

18 Aug 2015

VICTORIA UNIVERSITY OF WELLINGTON

# ENVIRONMENTAL STUDIES

INFORMATION FOR POSTGRADUATE STUDENTS  
For 2016



Awaroa, Abel Tasman National Park,

# ENVIRONMENTAL STUDIES

## I. INTRODUCTION

Environmental Studies aims to increase your understanding of the pressing environmental issues facing New Zealand and the world, and help you to understand how these issues can be tackled. If you see issues like climate change, loss of biodiversity, and the quality of life in cities as interesting and challenging, this programme could be for you. We seek to go beyond just understanding these issues, however. We want to have you understand just what can be achieved in the real world by policy measures, by human behaviour change, by planning and design and by better awareness and communication in the political and policy worlds. We want you to understand the sort of barriers that face environmental managers in New Zealand and elsewhere. And we want you to appreciate what opportunities are out there for change – in organisations that make policy, that do research, that create and modify the spaces we inhabit and that encourage behaviour change on the ground.

Environmental Studies concerns a variety of critical issues that face New Zealand and the world:

- Climate change
- The sustainability of our cities, transport, and energy systems
- Living systems and resources – water, air, soils, biodiversity
- Indigenous, particularly Māori, understandings of humans in nature
- Globalisation and consumerism
- Inequality, participation and democracy

As New Zealand's capital city university, Victoria University offers unique opportunities for the study of environmental issues. In particular, we are well connected to the central government policy world. But we are also linked to the country's major research institutes (such as the Institute of Governance and Policy Studies, the National Institute of Water and Atmospheric Research, and the New Zealand Centre for Sustainable Cities) and NGOs (non-governmental organisations, such as Generation Zero), which typically have a major presence in Wellington. And you can take advantage of the frequent and fascinating seminars offered in Wellington by overseas experts and environmental activists and engage in discussions on New Zealand's environmental policies.

Our programme is accessible to graduates from a wide range of disciplines and backgrounds. If you have a good Bachelor's degree, whatever the discipline, you are encouraged to apply.



[www.interislander.org.nz](http://www.interislander.org.nz)

We also favour people who have some experience of working within the environmental management or environmental policy worlds, for example, for a voluntary group, or in local government, or in an NGO. Our diverse intake of students from around the world means you can help each other learn about how environmental issues are tackled in different countries and in different circumstances. Often international master's students complete a thesis based on an environmental issue that they have some experience of in their home country, be this flood management in Cambodia, biofuels in Brazil, or climate change adaptation in the Cook Islands.

## II. CAREERS

Both the Postgraduate Diploma and Master's qualifications seek to enhance the ability of graduate students to contribute as professionals to environmental practice either in New Zealand or abroad.

Many of our graduates find employment working within agencies of the New Zealand central government or local government. A good number have found jobs in the Ministry for the Environment, or the Environmental Protection Agency, on a range of interesting and challenging policy work. We have also placed graduates in Treasury, Ministry of Foreign Affairs and Trade, and the Ministry of Business, Innovation and Employment, to name a few in central government. In local government, we have former students in the Greater Wellington Regional Council, Wellington City Council, and also in local government in other cities in New Zealand and in other countries.

Other graduates have joined NGOs or become social entrepreneurs. Two of them established the Conscious Consumers project, a nationwide social enterprise that challenges consumers and consumer outlets such as cafes to be more sustainable. Internationally, graduates occupy positions in business. For example, one worked for the Institute for Industrial Productivity in Paris and is now in a similar role in San Francisco. Others have worked or are currently working for international organisations, for example the Oceania Region Coordinator for the NGO called 350.org.



Aaron Packard, with a Master's in Environmental Studies, has been Oceania Region Coordinator for 350.org, based in Fiji.

## III. QUALIFICATIONS

### A. POSTGRADUATE DIPLOMA IN ENVIRONMENTAL STUDIES

Students who wish to complete a full-time programme in one year without undertaking a thesis may enrol for the Postgraduate Diploma in Environmental Studies. It is open to recent graduates wishing to broaden their undergraduate degree, or those already in the workforce who wish to augment or update their skill-base.

