview Holiday Park
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>10:00 am - 11:30 am</td>
<td>Fork Farm – the wool industry</td>
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</tbody>
</table>
| 11:30 am     | Travel to Fox  
Stop at Haast DOC visitors’ centre for intro to West Coast. Travel time to Fox is 5 hours 30 minutes                        |
| 6:30 pm - 7:30 pm | Dinner at Cook Saddle Saloon                                                                                                             |

**Accommodation**  
Fox Glacier Holiday Park, Kerr’s Road (Off Cook Flat Road), Fox Glacier, Ph: 0800 154 366

<table>
<thead>
<tr>
<th>Day</th>
<th>Description</th>
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</table>
| Thursday 29 May | **Day 14: Fox Glacier**  
**Meals** Lunch and dinner on your own today. Breakfast is provided.  
6.30am Optional morning walk at Lake Matheson  
To see a spectacular sunrise  
9:00 am - 9:30 am Group breakfast  
9:30 am - 10.30 am Plant ID quiz and module discussion (introduction to West Coast)  
1:00 pm - 5:00 pm Fox Glacier Guided Walk  
Remember to take water  
6..00 pm – 7.00 pm Dinner on your own  
7:30 pm – 8.30 pm Group module discussion  
**Accommodation** Another night at Fox Glacier Holiday Park |
| Friday 30 May  | **Day 15: Fox Glacier to Hokitika**  
**Meals** Lunch and dinner on your own today. Breakfast is provided.  
7:00 am - 7:30 am Group breakfast  
8:00 am Depart for Hokitika  
Travel time to Hokitika is 2 hours 15 minutes  
9:00 am - 11:00 am Dairy Farm Whataroa  
3:00 pm - 4:00 pm Bruce Watson  
Conservation management on the West Coast  
6..00 pm – 7.00 pm Dinner on your own  
**Accommodation** 252 Beachside, 252 Revell Street, Hokitika, Phone: 0508252252 |
| Saturday 31 May | **Day 16: Hokitika to St Arnaud**                                                                                                                                                  |
Meals
Lunch and dinner on your own today. Breakfast is provided.

7:00 am - 7:30 am Group breakfast

8:00 am Depart for Punakaiki
Travel time from Punakaiki to St Arnaud is 2 hours 35 min

11:00 am Video at Punakaiki visitors centre
Talk and walk at Dolomite Point/Pancake Rocks

1:00 pm – 4.00 pm Travel to St Arnaud
Travel time from Punakaiki to St Arnaud is 2 hours 35 min

6:00 pm – 6.45 pm Dinner on your own

7:00 pm – 8.00 pm Module discussion and review West Coast module

Accommodation Nelson Lakes, State highway 63, St Arnaud, Phone: 03 521 1887

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**Sunday 1 June**

**Day 17: St Arnaud to Motueka**

Meals Breakfast is provided. Make pack lunch. Buy/cook Kiwi BBQ for dinner?

7:30 am - 8:00 am Group breakfast

9:00 am - 11:30 pm David Butler
Rototi Nature Recovery Project

9:00 am Queenstown and West Coast modules due

11:30 am Free time in Nelson Lakes National Park

3:00 pm Travel to Motueka
Travel time to Motueka is 1 hour 40 minutes

7:00 pm – 8.00 pm Kiwi Kayaks [Lori Keller]
An operator's perspective of recreation in ATNP

Accommodation Motueka Top 10 Holiday Park, 10 Fearon Street, Motueka, Ph: 03 528-7189

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**Monday 2 June**

**Day 18: Motueka and Able Tasman National Park**

Meals Lunch and dinner on your own today. Breakfast is provided.

7.00 am - 7.30 am Group Breakfast

8:00 am - 5:00 pm Abel Tasman kayak daytrip

6:00 pm – 7.00 pm Dinner on your own tonight

Accommodation Another night at Motueka Top 10 Holiday Park
Tuesday 3 June  Day 19: Motueka to Kaikoura

Meals
Lunch on your own today. Breakfast and dinner are provided.

7:00 am - 7:30 am  Group breakfast

8:30 am - 9:30 am  DOC
Able Tasman National Park management

10:00 am  Travel to Kaikoura
Travel time to Kaikoura is 4 hours

2:30 pm – 5.00 pm  Guided walk to seal colony and Maori pa
Kaikoura peninsula (2 1/2 hours). Wear good shoes and take appropriate clothing for the weather.

6:30 pm - 7:30 pm  Dusky Lodge Dinner

Accommodation
Dusky Lodge, 67 Beach Road, Kaikoura, Phone: 03 319 5959

Wednesday 4 June  Day 20: Kaikoura

Meals
Lunch on your own today. Breakfast and dinner are provided.

7:30 am - 8:00 am  Dusky Lodge Breakfast

9:00 am - 1:00 pm  Maori Tours – indigenous culture and environmental perspectives

4:30 pm – 5.30 pm  Final Group Discussion
Dusky Lodge common area

6:30 pm - 7:30 pm  Dusky Lodge Dinner

Accommodation
Another night at Dusky Lodge

Thursday 5 June  Day 21: Kaikoura to Christchurch

Meals
Lunch and dinner on your own today. Breakfast is provided.

7:00 am - 7:30 am  Dusky Lodge Breakfast

8:30 am - 12:30 pm  Dolphin Encounter

2:00 pm  Travel to Christchurch
approx 2 1/2 hours travel time to Christchurch

2:00 pm  Nelson Lakes and Abel Tasman modules due

6:30 pm  Dinner on your own tonight

Accommodation
Ibis Hotel, 107 Hereford St, Christchurch, Phone: 03 367-8666
**Friday 6 June**

**Day 22: Christchurch**

**Meals**

All meals on your own today

9:00 am - 10:30 am

Hamish Cochrane

*Environmental sustainability and security: a programme review (CPIT N104)*

1:00 pm

Free afternoon

**Accommodation**

Another night at Ibis Hotel CHCH

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**Saturday 7 June**

**Day 23: Christchurch**

**Meals**

Breakfast and lunch are on your own today

9:00 am – 12.00 pm

Final Exam

*Approx 3 hours (CPIT N104)*

1:30 pm

Free afternoon

6:30 pm – 7.30 pm

Final Dinner

**Accommodation**

Another night at Ibis Hotel CHCH

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**Sunday 8 June**

**Day 24: Christchurch to US or Fiji**

9:00 am

Depart for US or Fiji

[Don't forget $25 departure tax, cash or credit card]"Bon voyage! We hope you enjoyed your trip and come and visit us again soon!"

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UM/AUIP Study Abroad Program in New Zealand Accommoda