



Te Kawa a Māui

# MAOR 408

**Tā Te Māori Rangahau  
Methodologies of Māori  
Research**

**Trimester 1, 2009**

Lectures begin Monday, 2 March

Lectures end Friday, 5 June

Assessment period 8 June-1 July

**IMPORTANT**

**Please read and note the information  
on the back page of this course outline**

## MAOR 408

### Tā Te Māori Rangahau / Methodologies of Māori Research *Course Outline 2009*

#### 1 COURSE ORGANISATION

**Ko te Pukenga  
Course Coordinator**  
(English Stream)

Dr Ocean Mercier  
Room 207, 50 Kelburn Parade  
Telephone 463 7457  
Email [ocean.mercier@vuw.ac.nz](mailto:ocean.mercier@vuw.ac.nz)

**Ko te Pukenga  
Course Coordinator**  
(Māori Stream)

Dr Rawinia Higgins  
Room 209, 50 Kelburn Parade  
Telephone 463 5467  
Email [rawinia.higgins@vuw.ac.nz](mailto:rawinia.higgins@vuw.ac.nz)

**Ko ngā Kaiako  
Lecturers**

Peter Adds  
Room 106, 50 Kelburn Parade  
Telephone 463 5158

Dr Maria Bargh  
Room 213, 50 Kelburn Parade  
Telephone 463 5465

**Office Hours**

By appointment

**Lectures**

Two hours per week, Thursday 9:00-11:00am,  
Room 105, 50 Kelburn Parade (Postgraduate  
Library)

**Tutorials**

Room 105, 50 KP, Fri 11-11:50am

Other venues may be used where appropriate, and sufficient notice of any changes will be given.

Additional course information will be posted on the notice board at 48 Kelburn Parade and in the Māori Studies Postgraduate Students' Blackboard organisation at <http://blackboard.vuw.ac.nz>

#### 2 AIMS, OBJECTIVES AND CONTENT

While many argue that research and researchers can be neutral there is a burgeoning literature which suggests the very opposite. Included in this critical literature are perspectives from Māori, other Indigenous peoples, feminists and environmentalists. Many of these critiques argue that knowledge is always political and always for someone and for some purpose. Indigenous peoples in particular argue that research was and continues to be one of the central components of colonising practises. Their critiques centre around the way in which the exploitation of Indigenous lands and other resources is inextricable from the exploitation and de-legitimising of Indigenous knowledges. The most

significant suggestion from Indigenous scholars is that Indigenous communities and intellectuals should be in control of who conducts research on Indigenous topics. This theoretical/political attempt to delineate boundaries between what (or who) is Indigenous and what (or who) is non-Indigenous prompts the question of who gets to decide who is included and who is excluded. For Māori these questions continue to be pertinent and widely debated, making an understanding of them essential to Māori scholars and those working on Māori issues.

## 2.1 Course Aims

Scholarship in Māori Studies has been produced by using a variety of different approaches to research, which in turn depend on the disciplinary background of the researcher. Te Kawa a Māui is a multi-disciplinary school which combines a wealth of disciplinary expertise from areas as diverse as history, politics, anthropology and science. This course aims to explore the different ways of conducting research in these disciplines, while also equipping students with generic research skills that are independent of discipline.

## 2.2 Learning Objectives

By the end of the course students should be able to:

- discuss methodological developments, within three different disciplines – politics, history and anthropology – which influence scholarship in the field of Māori Studies
- assess and express any ethical implications of their research in a VUW Human Ethics Committee application
- use a variety of research techniques to critically examine ideas/concepts
- articulate their research in a number of forms, both written and oral
- design a research project and produce a research proposal.

## 2.3 Course Content

The following themes will be covered in MAOR 408:

- how has Māori research been done, and how is Māori research being done now in:
  - Political Science
  - Social and Cultural Studies
  - Anthropology
  - Literature; English and te reo Māori
  - Science
- knowledge is political
- colonising practices
- who uses research?
- locating Māori and Indigenous peoples – new methodologies
- the role of Māori, Indigenous, Aboriginal and Native studies departments.

