

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*

*Social Policy*

**SPOL 302**

***GOVERNANCE: NGOS, THE STATE,  
AND CIVIL SOCIETY***

# **Course Outline**

**CRN 1765 : 24 POINTS : TRIM 1, 2009**

*(2 March – 1 July)*

**COURSE COORDINATOR: DR PATRICIA NICKEL**

*Murphy building MY1003*

*Tel: 463 6745*

*E-mail: [Patricia.Nickel@vuw.ac.nz](mailto:Patricia.Nickel@vuw.ac.nz)*

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**LECTURE: MON & THURS 11AM – 12 NOON: MY 401**

**TUTORIAL: MON 12 NOON – 1PM: MY 401**

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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 Patricia Nickel, who is available to discuss any student queries about the course and assessment.

Patricia's contact details are:

Patricia Nickel

Tel: 463 6745

E-mail: [Patricia.Nickel@vuw.ac.nz](mailto:Patricia.Nickel@vuw.ac.nz)

Room: Murphy Building, MY1003

Office hours: Monday 1.30 – 2.30pm

Tuesday 12.30 – 1.30pm

If Patricia 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, Alison Melling, Adam Meers MY921, Tel: 463 5317, 463 5258, 463 5677 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 302 (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 16 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: COURSE OBJECTIVES AND LECTURE OUTLINES**

## **LEARNING OBJECTIVES**

In recent decades the New Zealand 'welfare state' has undergone dramatic transformation. This course explores social policy in relationship to collaborative governance and civil society in New Zealand and internationally. We will explore the theoretical foundations of governance and civil society, engage in critical discussion of case studies showing collaborative governance at work, and practice various methods of collaborative governance.

## **AIMS OF THE COURSE**

- To understand and critically evaluate the theoretical foundations of governance and civil society as they relate to social policy.
- To understand the rise of governance in New Zealand.
- To understand and critically evaluate various theoretical frameworks informing governance.
- To evaluate cases of collaborative governance according to their foundation in theories of governance and civil society.
- To practice various methods of engaging in collaborative governance and be able to relate them to theoretical foundations.

### **Within the course students will:**

- Develop the skills necessary to critically and constructively analyse the theoretical foundations of governance and civil society as they relate to social policy.
- Develop an understanding of the potentials and problems inherent to the practice collaborative governance.
- Apply various theoretical frameworks to governance and social policy.
- Situate New Zealand governance in the global social policy environment.
- Critically evaluate international case studies and imagine solutions to identified problems.
- Practice various methods of engaging in collaborative governance and be able to relate them to theory.

### **Topic Outline**

- Theoretical Foundations
  - Overview of the Shift to Governance
  - The State and Civil Society
  - The Public Sphere and Dynamics of Engagement
  - Collaborative Governance and Social Policy
- Theoretical Frameworks for Practice
  - Associational Democracy
  - Deliberative Democracy
  - Collaboration
  - NGOs in International Governance and Social Policy
- Practice
  - Case Studies
  - New Zealand Models
- Collaborative Processes and Methods of Engagement
  - E-governance
  - Open Space Technology
  - Negotiation

## COURSE OUTLINE

DATE	TOPIC AND ASSIGNED READINGS
2 March, Monday	Introduction to the course: An overview of the current social policy and governance environment in New Zealand.
5 March, Thursday	Lecture: History of the state and civil society in socio-political thought.
9 March, Monday	<p>Lecture: Contemporary theories of state and civil society.</p> <p><b>Tutorial:</b> Ehrenberg, John, 1999. <i>Civil Society: The Critical History of an Idea</i>, New York: New York University Press. ISBN: 0814722075. Chapter 6: "Civil Society and Intermediary Organizations," pp. 144-169.</p> <p>Hardt, Michael, 1995. "The Withering of Civil Society," <i>Social Text</i>, 45, Winter, pp. 27-44.</p> <p>Naidoo, Kumi, Ed., 1999, <i>Civil Society at the Millennium</i>, West Hartford: Kumarian Press. Inc. ISBN: 1-56549-101-7. Chapter 2, "Why We Must Listen to Citizens," pp. 17-26, and 4, "Civil Society and Indigenous Peoples," pp. 43-56.</p>
12 March, Thursday	Lecture: The public sphere: The history of an idea
16 March, Monday	<p>Guest Speaker, TBA</p> <p><b>Assigned Reading:</b> Fung, Archon, 2003. "Survey Article: Recipes for Public Spheres: Eight Institutional Design Choices and Their Consequences," <i>Journal of Political Philosophy</i>, 11: 3, pp. 338-367.</p> <p><i>Community - Government partnering to support volunteering in New Zealand</i>, by Kathryn Paton, Available at: <a href="http://www.ocvs.govt.nz/documents/papers/iave-2006-conference-paper.doc">http://www.ocvs.govt.nz/documents/papers/iave-2006-conference-paper.doc</a> (Skim)</p> <p><i>Defining the Nonprofit Sector: New Zealand</i>, by Margaret Tennant, Jackie Sanders, Michael O'Brien, Charlotte Castle, September 2006. Available at: <a href="http://www.ocvs.govt.nz/documents/work-programme/Defining-the-NonProfit-Sector-New-Zealand-6-Sept-06.pdf">http://www.ocvs.govt.nz/documents/work-programme/Defining-the-NonProfit-Sector-New-Zealand-6-Sept-06.pdf</a> (Skim)</p>
19 March, Thursday	Guest Speaker, Sandra Grey