The minimum entry qualification is a BA or BSc with an average grade of B or higher in relevant 300 level (3<sup>rd</sup> year) courses. Relevant work experience in the environmental field is also taken into account.

All students are urged to plan their course of study with the Director of the Postgraduate Programme in Environmental Studies before enrolment, as well as during the course of their programme.

Students wishing to enrol for the Postgraduate Diploma must apply through the online process outlined below for postgraduate study. Applications should be made in December for study in the following year. Part time enrolment is possible.

The course of study for the Postgraduate Diploma consists of 120 points as follows:

- 30 points in the core courses: ENVI 520 (Environmental Management) and ENVI 521 (Research Methods) (each is 15 points - see descriptions below)
- 90 further points from a range of tailored 'principles' courses, dealing with the framework and practice of environmental law, environmental economics, Māori resource management, political ecology, climate change, sustainable energy, and human behaviour. These courses are at the 400- or 500-level (see below).
- Up to 30 points of ENVI papers may be replaced with a suitable 30 point honours or master's level course or two 15 point courses, from a variety of disciplines to complement or build on your undergraduate work.



Dutch ex-cycle: Ralph Chapman

## **B. MASTER OF ENVIRONMENTAL STUDIES**

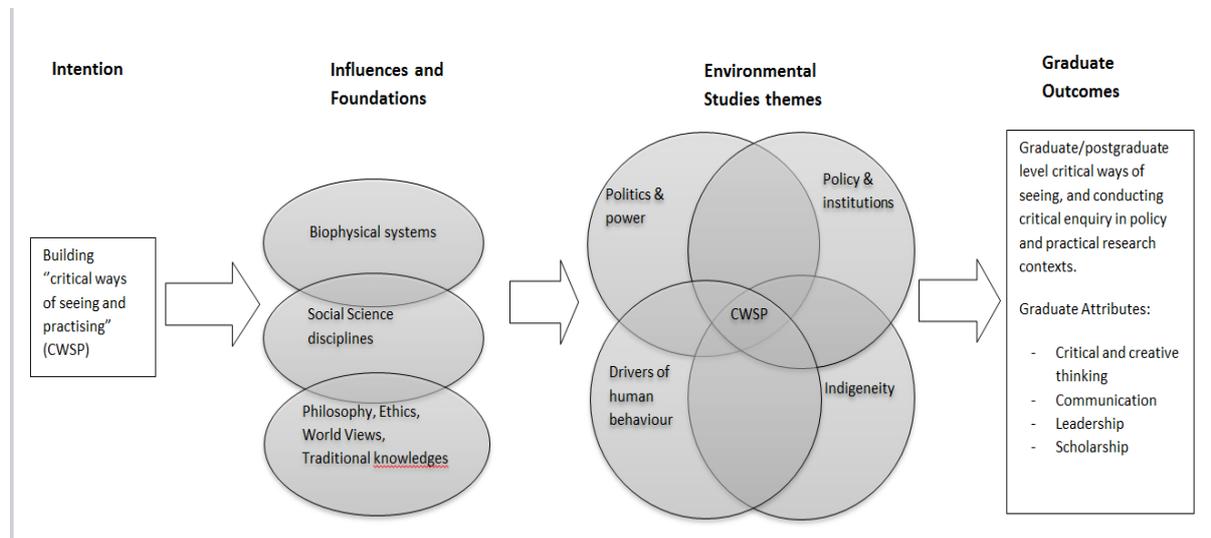
To complete the Master of Environmental Studies, a student must undertake 240 points of study over two years full-time (or up to five years part time). Part 1 (the first year) is the same as the Postgraduate diploma year. Part 2 consists of a thesis (ENVI 591) worth 120 points; or, more commonly, you may undertake a thesis (ENVI 593) worth 90 points together with a 30 point Practicum.

Students wishing to enrol for the Master's must apply through the online process. There is flexibility on timing, but in general applications are best made in December for study for the following year. Part time enrolment is possible.

Students usually begin their thesis following submission and acceptance of a full research proposal as part of their work for the ENVI 521 Research Methods course in the second trimester of their Part 1 year. An average of B+ grades across Part 1 courses is expected, or special permission from the Director.