The course consists of two-hour weekly seminars, and one-hour weekly tutorials. Seminars will be presented by staff of Te Kawa a Māui on the themes above. In tutorials students will actively discuss and interrogate their own analyses of the readings and seminars with the lecturer and each other. Students are expected to have read all readings prior to seminar and tutorial classes so that issues arising can be discussed in detail. In addition, specific research techniques, such as how to write an abstract or fill out an ethics application, will be covered in tutorials.

### 3 SET TEXTS AND REFERENCES

#### 3.1 Required Texts

There are two set texts for this course. Students are required to purchase the Course Reader, *MAOR 408 Tā te Māori Rangahau: Methodologies of Māori Research*, from Student Notes Distribution Centre, Student Union Building for a cost of approximately \$30. You should purchase these early in order to get a head start on your readings.

Required readings that do not appear in the Course Reader will be distributed in class.

#### 3.2 Recommended Texts

Students are strongly encouraged to purchase the following text (available from VicBooks for approximately \$39.95).

Smith, Linda, (1999). *Decolonizing Methodologies, Research and Indigenous Peoples*. Dunedin: University of Otago Press.

The following texts are highly recommended for this course:

Booth, Wayne, C. (et. al) (1995). *The Craft of Research* Chicago: The University of Chicago Press.

Denzin, Norman, Yvonna Lincoln and Linda Tuhiwai Smith (2008). *The Handbook of Critical and Indigenous Methodologies*. Los Angeles: Sage.

#### 3.3 Other Resources

VUW Research Office website	<a href="https://intranet.victoria.ac.nz/research-office/index.aspx">https://intranet.victoria.ac.nz/research-office/index.aspx</a>
Tino rangatiratanga news and issues	<a href="http://www.aotearoa.wellington.net.nz">http://www.aotearoa.wellington.net.nz</a>
Māori news and links	<a href="http://www.maorinews.com/karere">http://www.maorinews.com/karere</a>
WINHEC Journal	<a href="http://www.win-hec.org/?q=node/30">http://www.win-hec.org/?q=node/30</a>
Kōtare Journal	<a href="http://www.nzetc.org/projects/kotare/index.html">http://www.nzetc.org/projects/kotare/index.html</a>
Māori newspapers	<a href="http://www.nzdl.org/cgi-bin/library">http://www.nzdl.org/cgi-bin/library</a>

#### 3.4 Blackboard MAOR 408

Students will be able to access course information, including the above links and electronic resources, from the course Blackboard website. The URL address is <http://blackboard.vuw.ac.nz>. Students are reminded of their responsibility to observe the conditions of access and use of the website at all times.

## 4 ASSESSMENT

At the beginning of the course, students will be presented with research topic options. Students will choose ONE topic and frame their assessment in the course around this topic. Students are encouraged to pursue areas of particular interest to them and, if they desire, to produce their own research question. Students who do this should nominate a member of staff at Te Kawa a Māui who has the subject area expertise to properly assess their work. They must then bring their topic and nominee to the Course Coordinator for approval. It is recommended that this be done in the FIRST WEEK of lectures.

### 4.1 Assessment Criteria

Students will be assessed on the following:

- **knowledge of literature** – grasp of and engagement with current scholarship in the field of interest, both empirical and theoretical
- **quality of approach and argument** – inclusion and analysis of key issues, logic of argument, understanding of subject
- **presentation style** – structure, clarity of expression, standard of presentation
- **use of sources** – content and scope of bibliography, use of textual referencing (see also – **Essay Evaluation Sheet**).

Quality output by the students will be monitored through:

- active scholarly participation throughout the course
- the production of high quality work
- evidence of additional reading and research.

### 4.2 Assessment

MAOR 408 consists entirely of internally assessed work. Six (6) pieces of assessment are required of each student:

Internal Assessment	100%
Annotated bibliography	15%
Literature review on a selected topic	20%
Ethics exercise	5%
Seminar	15%
Research proposal	20%
Research methodologies essay	25%

### 4.3 Annotated Bibliography 15%

Students, after having selected and discussed their research topic in class, will submit an annotated list of between ten and fifteen **key texts** related to their subject. **DUE: Friday, 27 March 2009.**

### 4.4 Literature Review 20%

Students will provide a fully considered review of the key texts relating to their research topic. The literature review must involve a critical and comparative analysis and highlight the gaps and omissions in those texts. The word length for this assignment is no more than 2000 words. **DUE: Wednesday, 15 April 2009.**

