



## **School of Social and Cultural Studies**

Te Kura Mahinga Tangata

**Social Policy**

# **SPOL 318/ SOSC 318**

*Social Movements and the State*

## **Course Outline**

**15484/15485: 24 POINTS: TRIM 1, 2008**

**COURSE COORDINATOR: DR SANDRA GREY**

*Room 1012, Murphy Building*

*Tel: (04) 463 5361*

*E-mail: [Sandra.Grey@vuw.ac.nz](mailto:Sandra.Grey@vuw.ac.nz)*

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**LECTURES: MON 12- 2PM & THUR 12 -1PM: CO 119**

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# PART A: GENERAL INTRODUCTION TO SCHOOL 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](mailto: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: <a href="mailto:jenny.neale@vuw.ac.nz">jenny.neale@vuw.ac.nz</a>
International Student Liaison:	Dr Hal Levine MY1023 Tel: 463 6132 E-m: <a href="mailto:hal.levine@vuw.ac.nz">hal.levine@vuw.ac.nz</a>
Maori and Pacific Student Liaison	Dr David Pearson, MY1020 Tel: 463 6748 E-m: <a href="mailto:david.pearson@vuw.ac.nz">david.pearson@vuw.ac.nz</a>
Students with Disabilities Liaison:	Dr Russil Durrant, MY1120 Tel: 463 9980 E-m: <a href="mailto:russil.durrant@vuw.ac.nz">russil.durrant@vuw.ac.nz</a>
School Manager:	Carol Hogan, MY918 Tel: 463 6546 E-m: <a href="mailto:carol.hogan@vuw.ac.nz">carol.hogan@vuw.ac.nz</a>
School Administrators:	Monica Lichti, Adam Meers, MY921 Tel: 463 5317, 463 5258 E-m: <a href="mailto:sacs@vuw.ac.nz">sacs@vuw.ac.nz</a>

## 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 SPOL 304 (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, not 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: OBJECTIVES AND LECTURE OUTLINE**

### **COURSE 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.

## **LECTURE OUTLINE**

### **INTRODUCTORY LECTURES**

- ◆ 'Enough is enough'? Protesting for social change
- ◆ From private troubles to public issues

### **SOCIAL MOVEMENT EMERGENCE**

- ◆ Social movements as irrational
- ◆ The problem of resource mobilization
- ◆ Resource mobilization and the women's movement
- ◆ The political opportunities structures
- ◆ Political opportunities for union activism
- ◆ Changes in state, society, and the economy
- ◆ History matters
- ◆ The New Zealand social and political context
- ◆ New social movements
- ◆ The claims-making of the GLBT movement
- ◆ Towards a synthesis
- ◆ Theories of knowledge and social movement research

### **SOCIAL MOVEMENTS AND SOCIAL CHANGE**

- ◆ Bearers of change?
- ◆ Political and policy change
- ◆ NZ movements and policy change
- ◆ Recognition struggles and radical democracy
- ◆ NZ movements and recognition struggles
- ◆ Changing the culture
- ◆ NZ movements and cultural change
- ◆ What aids outcome?

## WHAT FUTURE FOR MASS MOBILISATIONS?

### REQUIRED READINGS

Please complete the readings prior to the lectures each week, as this will aid discussion and your learning for this course.

These readings will also form the basis of your journal assessment for this course and journal submission dates are noted below each block of reading. *You must read at least 20 of the readings listed below to pass the course.*

#### **28 Feb From private troubles to public issues**

- Donnatella della Porta and Mario Diani (2006) 'The study of social movements'
- Charles Tilly (2003) 'Afterword'

#### **3 Mar Social movements as irrational**

- Steven M. Buechler (2004) 'The strange career of strain and breakdown theories'
- Bob Brockie (ed.) *The Penguin Eyewitness History of New Zealand*
- Guy Powles (1970) 'The Future of Dissent'

#### **6 Mar Resource mobilisation**

- Brian Roper (2006) 'Business political activity in New Zealand from 1990 to 2005'

7 Mar *Journal submission*

#### **10 Mar Resource mobilization and the women's movement**

- Doug McAdam, John D McCarthy and Mayer N Zald (1996) 'Introduction'
- Christine Dann (1985) *Up From Under*
- Heather Devere and Jane Scott (2003) 'The Women's Movement.'

