

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

SOSC 414

*Special Topic: Public Sociology
And Social Policy*

Course Outline

CRN 11356: 30 POINTS : TRIM 1+2/2010

Teaching period: 1 March – 15 October 2010

Course Coordinator: Dr Patricia Nickel

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Room: Murphy Building, MY1018

Office hours: Tuesday 2.00pm – 4.00 PM

LECTURES: TUESDAY 11AM – 1PM: MY 631

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PART A: GENERAL INTRODUCTION TO SCHOOL AND SOCIOLOGY 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

Room: Level 10, Murphy Building, MY1018

Office hours: Tuesday 2 PM – 4 PM

If Patricia is not available and you have an urgent query please leave a message with the School Administration on 463 5317 or 463 5258.

SCHOOL LOCATION

Social Policy Programme staff is 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:	Dr Allison Kirkman, MY1013 Tel: 463 5676 E-m: allison.kirkman@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 Trevor Bradley, MY1101 Tel: 463 54328 E-m: trevor.bradley@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, Alison Melling, Heather Day, MY921, Tel: 463 5317, 463 5258, 463 5677, E-m: sacs@vuw.ac.nz

WEBSITE

The School's website is at: <http://www.victoria.ac.nz/sacs> , on the same page you are also able to find *Sociolog*, <http://www.victoria.ac.nz/sacs/about/sociolog.aspx> a chronicle of reflections written by Sociology, Social Policy, Social Science Research staff and postgraduate students

PART B: LEARNING OBJECTIVES AND COURSE SCHEDULE

LEARNING OBJECTIVES

Public sociology has been a much-discussed topic in recent years, resulting in several journal symposia, books, and conferences. However, the meaning and practice of public sociology remains a contested subject. This is largely due to the fact that the concept of public sociology challenges the traditional boundaries of sociological knowledge.

In this course we will consider the sociology of intellectuals in relationship to the state. We will trace recent shifts in the debate about the purpose of sociological knowledge, tracing the advent of the term 'public sociology' through the broader sociology of intellectuals. We will consider competing definitions of public sociology, particularly Burawoy's model of the division of labour for sociology and Agger's critical public sociology. With this foundation established, we will discuss changes in the theoretical formulation of, and practices for addressing, social problems.

AIMS OF THE COURSE

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

- Understand and critically evaluate the emergence of public sociology.
- Analyze the relevance of public sociology in New Zealand.
- Critically evaluate the foundations of sociological knowledge.
- Understand the politics of knowledge.
- Understand and critically evaluate how sociological knowledge interfaces with social policy.

Within the course students will:

- ◆ Read and critically summarize the theoretical arguments influencing public sociology.
- ◆ Read and critically summarize the theoretical arguments influencing the use of knowledge in social policy.
- ◆ Engage in scholarly discussion about the issues raised in the readings.
- ◆ Construct an original scholarly essay about public sociology and social policy.

TOPIC OUTLINE

- I. Intellectuals and Politics, or the Politics of Intellectuals
- II. Public Sociology
- III. Historical Foundations of Public Sociology
- IV. The Public Sphere
- V. Policy Knowledge and Sociology
- VI. The “New” Public Sociology
- VII. Current Debates

COURSE SCHEDULE

DATE	TOPIC AND ASSIGNED READINGS
2 March	Introduction
9 March	<p>Simmons, Laurence. 2007. “Introduction: Why I am Not a Public Intellectual.” In <i>Speaking Truth to Power: Public Intellectuals Rethink New Zealand</i>. Ed. Laurence Simmons. Auckland University Press.</p> <p>Horrocks, Roger. 2007. “A Short History of ‘the New Zealand intellectual.’” In <i>Speaking Truth to Power: Public Intellectuals Rethink New Zealand</i>. Ed. Laurence Simmons. Auckland University Press.</p> <p>Foucault, Michel. 1980. “Truth and Power.” In <i>Power/Knowledge: Selected Interviews and Other Writings 1972-1977</i>. Ed. Colin Gordon New York: Pantheon Books: 109-133.</p> <p>Marx, Karl, 1845. “Theses On Feuerbach.” http://www.marxists.org/archive/marx/works/1845/theses/theses.pdf</p>
16 March	<p>Burawoy, Michael. 2005. “2004 American Sociological Association Presidential Address: For Public Sociology.” <i>American Sociological Review</i> 70: 1: 4-28.</p> <p>Agger, Ben. 2000. “Was Sociology Always Like This?” <i>Public Sociology: From Social Facts to Literary Acts</i>, New York: Rowman and Littlefield: 201-236.</p> <p>Agger, Ben. 2007. “Has Mainstream Sociology Gone Public?” <i>Public Sociology: From Social Facts to Literary Acts</i>, 2nd Edition, New York: Rowman and Littlefield: 267-285.</p>