**4.5 Ethics Exercise** 5%

This assignment requires the student to complete a VUW ethics application for a research project on their selected topic. The main aim of this assessment is to encourage students to reflect on what ethical issues may arise in their research and how these might appropriately be addressed. **DUE: Friday, 1 May 2009.**

**4.6 Seminar** 15%

Students will give a 20-minute presentation on their research proposal. An explanation of their proposed methods of enquiry and their expected research outcomes is required. An outline of the presentation is to be submitted on the day of the presentation. The objective of the presentation is to provide an opportunity for the student to discuss and critique their research with other members of the class before handing in the research proposal. Seminars will be given during the tutorial in week 9.

**4.7 Research Proposal** 20%

Towards the end of the course, students will submit a fully developed research proposal on their chosen topic. Aspects of previously submitted assignments (ie, the literature review and ethics considerations) will appear as discrete sections within the main body of the proposal. Other key elements within the proposal will include an abstract, a discussion on the method, methodology, significance and likely outcomes of the research. Students will be given a proposal outline in class to assist them in the completion of their proposal. **DUE: Friday, 29 May 2009.**

**4.8 Research Methodologies Essay** 25%

Throughout the course of MAOR 408, students will be exposed to a variety of different methodologies pertinent to different academic disciplines. The final assessment will require students to critically reflect on this diversity of research methodologies and its impact on the multi-disciplinary field of Māori Studies. Students will write an essay of no more than 3000 words, on a specific question (this will be distributed in class). Students may incorporate aspects of their chosen research topic, but are strongly encouraged to consider how the wider research context reflects on their research area. **DUE: Friday, 12 June 2009.**

**4.9 Attendance**

Students are expected to attend at least 10 out of 12 of the 2-hour seminar sessions, and at least 10 out of 12 of the scheduled 1-hour tutorials. Where illness or unforeseen circumstances prevent you from coming to class, please let the Course Coordinator know ahead of time. There may be enough flexibility in the programme to allow for rescheduling of tutorials if the Course Coordinator is given enough advance warning.

#### 4.10 Relationship between Assessment and Learning Objectives

The purpose of the annotated bibliography and literature review is to ensure that students have fully scoped their selected area of study. The ethics assignment will enable students to identify any ethical issues in their proposed research and have practice at articulating them. Satisfactory completion of the research proposal assignment will mean that students will be aware of the essential elements of a research proposal and will be able to draw on aspects of their course work to clarify their proposal. The research methodologies essay will allow students to critically reflect on how the emergence of scholarship in Māori Studies has been influenced by, or itself influences, the diversity of disciplinary methodologies.

#### 4.11 Handing in Assignments

Assignments must be handed in via the Assignment Box on level one at 50 Kelburn Parade. A record will be kept of the student's name and date of receiving all assignments. **Please do not give your assignment to anyone else.** It is your responsibility to ensure the safe passage of your work. Remember to keep a copy for yourself.

### 5 READINGS CALENDAR

The following table advises which readings should be completed before attending each seminar. With 2 or 3 exceptions, all readings listed here are in your MAOR 408 Course Reader. Those that are not will be handed out in class.

Week	Topic
1	<b>Introduction to Course. What is Research?</b> Ocean Mercier <ul style="list-style-type: none"><li>Brew, Angela, (2001). What is research? In <i>The Nature of Research: Inquiry in Academic Contexts</i>. New York: Routledge.</li><li>Kumar, Ranjit, (1999). The research process: a quick glance. In <i>Research Methodology. A step-by-step guide for beginners</i>. London: Sage.</li><li>Booth, Wayne, C. (et. al) (1995). "Revising Style", in <i>The Craft of Research</i>. Chicago: The University of Chicago Press.</li></ul>
2	<b>The Role of the Intellectual</b> Maria Bargh <ul style="list-style-type: none"><li>Chomsky, Noam, (2002). "The Fate of an Honest Intellectual" <i>Understanding Power</i>. New York: The New Press. [online]</li><li>Said, Edward W. (1994). <i>Representations of the Intellectual: The 1993 Reith Lectures</i>. London: Vintage.</li><li>Pettman, Ralph (2001). "The Modernist Project" <i>World Politics: Rationalism and Beyond</i>. New York: Palgrave.</li></ul>
3	<b>Research: For Whom and For What Purpose?</b> Maria Bargh <ul style="list-style-type: none"><li>Zalewski, Marysia (1996). "All these Theories Yet the Bodies Keep Piling Up: Theory, Theorists, Theorising", in Smith, Steve (et. al) (eds) <i>International Theory: Positivism and Beyond</i>. Cambridge: Cambridge University Press.</li><li>"Introduction" in Rabinow, Paul (ed) (1991). <i>The Foucault Reader</i>. London: Penguin.</li><li>Trask, Haunani-Kay (2001). <i>We Are not Happy Natives, Education and Decolonization in Hawai'i</i>, [electronic resource].</li></ul>