#### **13 Mar The political opportunities structures**

- Sidney Tarrow (1996) 'Introduction'
- G. H. Andersen (1985) *A Guide For Active Unionists*
- G. H. Andersen (1996) 'A socialist viewpoint on the unions today'
- Anna Yeatman (1998) 'Activism and the policy process'

#### **17 Mar The political opportunities for the NZ union movement**

- Immanuel Wallerstein (2002) 'New Revolts Against the System'
- David Neilson (1996) 'New Social Movements and the renewal of the left'
- Ronaldo Munck (2000) 'Labour in the Global'

20 Mar *Journal submission.*

**20 Mar History matters**

- Theda Skocpol (1994) 'Explaining revolutions'

**17 Mar The NZ political, social, and economic context**

- David Thorns and Charles Sedgwick (1997) 'Politics and the State'
- Richard C. Box et al. (2001) 'New Public Management and Substantive Democracy'

**31 Mar New social movements**

- Justin McNab (1997) 'Gay Sub-Culture in New Zealand'
- Alberto Melucci (1985) 'The Symbolic Challenge of Contemporary Movements'

*4 Apr Journal submission*

**7 Apr AND 10 Apr Towards a synthesis**

- Recap: McAdam et al; Tarrow, and, Melucci.

**28 Apr Social movements and change**

- William A. Gamson (1975) 'The Meaning of Success'

**1 May Political and policy change**

- Kenneth T. Andrews (2002) 'Creating Social Change'
- David S. Meyer (2003) 'Social Movements and Public Policy'

*2 May Journal submission*

**5 May NZ movements and policy change**

- Meredith Edwards (2001) 'Paying for a university education'
- Melinda D. Kane (2003) 'Social movement policy success'.

**8 May Recognition struggles and radical democracy**

- Alain Touraine (2002) 'The importance of Social Movements'

**12 May NZ movements and recognition struggles**

- Anne Phillips (2003) 'Recognition and the struggle for political voice'

**15 May Changing the culture**

- Jennifer Earl (2004) 'The Cultural Consequences of Social Movements'
- Greg Martin (2001) 'Social movements, welfare and social policy'.

*16 May Journal submission*

**19 May NZ movements and cultural change**

- Marco G. Giugni (1998) 'Was it worth the effort?'

## 22 May What aids outcome?

- David Beland and Patrik Marier (2006) 'Protest Avoidance

## 26 May What future?

- Catherine Eschle (2001) 'Globalizing Civil Society?

## 29 May What future?

- David Duemler (2000) 'The Right to be Heard'

30 May *Journal submission*

## 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 ASSESSMENT REQUIREMENTS

### 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:



	<b>Weighting</b>	<b>Due Date</b>
Journal	20%	Fortnightly during teaching weeks: Mar 7; Mar 20; Apr 4; May 2; May 16; May 30.
Assignment 1	40%	April 16, 2008
Assignment 2	40%	May 28, 2008

## 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)

<b>Name:</b>	
<b>Article:</b>	
<b>Key Points</b>	<b>Reponses</b>

## IN-TERM ASSESSMENT WORK

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 1 – ESSAY**

**Due: Wednesday 16 April, 2008**

**Length: 3,000 words**

**Value: 40%**

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

1. Defend OR critique the main arguments of political process theorising and its ability to explain ongoing social movement activism.
2. What roles do emotions and culture have in social movement emergence?
3. Is Nancy Fraser right to argue that recognition struggles, properly conceived, can actually aid struggles for redistribution?

## **ASSIGNMENT 2 – ESSAY**

**Due: Wednesday 28 May, 2008**

**Length: 3,000 words**

**Value: 40%**

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

1. Trace the claims-making of a social movement or interest group 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 placed 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 is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

[www.victoria.nz/home/studying/plagiarism.html](http://www.victoria.nz/home/studying/plagiarism.html)

## 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.

<b>Pass</b>	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%	
<b>Fail</b>	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 submit 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* available in hardcopy or under "about Victoria" on the Victoria homepage at:

[http://www.victoria.ac.nz/home/about\\_victoria/calendar\\_intro.html](http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html)

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

# 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/MONOGRAPHS

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 (2001) *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](http://www.beehive.govt.nz)

In addition the website: [www.stuff.co.nz](http://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.

The 'Jobs Letter' is a very good New Zealand fortnightly on-line publication that has information on jobs, employment and unemployment and related education and economic issues including commentary on recent government policy initiatives. It also has a good search engine, enabling you to search previous issues of the Jobs Letter. You can get free copies of the latest issue e-mailed to you. The URL for this publication is <http://www.jobsletter.org.nz/>

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://aotearoa.wellington.net.nz/back/intro.htm>

<http://www.womenz.org.nz/>

<http://www.womensrefuge.org.nz/>

<http://menz.org.nz/home.htm>

<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

[www.vuw.ac.nz/st\\_services/slss/resources/writingskills/refandbib.htm](http://www.vuw.ac.nz/st_services/slss/resources/writingskills/refandbib.htm).

# APPENDIX B

STUDENT:	<i>Assignment Received:</i>
<b>Comments</b>	<i>Due Date:</i> <i>Word Length:</i>

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