The ENVI 591 thesis is up to 35,000 words and the ENVI 593 option is up to 25,000 words. In either case, the thesis must be completed within 12 months of first enrolment in the thesis (or 24 months part time). The normal thesis enrolment date is the start of the first trimester for completion by end-February or thereabouts of the following year.

All students are urged to plan their course of study with the Director of Environmental Studies before enrolment, as well as during the course of their programme.



**Strategic overview of Environmental Studies at VUW**  
 (Note: CWSP stands for critical ways of seeing and practising)

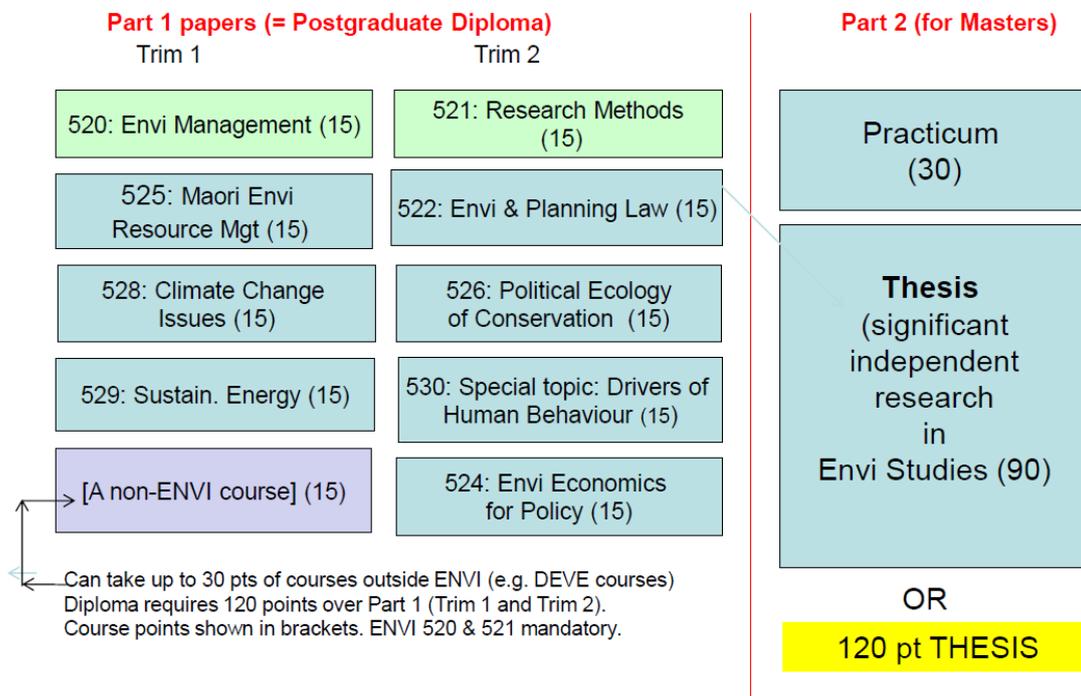
The diagram above gives an insight into how we see the intention of environmental studies, the various influences and foundations that our programme seeks to understand, the themes that run through our teaching, and the outcomes that we seek to attain in terms of attributes of both graduates and diploma/ master's/ PhD students. Above all, we work to ensure that students emerge from the programme with greater critical understanding of the major forces, such as politics and power, which shape environmental outcomes, and the solutions which societies adopt to achieve better environmental outcomes.



Graduates Laura McKim and Dylan Muggeridge

## IV. COURSE MAP AND DESCRIPTIONS

# ENVI - Post-grad diploma & Masters – 2016



### A. CORE COURSES

#### ENVI 520 ENVIRONMENTAL MANAGEMENT

##### (15 points, trimester 1)

Assessment: Essay 20%, assignment 30%, presentation 10% and final examination 40%

Coordinator: Assoc Prof Ralph Chapman

This course provides an overview of issues in contemporary environmental management and sustainability, both in general and in the New Zealand context. Environmental management and 'resource management' are distinguished, as are management and governance. The course provides a broad view of relevant concepts and frameworks (for example, sustainability, the precautionary approach, systems thinking), tying these to the development of thinking about environmental governance and management.