<b>Week</b>	<b>Topic</b>
4	<p><b>Critical Theories</b></p> <p>Rawinia Higgins</p> <ul style="list-style-type: none"> <li>• Rennes, Magali (2008). Kiss Me, Now Die! In Steiff, Joseph and Tamplin, Tristan D. Ballestar Galactica and Philosophy. USA: Open Court Publishing.</li> <li>• Bhabha, Homi K., Foreword in Fanon, Frantz 2004 (first published 1963). The Wretched of the Earth. New York: Grove Press, pp.ii-xli.</li> <li>• Machiavelli, Niccolo (1883). The Prince.</li> </ul>
5	<p><b>Postcolonial Theories and the Indigenous Connection</b></p> <p>Rawinia Higgins</p> <ul style="list-style-type: none"> <li>• Smith, Linda (1999). Decolonizing Methodologies, Research and Indigenous Peoples. Dunedin: University of Otago Press.</li> <li>• Teaiwa, Teresia, Nicole, Robert, Durutalo, Alumita (1996). "Conversation" Journal of Pacific Studies, Vol. 20.</li> </ul>
6	<p><b>Is a Spade Really Just a Spade? Research Tools of the Colonial Anthropologist</b></p> <p>Peter Adds</p> <ul style="list-style-type: none"> <li>• Buck, P. Te R. (1949). The Coming of the Maori. Maori Purposes Fund Board. Whitcombe and Tombs Ltd.</li> <li>• Ngata, A (1928). "Anthropology and the Government of Native Races in the Pacific." The Australasian Journal of Psychology and Philosophy Vol. VI ( No.1):1-14.</li> <li>• Ngata, A (1931). Native land development. Appendices to the Journal of the House of Representatives 1931 G-10.</li> </ul>
7	<p><b>Historical Narratives</b></p> <p>Guest Lecturer</p> <ul style="list-style-type: none"> <li>• Winiata, M. (1967). The Changing Role of the Leader in Maori Society. Auckland, Paul.</li> <li>• Kawharu, I. H. (1975). Orakei: A Ngati Whatua Community. Wellington: New Zealand Council for Educational Research.</li> <li>• Walker, R. (2001). He Tipua. The Life and Times of Sir Apirana Ngata. Penguin Books New Zealand.</li> </ul>
8	<p><b>Grand Narratives, Counter Narratives</b></p> <p>Danny Keenan (tbc)</p> <ul style="list-style-type: none"> <li>• 'Academic response' – scholarship : Joe Anaru Hetekia Tekani Pere, 'Hitori Maori' in The Future of the Past. Themes in New Zealand History (eds) Colin Davis and Peter Lineham, Department of History, Massey University 1991, pp.29-48.</li> <li>• 'Practical response' – Waitangi Tribunal : Tipene O'Regan, 'Old Myths and New Politics. Some Contemporary Uses of Traditional History' in The Shaping of History. Essays from the New Zealand Journal of History (ed) Judith Binney, Bridget Williams Books, Wellington 2001, pp.15-37.</li> <li>• 'A New Counter narrative?' - Danny Keenan, 'Predicting the Past. Some Directions in Recent Maori Historiography' in Te Pouhere Korero, 1:1 (March 1999) pp.24-35.</li> </ul>

