TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Social and Cultural Studies
Te Kura Mahinga Tangata

Sociology/ Social Policy

SOSC 318/ SPOL 318
Social Movements and the State

Course Outline
15485/15484: 24 POINTS: TRIM 1, 2009
(2 March - 1 July)

COURSE COORDINATOR: DR SANDRA GREY

Room 1012, Murphy Building
Tel: (04) 463 5361
E-mail: Sandra.Grey@vuw.ac.nz

LECTURES: Tuesday 9-950am MY632; Friday 9-10.50am MY632

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PART A: GENERAL INTRODUCTION TO SCHOOL, SOCIOLOGY AND SOCIAL POLICY STAFF

COURSE COORDINATOR AND LECTURER

The staff member with overall responsibility for this course is Dr Sandra Grey, who is available to discuss any student queries about the course and assessment.

Sandra Grey   Tel: 463 5361   E-mail: Sandra.Grey@vuw.ac.nz
Room: Murphy Building, MY1012   Office hours: Thursdays 2pm to 4pm

If Sandra is not available and you have an urgent problem then leave a message with the School Administration on 463 5317 or 463 5258.

SCHOOL LOCATION

Social Policy Programme staff are located on level 10 of the Murphy Building. School notice boards are on level 9 and 10, Murphy Building. All notices concerning this course, including information about tutorials, will be posted on the level 9 notice board.

STAFF AND ADMINISTRATION CONTACT

Head of School:	Assoc. Professor Jenny Neale, MY1013
	Tel: 463 5827 E-m: jenny.neale@vuw.ac.nz
International Student Liaison:	Dr Hal Levine MY1023
	Tel: 463 6132 E-m: hal.levine@vuw.ac.nz
Maori and Pacific Student Liaison	Dr David Pearson, MY1020
	Tel: 463 6748 E-m: david.pearson@vuw.ac.nz
Students with Disabilities Liaison:	Dr Russil Durrant, MY1120
	Tel: 463 9980 E-m: russil.durrant@vuw.ac.nz
School Manager:	Carol Hogan, MY918
	Tel: 463 6546 E-m: carol.hogan@vuw.ac.nz
School Administrators:	Monica Lichti, Adam Meers, MY921
	Tel: 463 5317, 463 5258 E-m: sacs@vuw.ac.nz

WEBSITE

The School website is http://www.victoria.ac.nz/sacs

COURSE WITHDRAWAL PROCEDURES

If you decide for ANY reason at ANY stage to withdraw from SOSC/SPOL 318 (or any other course) please see the Faculty of Humanities and Social Sciences for a Change of Course Form. Failure to do so may have consequences for enrolment, bursaries, allowances, loans, etc., i.e. you will get credited with a fail, <u>not</u> a withdrawal, on your record if you do not act promptly.

COURSE WORKLOAD EXPECTATIONS

The design of the course is based upon an assumption that students will need to spend a minimum of 18 hours a week. This workload is in accordance with the guidelines put forward by the Faculty of Humanities and Social Sciences for half-year courses at the 300-level.

PART B: LEARNING OBJECTIVES AND COURSE DELIVERY

LEARNING OBJECTIVES

This course will use both empirical studies of social movements and theoretical treatments of key issues to examine the social and political context of protest. The focus will be on key questions such as: Under what circumstances do social movements emerge? How do activists choose political tactics and strategies?; And, how do movements affect social and political change?

At the end of the course students should be able to:
- reflect and critique a range of theories explaining social movement emergence and operation;
- critically reflect on political processes and explore power dimensions in these processes within New Zealand;
- demonstrate knowledge of the theories of state, including pluralism, neo-liberal governance, and public choice;
- have an understanding of when and how collective action has impacted upon social policy decisions in New Zealand;
- and have the skills to evaluate the normative claims made by New Zealand social movements and interest groups in the social policy realm.

Within the course students will:

- Develop critical analysis skills;
- Collect, collate, and analyse both primary and secondary data;
- Be encouraged to write clearly and in a sound academic style, i.e. to produce an argument and marshal evidence for it;
- And be encouraged to attend lectures to understand social policies issues and debates, and to appreciate different viewpoints.