In addition to introducing relevant concepts and frameworks, the course illustrates application of these ideas and frameworks to current environmental challenges, ranging from water management to urban design. The course also introduces practical environmental management tools, including communication tools, and analyses challenges of environmental behaviour change.

#### ENVI 521 RESEARCH METHODS

##### (15 points, trimester 2)

Assessment: Literature review 30%, proposal presentation 20% and a full research proposal 50%

Coordinator: Dr Bethany Haalboom

This course aims to prepare students for thesis research. It covers some of the generic issues and skills involved in research, such as choosing a topic, research design, data collection and analysis,

communication and report writing. It also examines some of the issues and techniques that are particularly relevant to development research such as fieldwork, field methods, research ethics and relationships with participants. By the end of the course, students should:

- Understand the nature and value of research
- Understand the research process in terms of its main stages of planning, preparation; field research, data analysis, writing and presentation
- Be aware of the importance of preliminaries - developing proposals, securing funding and mapping out (and later managing) budgets
- Have a basic knowledge of epistemologies and methodologies, and the place of quantitative and qualitative research methods
- Be aware of a range of appropriate field methods in working with different groups of human participants

Competence in the above will be demonstrated through the preparation of research plans, budgets and a detailed research proposal that will form the basis of Masters thesis research.

ENVI 521 is co-taught with DEVE 514 and GEOG 580.

## B. ELECTIVE COURSES:

For both the PGDipEnvStud and the MEnvStud (part 1) students are required to complete 120 points over the year in total, leaving 90 points (i.e. 120 less 30 mandatory for ENVI 520 and 521) from elective papers. These must be at postgraduate (400 or 500) level and be related to environmental studies in a general sense. Students can choose from the approved list below or seek other papers (which will need to be checked with the Programme Director).

*Approved elective papers (with ENVI papers in green):*

BIOL 420	Conservation Ecology
DEVE 511	Development Theory
DEVE 512	Development practice
DEVE 513	Development Policy
ENVI 522	Environmental & Planning Law
ENVI 524	Environmental Economics for Policy
ENVI 525	Maori Environmental & Resource Management
ENVI 526	Political Ecology of Conservation
ENVI 528	Climate Change Issues
ENVI 529	Sustainable Energy
ENVI 530	Special Topic: Drivers of Human Behaviour
GEOG 404	Geography of Development Studies: Young People & Participatory Development
GEOG 406	The Geography of Place, Power and Identity
GEOG 410	Urban Studies
GEOG 413	Migration, Diasporas and Transnationalism
GEOG 415	Introduction to GIS for postgraduates
INTP 445	Global Civil Society
INTP 447	Global Governance
MAPP 554	Monitoring & Evaluation
MAPP 558	Development Policy & Management
MBUS 401	Maori Cultural & Intellectual Property Issues
PASI 401	Theory & Methods in Pacific Studies
PASI 403	New Zealand Policy & Pacific people ( <i>availability for 2016 to be confirmed</i> )

PHYG 414	Climate Change: Lessons from the past
PHYG 419	Natural Hazards & Risk: Processes and Impacts ( <i>availability for 2016 to be confirmed</i> )
PHYG 420	Hydrology and Water Resources
POLS 436	State & the Economy ( <i>availability for 2016 to be confirmed</i> )
PSYC 432	Applied Cross-Cultural Psychology
PSYC 433	Current Issues in Cross Cultural Psychology
PUB 403	Contemporary Policy Issues
TOUR 409	Strategy and Tourism Organisation in the Global Economy

## V RESEARCH INTERESTS OF ENVI STAFF

### Ralph Chapman

Ralph has interests and expertise in climate change policy, cities, transport, energy, and housing



#### Possible research topics for students in Ralph's area (examples only):

**Why are New Zealand cities falling behind in terms of carbon mitigation?** This project would extend research already begun under the Resilient Urban Futures (RUF) programme, focusing on how New Zealand cities are thinking about and going about mitigating climate change. International projects such as the New Climate Economy argue that cities have a vital role to play in limiting climate change. Against best international practice, how are New Zealand cities doing, and why are they not doing better, in terms of their targets and policies, for example on zero-carbon transport, energy, housing and building? This project would involve working with other members of the RUF team and council officers investigating these issues.