Week	Topic
9	<p><b>Competing Narratives in Context : The Waitangi Tribunal</b></p> <p>Peter Addis</p> <ul style="list-style-type: none"> <li>• 'Impacts of Maori History' : M.P.K. Sorrenson, 'Towards a Radical Reinterpretation of New Zealand history: The Role of the Waitangi Tribunal' in Waitangi, Maori and Pakeha Perspectives on the Treaty of Waitangi, (ed) I.H. Kawharu 1989, Oxford Unity Press Auckland, pp.158-178.</li> <li>• 'A New Tribunal (Maori) History? : Michael Belgrave, 'The Tribunal and the Past: Taking a Roundabout Path to a New History' in Waitangi Revisited. Perspectives On The Treaty Of Waitangi, (eds) Michael Belgrave et al, Oxford Unity Press, Auckland, 2002, pp.35-55.</li> </ul>
10	<p><b>Life in the Academy / Negotiating the Cultural Interface</b></p> <p>Ocean Mercier</p> <ul style="list-style-type: none"> <li>• Deloria Jr., Vine. (2004). In Indigenizing the Academy.</li> <li>• Nakata, Martin. (2007). The Cultural Interface. In Disciplining the Savages: Savaging the Disciplines. Australia: Aboriginal Studies Press.</li> <li>• McKinley, Elizabeth. (2008). From object to subject: hybrid identities of indigenous women in science. Cultural Studies of Science Education. 3: 959-975.</li> </ul>
11	<p><b>Māori Researchers Locate Themselves</b></p> <p>Ocean Mercier</p> <ul style="list-style-type: none"> <li>• Benton, Richard. (2002). "<i>Te Tau o te Tuoro.</i>" He Puakitanga Whakaaro: James Henare Research Centre.</li> <li>• Irwin K. (1994). "<i>Māori Research Methods and Practices.</i>" In Sites 28 Autumn.</li> <li>• Cram Fiona. (2001). "Rangahau Māori: Tōna tika, tōna pono – The validity and integrity of Māori research" in "Research Ethics in Aotearoa/New Zealand." Edited by Martin Tolich. Published by Longman.</li> <li>• Durie E.T. (1998). "Ethics and Values" in Te Oru Rangahau Maori Research and Development Conference. Massey University 7-9 July.</li> <li>• Harmsworth, Garth. (2001). "A Collaborative Research Model for Working With Iwi, Landcare Research Report, Wellington: Foundation for Research, Science and Technology.</li> </ul>
12	<p><b>Indigenous Researchers Locate Themselves</b></p> <p>Ocean Mercier</p> <ul style="list-style-type: none"> <li>• Denzin, Lincoln, Smith. (2008). Introduction. In Handbook of Critical and Indigenous Methodologies. Los Angeles: Sage.</li> <li>• Kawagley, Angayuqaq Oscar. (2006). (2nd ed.). Appendix: Research Considerations. In A Yupiaq Worldview: A Pathway to Ecology and Spirit. Illinois: Waveland Press Inc.</li> <li>• Battiste, Marie and Henderson, James (Sakej) Youngblood, (2000). In Protecting Indigenous Knowledge and Heritage: A Global Challenge. Canada: Purich Publishing Ltd.</li> <li>• Holmes, Leilani. (2000). Heart Knowledge, Blood Memory, and the Voice of the Land: Implications of Research among Hawaiian Elders. In George J. Sefa Dei, Budd L. Hall and Dorothy G. Rosenberg (eds) Indigenous Knowledges in Global Contexts. Canada: University of Toronto Press Inc.</li> </ul>

## 6 PROGRAMME OUTLINE

The programme outline below is a guide only, and is subject to change. It may also be tailored to the needs and requests of students. In the event of changes, the Course Coordinator will endeavour to give students at least one week's notice, especially where adjustments to the reading programme will take place. Students will generally be informed via Blackboard.