COURSE DELIVERY

			Notebook reading	Supplementary readings	
What are social movements?	**Social movements through history**				3-Mar
	Cycles and waves of activism		Thorns and Sedgwick		6-Mar
	DVD - Union history			David Bedggood (1985) 'The long detour' in *Race, Gender and Class [BB]*	
	Collective behaviour and power		Buechler		10-Mar
	Power to highlight inequalities		Dann; McNabb		13-Mar
	DVD - Patu				
What do social movements want?	**Making claims for change**		Touraine; Powles		17-Mar
	Naming discontent		Tilly		20-Mar
	The role of social scientists			***Each student to find evidence of academics acting as activists***	
	Redistribution			Nancy Fraser (1995) 'From Redistribution to Recognition?' in New Left Review [Journal]	24-Mar
	Recognition			Nancy Fraser (2000) 'Rethinking Recognition.' in New Left Review [Journal]	27-Mar
	Division between 'old' and 'new' movements		Andersen		
	Changes in social theory and social		Skocpol; Wallerstein;		31-Mar

		Content	Authors	Readings	Date
		movement analysis	Melucci		
					3-Apr
		Dynamics of contention	Tarrow; McAdam et al		7-Apr
	What impacts upon social movement emergence?	**Political opportunity**		Verity Burgmann (2003) Social movements and social change.' in power, profit and protest. [BB]	10-Apr
		Essay writing discussion			
		**MID-SEMESTER BREAK 10 - 26 April**			
		The political economy			28-Apr

Assignment One Due 29 Apr

		Content	Authors	Readings	Date
		And resources		***Each student to locate a book chapter on resource mobilisation.***	1-May
		Guest lecture			
		Framing		Snow and Benford (1986) 'Frame Alignment Process, Micromobilization, and Movement Participation.' American Sociological Review. [Journal]	5-May
	What impact do movements have	**From emergence to bringing change**	Gamson		8-May
		Measuring influence	Meyer; Martin		
		Achieving policy change and redistribution	Yeatman; Edwards et al.	Marco Giugni (2004) 'Was it worth the effort?' in *Social Protest and Policy Change* [BB]	12-May
		Women's, union, and anti-poverty movement		TBA	15-May
		Guest lecture			
		Achieving participation and recognition	Box et al.		19-May
		Women's, Union, and Maori movements		TBA	22-May

		Guest lecture			
		Cultural change	Earl; Andrews		26-May
		Women's and GLBT movements		TBA	29-May
		DVD Sheila's			
		Tactics, strategies, and social movements	Beland and Marier	Simon Hall (2008) 'Protest Movements in the 1970s' Journal of Contemporary History	2-Jun
Assignment Two Due 3 June					
		And the future for movements?	Duemler	***Each student to share with the class one 'activist' website they have found***	5-Jun

ILLNESS AND MEETING THE ASSESSMENT REQUIREMENTS OF THE COURSE

If illness or bereavement prevents you from submitting an assignment by the due date, then you may be given an extension of time. Extensions on the basis of personal circumstances will also be considered. Any requests for extension must be discussed with Sandra Grey. Note however, that extensions must be applied for before the date on which the assignment is due, and that the period of extension will not exceed the period of illness. You may be asked to produce a medical certificate.

PART C: COURSE REQUIREMENTS AND ASSESSMENT

MANDATORY COURSE REQUIREMENTS

Students must fulfill the following requirements:

  a) completion of **two written assignments**
  b) complete a journal summary of **at least 20 of the required readings**

A list of any students who have not achieved requirements a) and b) of the above by the end of the trimester teaching period will be posted on the Social Policy notice

board on level 9 of Murphy Building. Students who have not met these requirements will not pass the course and will be given a K grade.