**Carbon mitigation potential of urban policies.** This project investigates current policies (e.g. on urban growth) to assess their potential contribution to climate change mitigation. When policies encourage cities to expand, how much do they contribute to carbon emissions growth over time? Are council policies on growth consistent with their carbon action plans? This project could involve articulating several scenarios to illustrate urban development, and designing a short survey to assess people's perceptions of the consequences of these policies.

#### Other possible topics include:

- How councils can best allocate extra resources for cycling
- Parking requirements in district plans, and their effect on use of cars
- How much have VUW and other major employers in Wgtn done (and how much can they do) to reduce transport emissions, e.g. by encouraging active travel and use of public transport?

## Wokje Abrahamse

Wokje has interests and expertise in human behaviour – specifically, social influence and spill-over in environmentally friendly behaviours.



Possible research topics for students:

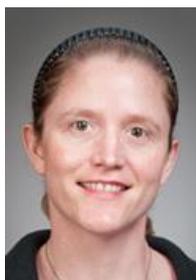
**Encouraging sustainable food choices.** This project would examine how to encourage sustainable food choices, such as encouraging the purchase of organic foods, or the uptake of vegetarian diets. The first part of the project would comprise of an in-depth literature review of the main barriers to the uptake of sustainable food choices, such as a lack of knowledge or the influence of other people (social norms). The second part of the research would be aimed at developing and testing the effectiveness of an intervention to encourage sustainable food choices. This intervention would specifically target the main barriers to behaviour change identified in the literature review, for example, by providing information about the environmental impacts of certain food choices.

**Spill-over in environmentally friendly behaviours.** The spill-over effect refers to the observation that engagement in one environmentally-friendly behaviour (recycling for example) may lead to other, similar, changes (composting food waste for example). In this research, I examine whether encouraging people to engage in one pro-environmental behaviour “spills over” into other pro-environmental behaviours.

**Social influence and behaviour change.** Our behaviour is often guided by what other people think and do; this is referred to as social influence. Insights from theories of social influence are increasingly being used to help inform interventions to encourage behaviour change, such as social norms and social comparison. My research explores questions such as: How effective is social influence? Under which conditions is it (most) effective? Does it ever backfire?

## Bethany Haalboom

Bethany has research interests in political ecology, in particular the intersection of Indigenous politics and environmental management in the context of large-scale resource extraction, conservation projects, and climate change.



Her current research is in the very early stages of trying to explore how Indigenous communities and their leaders view, plan for, and practice resilience in the face of large-scale resource extraction projects, and how these learnings can then be transferred to other Indigenous communities facing similar opportunities and challenges.

Possible research topics for students:

- Indigenous Peoples' Participation in Global Conservation Governance: The World Parks Congress 2014
- The Political Ecology of Biodiversity Offsetting in New Zealand
- Critically Exploring New Zealand's War on Invasive Species

## **Rebecca Kiddle**

Rebecca has research interests in urban design, place identity, Māori notions of place, public space design, learning space design and the involvement of young people in built environment decision-making processes. Her current research is seeking to understand the role of Maori values and identity in New Zealand's urban spaces.



Possible research topics for students:

- Urban Design focused topics
- New Zealand Place Identity
- The Learning City
- Public Space Design and Suburbia
- Maori values and urban design.

## Other staff teaching into the Environmental Studies programme

### Dr Eric Martinot

Eric teaches ENVI 529 Sustainable Energy. He has a wealth of experience in the field of renewable energy, and comes to New Zealand regularly to teach this course, between his other commitments including at the Beijing Institute of Technology.



More information on Dr Martinot is available at <http://www.martinot.info/contact.htm>

### Tom Bennion

Tom teaches ENVI 522 Environmental and Planning Law. He is an experienced law practitioner, working largely in Wellington in environmental law, indigenous land claims, public/administrative law, and Maori land law. He is a senior legal aid provider for the Waitangi Tribunal. More information on Tom Bennion is available at <http://bennion.co.nz/cv/>