Week	Date	Lecture	Lecture Topic
1	March 5	Seminar 1	<b>Introduction to Course. What is Research?</b> Ocean Mercier
		No Tutorial	
2	March 12	Seminar 2	<b>The Role of the Intellectual</b> Maria Bargh
		Tutorial 1	<i>Using EndNote</i>
3	March 19	Seminar 3	<b>Research: For Whom and For What Purpose?</b> Maria Bargh
		Tutorial 2	<i>EndNote + Word = Annotated Bibliography</i>
4	March 26	Seminar 4	<b>Critical Theories</b> Rawinia Higgins
		Tutorial 3	<i>Finding Literature, the Right Literature</i>
<b>March 27 - ANNOTATED BIBLIOGRAPHY DUE</b>			
5	April 2	Seminar 5	<b>Postcolonial Theories and the Indigenous Connection</b> Rawinia Higgins
		Tutorial 4	<i>Writing a Literature Review</i>
6	April 9	Seminar 6	<b>Is a Spade Really Just a Spade? Research Tools of the Colonial Anthropologist</b> Peter Addis
		Tutorial 5	<i>Ethics: Why and How?</i>
<b>Wed April 15 - LITERATURE REVIEW DUE</b>			
<b>Mid-Trimester Break: 10-26 April 2009</b>			
7	April 30	Seminar 7	<b>Historical Narratives</b> Guest Lecturer
		Tutorial 6	<i>Writing a Research Proposal</i>
<b>May 1 - ETHICS ASSIGNMENT DUE</b>			
8	May 7	Seminar 8	<b>Grand Narratives, Counter Narratives</b> Danny Keenan (tbc)
		Tutorial 7	<i>Writing an Abstract</i>
9	May 12 (TUES 9-11)	Seminar 9	<b>Competing Narratives in Context : The Waitangi Tribunal</b> Peter Addis
		Tutorial 8	<i>Research Proposal Seminars</i>
9	May 14	Seminar 10	<b>Life in the Academy / Negotiating the Cultural Interface</b> Ocean Mercier
		Tutorial 9	<i>Interview Techniques</i>
10	May 28	Seminar 11	<b>Māori Researchers Locate Themselves</b> Ocean Mercier
		Tutorial 10	<i>Using NVivo</i>
<b>May 29 - RESEARCH PROPOSAL DUE</b>			
12	June 4	Seminar 12	<b>Indigenous Researchers Locate Themselves</b> Ocean Mercier
<b>June 12 - RESEARCH METHODOLOGIES ESSAY DUE</b>			

## 7 PENALTIES

By prior arrangement and for very good reasons an extension MIGHT be granted. However, without an express extension from the Course Coordinator the following late penalties will apply:

- 5% will be deducted for every day or part day that the assignment is late (including weekends). NB\* 5% is equivalent to one grade ie from an A+ to an A
- after seven days the assignment will be accepted for the purposes of meeting the 'course requirements' or 'terms' but no mark will be given.

## 8 STUDENTS WITH DISABILITIES

The University has a policy of reasonable accommodation of the needs of students with disabilities in examinations and other assessment procedures. Please contact the Course Coordinator, if you have any queries or issues.

## 9 WORKLOADS AND MANDATORY COURSE REQUIREMENTS (TERMS)

### 9.1 Workload

The workload for MAOR 408 is consistent with other Faculty 30 point courses. Students should **allow on average some 24 hours per week** for this course. This weekly average, which includes class contact hours, will ensure that each student can maintain satisfactory progress.

### 9.2 Mandatory Course Requirements

In order to meet the academic requirements for passing this course, students must successfully complete the six assessed pieces of work, attend a minimum of 10 out of 12 seminar sessions, and attend a minimum of 10 out of 12 tutorial sessions.

## 10 ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- material from books, journals or any other printed source
- the work of other students or staff
- information from the internet
- software programs and other electronic material

- designs and ideas
- the organisation or structuring of any such material.

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

## 11 GENERAL UNIVERSITY STATUTES AND POLICIES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

This website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates.

## 12 ENROLMENT AND WITHDRAWAL DEADLINES

Have you changed your mind about the courses you want to do this trimester? If you do not withdraw from a course in time, you will receive a fail grade. A fail grade stays permanently on your academic record. You can avoid the fail grade by withdrawing properly from courses before it is too late!

It is not enough just to stop attending lectures and tutorials, or to tell your lecturer or school administrator. You must complete a change of course form, available from your Faculty, Student and Academic Services Office, and submit it by the following deadlines.

### **First Trimester Courses, March to July 2009**

No addition of first trimester courses is permitted after **Friday, 13 March 2009**.

Withdraw before **Friday, 13 March 2009** and you will get a full refund of fees.

Any student wishing to withdraw from a first trimester course after **Friday, 15 May 2009** will require approval from the Associate Dean.