DETAILS OF ASSESSMENT

Assessment will be by a combination of in-term assessment and an end of year examination. The schedule of work and the manner in which the final grade will be calculated is shown below:

	Weighting	Due Date
Journal	20%	Weekly as outlined in lecture reading schedule
Assignment One	40%	Wednesday, April 29, 2009
Assignment Two	40%	Wednesday, 3 June 2009

JOURNAL

Double entry journals are to be completed by each student. A **half page** entry should be written for each of the course readings. Up to 10 marks will be allocated on the basis of the level of understanding and insight within the student's journal entries. The remaining marks will be allocated at one mark for every three article read and critiqued, up to a maximum of 10 marks. As a minimum student's must read **at least 20 of the required readings** listed in this course outline, however you are encouraged to read more widely than this.

Students will be given both a hard copy version and an electronic version of the Double Entry Journal Template at the start of the course.

Double Entry Journal Template (Sample only)
SPOL 304 - 2006

Instructions

Outline in the left-hand column the key points of the article.

Opposite each point, include a response of some sort. Comments can be informal or formal.

(For more on double entry journals see Barbara J. Millis, US Air Force Academy)

Name:	
Article:	
Key Points	**Reponses**

ASSIGNMENTS - ESSAYS

The objective in the first and second assignments is to foster problem solving and analytical abilities by requiring students to apply course learning to a specific social policy context.

ASSIGNMENT ONE – ESSAY

Due: Wednesday 29 April, 2008   Length: 3,000 words   Weighting: 40%

Choose **ONE** of the following three options:

1. Explore the political opportunities that have impacted upon New Zealand social movements giving examples of their impact?

2. Compare and contrast the major differences between the European and American traditions of social movement theorising, and their relationships to material and cultural approaches in social theory.

3. Explore Nancy Fraser's claim that 'justice today requires both *redistribution* and *recognition*'?

ASSIGNMENT TWO – ESSAY

Due: Wednesday 3 June, 2008   Length: 3,000 words   Weighting: 40%

Choose **ONE** of the following three options:

1. Trace the claims-making of a social movement or social movement organisation in New Zealand over one decade using the collective's own newsletters, pamphlets, publications, and press releases. For example, use selections from Salient to follow the student movement at Victoria University of Wellington from 1970 to 1980; or Broadsheet from 1995 to 2005 to look at the women's movement in New Zealand.

2. Explore the role of social movements in one area of social policy (for example, social security; superannuation; housing; education).

3. It is often argued that one of the greatest achievements of social movements has been opening up the political sphere to both new forms of claims-making and new groups. Is this 'impact' evident in New Zealand?

PART D: COURSE ASSESSMENT PROTOCOLS AND PROCEDURES

HANDING IN ESSAY AND OTHER WRITTEN ASSIGNMENTS

When?

It is the policy of the School of Social and Cultural Studies that all written assignments must be handed in by **4 pm** on the due date.

Where?

Assignments must be place in the assignment box located to the side of the lifts on level 9, Murphy Building.

Assignments **MUST NOT** be placed in individual staff pigeonholes, or under staff office doors, or handed to lecturers or tutors. This is to ensure that all work is properly recorded when submitted, and to avoid problems that have arisen in the past when work has "gone missing".

At 4 pm the assignment box is emptied, the work date-stamped and its receipt recorded, and then handed to the appropriate markers.

School Assignment Cover Sheet

Please include a School Assignment Cover sheet when submitting your assignments. You may wish to have your own front sheet, but please ensure you place the School's cover sheet on the top as this ensures critical identifying information is provided. A sample School Assignment Cover sheet is at the end of this Outline. Further copies may be found at the School Administration office, and on the Assignment Box, on level 9 of Murphy building.

Students MUST keep a photocopy of every written assignment

Unless students have followed this procedure, the School will not accept responsibility for pieces of written work claimed to have been handed in.

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*

GRADES

The following table sets out the range of marks within which each letter grade is assigned. Your final grade and marks for the course will be an aggregate of the grades you achieve during the course.

Pass	A+	85% or over	Evidence of familiarity with relevant reading and sound understanding of concepts, plus individual interpretation and insights of a higher order. An A grade will not be achieved without such insight. Work well presented with logical structure and clarity of expression.
	A	80%-84%	
	A-	75%-79%	
	B+	70-74%	As above, but less individual insight and preparation. High level of understanding exhibited. Assignment well presented.
	B	65%-69%	
	B-	60%-64%	
	C+	55%-59%	Work lacks originality, individual insights and not strong on understanding. However, material used is relevant and presentation is satisfactory.
	C	50%-54%	
Fail	D	40%-49%	Little evidence of reading or comprehension. No insight. Poor presentation.
	E	Below 40%	A clear failure to reach an adequate standard on the criteria set out.