23 March, Monday	Lecture: Governance I  <b>Tutorial:</b> Young, Dennis R. 2000. "Alternative Models of Government-Nonprofit Sector Relations: Theoretical and International Perspectives," <i>Nonprofit and Voluntary Sector Quarterly</i> , 29, pp. 149-172.  Sorensen, Eva & Torfing, Jacob. 2005. Network governance and post liberal democracy. <i>Administrative Theory and Praxis</i> , 27, pp. 197-237.
26 March, Thursday	Lecture: Governance II
30 March, Monday	Lecture: Deliberative democracy  <b>Tutorial:</b> Hendriks, Carolyn M., 2005. "Participatory Storylines and their Influence on Deliberative Forums," <i>Policy Sciences</i> , 38, pp. 1-20.  Baiocchi, Gianpaolo, 2003. "Emergent Public Spheres: Talking Politics in Participatory Governance," <i>American Sociological Review</i> , 68:1, pp. 52-74.  Patterson, P.M., 2000, "The Talking Cure and the Silent Treatment: Some Limits of 'Discourse' as Speech," <i>Administrative Theory and Praxis</i> , 22: 4, pp. 663-695.
2 April, Thursday	Lecture: Associational democracy
6 April, Monday	Lecture: Theory in practice: Discourse, the public sphere, and participatory governance.  <b>Tutorial:</b> Warren, Mark E. 2000. <i>Democracy and Association</i> , Princeton: Princeton University Press. ISBN: 0691050775. Chapter Four, "The Democratic Effects of Association," pp. 60-93.  Greenway, John; Slater, Brian; & Hart, Stella, 2007. "How Policy Networks Can Damage Democratic Health: A Case Study in the Government of Governance," <i>Public Administration</i> , 85: 3, pp. 717-738  Review for test.
9 April, Thursday	IN-CLASS TEST
<b>13-26 April Trimester Break</b>	

27 April, Monday	<p>Lecture: Collaboration</p> <p><b>Tutorial:</b>  Lowndes, Vivien &amp; Skelcher, Chris, 1998.  “The Dynamics of Multi-organizational Partnerships: an Analysis of Changing Modes of Governance,”  <i>Public Administration</i>, 76: 2, pp. 313-333.</p> <p>Teisman, Geert R. &amp; Klijn, Erik-Hans, 2002. “Partnership Arrangements: Governmental Rhetoric or Governance Scheme?”  <i>Public Administration Review</i>, 62:2, pp. 197-205.</p>
30 April, Thursday	Lecture: NGOs and social policy
4 May, Monday	<p>Lecture: Global governance, INGOs, and social policy</p> <p><b>Tutorial:</b>  Ahmed, Shamima &amp; Potter, David M., 2006.  <i>NGOs in International Politics</i>, ISBN: 1565492307.  Chapter 4, “NGO Relations with States,” pp. 57-74.</p> <p>Deacon, Bob, Hulse, Michelle &amp; Stubbs, Paul. 1997. <i>Global Social Policy: International Organizations and the Future of Welfare</i>. London: SAGE Publications Ltd. ISBN 0-8039-8954-7. Chapter 3, “The Social Policy of Global Agencies,” pp. 57-90.</p>
7 May, Thursday	Lecture: E-Governance
11 May, Monday	<p>Lecture: Deliberative policy analysis (applications of the public sphere)</p> <p><b>Tutorial:</b>  Goven, J., 2003. “Deploying the consensus conference in New Zealand: Democracy and de-problematization,” <i>Public Understanding of Science</i>, 12, pp. 423–440.</p> <p>Guttman, Nurit, 2007. “Bringing the Mountain to the Public: Dilemmas and Contradictions in the Procedures of Public Deliberation Initiatives That Aim to Get “Ordinary Citizens” to Deliberate Policy Issues,” <i>Communication Theory</i> 17:4, pp. 411–438.</p>
14 May, Thursday	Lecture: Open Space Technology