Appendix A (page 25) includes information about the preferred format for referencing and bibliographies for this course.

LATE PENALTIES

Late submissions for student assignments in all Sociology and Social Policy undergraduate courses are subject to a penalty. The exact deduction will be calculated on the basis of one half mark per day late for each 10 marks, i.e. 1 mark will be deducted each day for an assignment worth 20% of the total course mark.

Note that assessment work will not be accepted for marking more than 7 days after the due date or 7 days after an approved extension date. Work must still, however, be submitted to meet the mandatory course requirements.

EXTENSIONS

If you are given an extension, a new submission date will be identified and you will have to <u>submit</u> the work in the same manner as above by 4 p.m. on that day. Failure to do so will result in penalties being applied in the same manner as those for the original submission date.

Also, see information on requesting extensions on page 4 of this Outline.

GENERAL UNIVERSITY POLICIES AND STATUTES

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

PART E: COURSE READING

SET TEXTS

There are prepared course readings available from the Student Notebooks centre. Please ensure you buy a copy of these readings.

RECOMMENDED READINGS

JOURNALS

- Critical social policy
- Mobilization
- Red & green : the New Zealand journal of left alternatives
- Sites
- Social policy journal of New Zealand

EDITED BOOKS/MONGRAPHS

Buechler, Steven M (2000). *Social movements in advanced capitalism: The political economy and cultural construction of social activism*, New York: Oxford University Press.

Burgmann, Verity (2003). *Power, profit and protest: Australian social movements and globalisation*, Sydney: Allen and Unwin.

della Porta, Donatella, Abby Peterson, Herbert Reiter (eds) (2006) *The policing of transnational protest*, Burlington, VT : Ashgate.

della Porta, Donatella and Mario Diani (2006) *Social movements : an introduction*, Malden, MA : Blackwell.

Eyerman, Ron and Andrew Jamison (1998) *Music and social movements : mobilizing traditions in the twentieth century*, Cambridge, New York: Cambridge University Press.

Ferree, Myra Marx and Beth Hess (1994). *Controversy and coalition: The new feminist movement across Three Decades of Change*, New York: Maxwell Macmillan International.

Giugni, Marco, Doug McAdam and Charles Tilly (1999). *How social movements matter*, Minneapolis, Minn: University of Minnesota Press.

Giugni, Marco (2004) *Social protest and policy change: ecology, antinuclear, and peace movements in comparative perspective*, Lanham: Rowman & Littlefield.

Hamilton, Clive and Sarah Maddison (eds) (2007) *Silencing dissent : how the Australian government is controlling public opinion and stifling debate*, Crows Nest, N.S.W.: Allen & Unwin.

Johnston, Hank and Bert Klandermans (1995) (eds), *Social Movements and Culture*, Minneapolis: University of Minnesota Press.

Katzenstein, Mary (1998). *Faithful and fearless: Moving feminism into the church and the military*, Princeton: Princeton University Press.

Keck, Margaret E and Kathryn Sikkink (1998). *Activists Beyond Borders: Advocacy Networks in International Politics*, Ithaca: Cornell University Press.

Klandermans, Bert and Suzanne Staggenborg (eds) (2002) *Methods of social movement research*, Minneapolis : University of Minnesota Press.

Kriesi, Hanspeter, Ruud Koopmans, Jan Willem Duyvendak and Marco G Giugni (1995). *New Social Movements in Western Europe: A Comparative Analysis*, Minneapolis: University of Minnesota Press.

McAdam, Doug, John D. McCarthy and Mayer N. Zald (eds) (1996) (eds), *Comparative Perspectives on Social Movements: Political Opportunities, Mobilizing Structures, and Cultural Framings*, New York: Cambridge University Press.

Maddison, Sarah and Sean Scalmer (2006) *Activist wisdom: practical knowledge and creative tension in social movements*, Sydney : University of New South Wales Press.

Melucci, Alberto (1989). *Nomads of the Present: Social Movements and Individual Needs in Contemporary Society*, London: Hutchinson Radius.

Melucci, Alberto (1996). *Challenging codes: Collective action in the information age*, Cambridge: Cambridge University Press.

Meyer, David S (2007) *The politics of protest: social movements in America*, New York: Oxford University Press.

Meyer, David S, Valerie Jenness, and Helen Ingram (2005) *Routing the opposition : social movements, public policy,and democracy*, Minneapolis : University of Minnesota Press.

Meyer, David, Nancy Whittier, and Belinda Robnett (eds) (2002) *Social movements : identity, culture, and the state*, Oxford ; New York : Oxford University Press, 2002.

Miller Raymond (ed) (2003) *New Zealand Government and Politics*, 3rd ed. Sth Melbourne: Oxford University Press.

Snow, David A, Sarah A Soule and Hanspeter Kriesi (eds) (2004) *The Blackwell Companion to Social Movements*, Oxford: Blackwell.

Tarrow, Sidney (1996). *Power in Movement: Social movements, collective action and politics*, Cambridge: Cambridge University Press.

Tarrow, Sidney and David Meyer (eds) (1998). *The Social Movement Society*, Rowman and Littlefield.

Tilly, Charles and Sidney Tarrow (2007) *Contentious politics*, Boulder, Colo: Paradigm Publishers.

Tarrow, Sidney (2005) *The new transnational activism*, New York: Cambridge University Press.

Tarrow, Sidney G (1994) *Power in movement : social movements, collective action,and politics*, Cambridge [England] ; New York : Cambridge University Press.

Touraine, Alain (2971) *The May movement; revolt and reform: May 1968--the student rebellion and workers' strikes--the birth of a social movement*. Translated by Leonard F. X. Mayhew, New York: Random House.

Touraine, Alain, Michel Wieviorka, Francois Dubet (1987) *The workers' movement*, Cambridge; New York: Cambridge University Press.

Whittier, Nancy (1995). *Feminist generations: The persistence of the radical women's movement*, Philadelphia: Temple University Press.

GOVERNMENT AND OTHER WEB SITES

All government departments have their own websites where you can access the latest information on policies and strategies. Most departments also have publications such as policy documents, briefing papers etc. listed on their web page which you can usually view, download, save or print out. All government websites have a web address that goes **www.**[and then an abbreviation of the department's name]**govt.nz**.

For example:

Ministry of Social Development is http://www.msd.govt.nz

Child Youth and Family it is http://www.cyf.govt.nz/

Te Puni Kokiri it is http://www.tpk.govt.nz

For Cabinet press releases and ministerial speeches go to www.beehive.govt.nz

In addition the website: www.stuff.co.nz, which is the combined website of a number of New Zealand newspapers, has on-line access to both national and international headlines and news. You can also get free 'headlines alert' emailed to you daily. Scoop, http://www.scoop.co.nz/ is a Wellington based Internet news agency, which also offers a free emailing service for news on current events.

A selection of website for non-government organisations that may be of interest during the course, though bear in mind this is a very limited selection of the interest groups in New Zealand society.

http://www.iso.org.nz/
http://union.org.nz/

http://www.womenz.org.nz/
http://www.womensrefuge.org.nz/
http://www.laganz.org.nz/index.html

http://www.ageconcern.org.nz/
http://www.dpa.org.nz/
http://www.mentalhealth.org.nz/

http://www.nzbr.org.nz/
http://www.fedfarm.org.nz/
http://www.notjust.org.nz/
http://www.maxim.org.nz/

APPENDIX A

REFERENCES

The preferred style of referencing for this course is in-text rather than footnotes, i.e. information about the source of the reference is added into the text. This includes the author, date of publication and, where appropriate, the page number. For example:

A study of organisational behaviour showed (Howat 1985) a link between...
Clerehan (1989) showed in her study...
In a study of gender differences ... (Mills 1988:22).

You may use footnotes instead, but make sure you are consistent with format.