18 May, Monday	Practice: Open Space Technology <b>Attendance Required.</b>  <b>Assigned Reading:</b> Owen, Harrison, 1997. <i>Open Space Technology: A User's Guide</i> . San Francisco: Berrett-Koehler Publishers, Inc. Chapter One, "Open Space Technology?" pp. 1-13.
21 May, Thursday	Lecture: Negotiation
25 May, Monday	Practice: Negotiation <b>Attendance Required.</b>  <b>Assigned Reading:</b> Fisher, Roger; Ury, William & Patton, Bruce 1991. <i>Getting to Yes: Negotiating Agreement Without Giving In</i> . New York: Penguin. Chapter 2.  Fisher, Roger & Shapiro, Daniel, 2005. <i>Beyond Reason: Using Your Emotions as You Negotiate</i> . New York: Penguin. Chapters 1, 2, pp. 203-204, 206-211.
28 May, Thursday	Lecture: Putting it all together

### 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 Patricia Nickel. 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) completion of an in-class test.
- c) participation in practice exercises as assigned according to course size.

	<b>Weighting</b>	<b>Due Date</b>
In-class test	20%	11am, Thursday, 9 April, 2009
Assignment 1	35%	4pm, Monday, 27 April, 2009
Assignment 2	35%	4pm, Monday, 15 June, 2009
Participation	10%	11am, 19, 23, 26 March, 2009

### IN-TERM ASSESSMENT WORK

- The objective of the two written assignments is to foster critical thinking, problem solving, and analytical through a critical analysis of the application of theories of collaborative governance in the context of social policy in New Zealand and the global environment in which New Zealand is situated.
- The objective the in-class test is to help students to organize their reading and lecture attendance in relationship to assessment.
- The objective of the participation assessment is to facilitate active student engagement in the learning process and to provide students with practice in the methods of citizen engagement in the policy process.

### IN-CLASS TEST

**Date: 11 AM – 12 noon, Monday, 9 April 2009**

**Weighting: 20%**

The test will be conducted during the lecture period on Monday, 15 September, 2008, in the normal lecture room. The test will be based on tutorial readings and lectures.

## **ASSIGNMENT 1 – ESSAY**

**Due: 4pm, Monday, 27 April, 2009**

**Weighting: 35%**

**Length: 2,500 words**

Choose **ONE** of the following options:

1. Discuss the transformation from *government* to *governance* and its implications for social policy in New Zealand.
2. Make an argument for or against the application of the principles of deliberative democracy to social policy.
3. Compare and contrast the use of the historical use of the phrase civil society in relationship to its current use in New Zealand social policy.

## **ASSIGNMENT 2 – ESSAY**

**Due: 4pm, Monday, 15, June, 2009**

**Weighting: 35%**

**Length: 2,500 words**

This essay will require that you research your answer to **ONE** of the following questions:

- What is the relationship between NGOs and the state in New Zealand?
- How does the New Zealand government incorporate practices of collaborative governance and deliberation into the policy-making cycle?
- How do globalization and intergovernmental organizations impact governance and social policy in New Zealand and/or the world?

## **PARTICIPATION**

**Due: 11am, 19, 23, 26 March, 2009**

**Weighting: 10%**

Your participation in class discussion and practice exercises will be evaluated throughout the course. Additionally, you are required to prepare one question for each guest speaker. You will turn your question in at the beginning of the lecture.

## **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 Social Policy Programme follows University policy in giving letter grades for all internally assessed work instead of giving numerical marks. 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%	
	B	65%-69%	
	B-	60%-64%	
<b>Fail</b>	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%	
	D	40%-49%	

E Below 40% A clear failure to reach an adequate standard on the criteria set out.

Good expression (spelling, grammar, punctuation and sentence construction) and accurate referencing are considered important for this course. Consequently, **10% of the mark** for each assignment will be allocated according to the standard of expression and referencing.

Appendix A (page 13) 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* 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 Student Notes available from the Student Notebook Shop which you can purchase for approx \$30.00.

# 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 and sources you have used in preparation for the assignment, including those not directly cited in the essay. The references should be listed 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](http://www.victoria.ac.nz/st_services/slss/whats-on/study-skills.aspx).



# APPENDIX B

## ASSIGNMENT MARKING SHEET (SAMPLE ONLY)

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

<b>Description &amp; Coverage of Essay Topic</b>	<b>Excellent (Range: A+ to A; 80-85):</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; 80-85):</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; 80-85):</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; 80-85):</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; 80-85):</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,	<b>Satisfactory (Range: B- to C; 50-64):</b> Writing problems that distract from comprehension of the essay; minor typographical, spelling, and	<b>Unsatisfactory (Range: D to E; 0-49):</b> Writing problems inhibit comprehension of the essay; significant typographical, spelling, and punctuation errors.

		spelling, and punctuation errors.	punctuation errors.	
<b>Bibliography &amp; Referencing</b>	<b>Excellent (Range: A+ to A; 80-85):</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

**Office use only**

Date Received: \_\_\_\_\_

# 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: \_\_\_\_\_