Full details of all references are to be listed in the bibliography at the end of the assignment.

Please make sure you reference not only direct quotes and statistics, but also all ideas and information sourced from other material.

BIBLIOGRAPHIES

A bibliography is a list of all the references sources you have used in preparation for the assignment, including those not directly cited in the essay. All references from the assignment should be listed on a separate page at the end of the assignment in alphabetical order by the author's surname.

An acceptable format is: Author's surname, initials (date of publication) *Title of book* (in italics) Publisher: place published. See the list of recommended readings in this course outline for examples of references in this format.

For information sourced from websites, the format is: Name of website, author (if given) *title or heading of article* (if given), full web address, the date (day/month/year) you accessed the information.

The main thing to remember is to be consistent and careful with your presentation, particularly with punctuation. Depending on the type of reference source used, a different format may be required.

Student Learning Support Services has an excellent on-line guide to references and bibliographies at http://www.victoria.ac.nz/st_services/slss/whats-on/study-skills.aspx.

APPENDIX B

ASSIGNMENT MARKING SHEET

STUDENT:	*Assignment Received:*
Due Date:	*Word Length:*

Comments

	Excellent (Range: A+ to A; 80-100):	Very Good (Range: A- to B; 65-79):	Satisfactory (Range: B- to C; 50-64):	Unsatisfactory (Range: D to E; 0-49):
Description & Coverage of Essay Topic	Concise and thorough description of key themes; synthesizes across readings where appropriate.	Concise and thorough description of key themes; occasional synthesis across readings.	Adequate description of key themes; misses opportunities for synthesis across readings.	Insufficient description of key themes; not an appropriate topic for the assigned essay; no synthesis across readings.
Organisation	Clear outline of essay including a thesis statement and organisational sentences; follows organsational plan through to the end of the essay.	Clear outline of essay including a thesis statement and organisational sentence; carries the majority of the organisation through to the end of the essay.	An outline of the essay including a thesis statement and organisational sentences are present, but demonstrates difficulty pulling the organisation through to the end of the essay.	Inadequate organization of ideas and arguments.
Expression & Argumentation	Makes an argument clearly supported by appropriate evidence.	Makes an argument and attempts to support with evidence.	The argument is not clear **OR** the argument is not supported adequately with evidence.	No argument made **AND** there assertions made are not supported with evidence.
Insight & Interpretation	Logical interpretation or application of themes in context of real world examples or theoretical frameworks/course concepts and readings.	Logical interpretation or application of themes, but not adequately discussed in context of real world examples or theoretical frameworks/course concepts and readings.	Logical interpretation or application of themes, but not discussed in context of real world examples or theoretical frameworks/course concepts and readings.	Insufficient interpretation or application of themes; **AND** fails to set the essay in context of examples or theoretical frameworks/ concepts and readings.
Style	Clear and accurate writing; error free.	Minor writing problems that do not interfere with comprehension of the essay; minor typographical, spelling, and punctuation errors.	Writing problems that distract from comprehension of the essay; minor typographical, spelling, and punctuation errors.	Writing problems inhibit comprehension of the essay; significant typographical, spelling, and punctuation errors.
Bibliography & Referencing	Contains proper and consistent citation and a complete bibliography.	Contains proper citation and a complete bibliography; some consistency errors.	Contains references to authors, but not proper citations. Complete bibliography; some errors in consistency and format.	No references are used and no bibliography is included.

Based on rubric by Angela M. Eikenberry, 2006; Modified by Patricia Nickel and Sandra Grey, 2008

School of Social and Cultural Studies

Te Kura Mahinga Tangata

CULTURAL ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

SOCIAL SCIENCE RESEARCH

Assignment Cover Sheet

(please write legibly)

Full Name: _____

(Last name)   *(First name)*

Student ID:_____ **Course (eg ANTH101):**_____

Tutorial Day: _____ **Tutorial Time:** _____

Tutor's name: _____

Assignment Due Date: _____

CERTIFICATION OF AUTHENTICITY

I certify that this paper submitted for assessment is the result of my own work, except where otherwise acknowledged.

Signed: _____ *Date:* _____