23 March	<p>Calhoun, Craig. 2005. "The Promise of Public Sociology." <i>British Journal of Sociology</i> 56 (3): 355-363.</p> <p>Glenn, Evelyn Nakano. 2007. "Whose Public Sociology? The Subaltern Speaks, but who is Listening?" In Clawson, Dan, Robert Zussman, Joya Misra, Naomi Gerstel, Randall Stokes, Douglas L. Anderton, and Michael Burawoy, eds. 2007. <i>Public Sociology: Fifteen Eminent Sociologists Debate Politics and the Profession in the Twenty-first Century</i>. Berkeley: University of California Press, 213-229.</p> <p>Gouldner, Alvin W. Prologue to a Theory of Revolutionary Intellectuals, <i>Telos</i> 26 (Winter 1975-76), pp. 3-36. http://www.autodidactproject.org/other/gouldner8-intellectuals.pdf</p>
30 March	Integrative Essay One Due
6 April	<i>Mid Trimester Break</i>
13 April	<i>Mid Trimester Break</i>
20 April	<i>No meeting</i>
27 April	<p>Agger, Ben. 1989. "Reading Writing Differently." <i>Reading Science: A Literary, Political, and Sociological Analysis</i>. Dix Hills, NY: General Hall, Inc.: 1-13.</p> <p>Agger, Ben. 1989. "Scripting Causality." <i>Reading Science: A Literary, Political, and Sociological Analysis</i>. Dix Hills, NY: General Hall, Inc.: 14-27.</p>
4 May	Integrative Essay Two Due
11 May	<i>No meeting</i>
18 May	<p>Burawoy, Michael. 2007. "Public Sociology: Mills vs. Gramsci: Introduction to the Italian Translation of 'For Public Sociology'." <i>Sociologica</i> 1 (1/3): 7-13.</p> <p>Mills, C. Wright 1959. "The Promise." In <i>The Sociological Imagination</i>, New York: Oxford University Press: 3-24.</p> <p>Mills, C. Wright 1959. "On Politics." In <i>The Sociological Imagination</i>, New York: Oxford University Press: 177-194.</p> <p>Aronowitz, Stanley. 2003 "A Mills Revival?" <i>Logos</i> 2.3.</p>
25 May	Integrative Essay Three Due

1 June	<p>Robert, John Michael and Nick Crossley. 2004. "Introduction." In <i>After Habermas: New Perspectives in the Public Sphere</i>, Robert, John Michael and Nick Crossley, Eds. Oxford: Blackwell Publishing: The Sociological Review:1-26.</p> <p>Fraser, Nancy. 1992. "Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy." In <i>Habermas and the Public Sphere</i>, Ed. Craig Calhoun, Cambridge: MIT Press:109-142.</p> <p>Essay Topic Due</p>
	End of Trimester One
13 July	<p>Burawoy, Michael. 2007. "Third-Wave Sociology and the End of Pure Science." In <i>Public Sociology: The Contemporary Debate</i>, Lawrence T. Nichols (Ed.) New Brunswick and London: Transaction Publishers: 317-335.</p> <p>Stone, Deborah. 2002. "Numbers." <i>Policy Paradox: The Art of Political Decision Making</i>. New York, NY: W.W. Norton and Company: 163-187.</p> <p>Schram, Sanford F. 2002."What Accessibility Can't Do: The Politics of Welfare Scholarship." <i>Praxis for the Poor: Piven and Cloward and the Future of Social Science in Social Welfare</i>. New York, NY: New York University Press:11-32.</p>
20 July	Integrative Essay Four Due
27 July	No meeting
3 August	<p>Luke, Timothy. 2005. "From Pedagogy to Performativity: The Crises of Research Universities, Intellectuals and Scholarly Communication." <i>Telos</i> 131 (Summer): 13-32.</p> <p>Calhoun, Craig. 2006 "The University and the Public Good." <i>Thesis Eleven</i> 84 (1): 7-43.</p>
10 August	<p>Burawoy, Michael. 2006. "A Public Sociology for Human Rights." <i>Public Sociologies Reader</i> edited by Judith Blau and Smith, Keri E. Iyall Smith. Lanham, MD: Rowman & Littlefield Publishers, Inc.:1-18.</p> <p>Rodríguez, Dylan. 2007. "The Political Logic of the Non-profit Industrial Complex." In <i>The Revolution will not be Funded, INCITE! Women of Color Against Violence</i> (Ed.) Cambridge, MA: South End Press: 21-41.</p>
17 August	Integrative Essay Five Due

24 August	<i>Mid Trimester Break</i>
31 August	<i>Mid Trimester Break</i>
7 Sept	Two readings of your choice to be presented during the seminar.
14 Sept	<i>No meeting</i>
21 Sept	Two readings of your choice to be presented during the seminar.
28 Sept	<i>No meeting</i>
4 Oct	Two readings of your choice to be presented during the seminar.
11 Oct	Presentation of final essays
	<i>End of Trimester Two</i>

PART C: COURSE ASSESSMENT REQUIREMENTS

COURSE ASSESSMENT

Integrative essays: Your ability to understand and critically evaluate the assigned readings and integrate them with other literature will be demonstrated in five integrative essays. Your integrative essays must incorporate two readings (book chapters or journal articles) of your choice with at least one of the readings since the previous essay was due. These essays will be informally presented during meetings.

Final essay: You will be required to conceptualise and compose a final paper on a topic of your choice. Your final paper should contribute an original argument to the debates covered in the course. Your topic must be approved by the Course Coordinator.

Regular attendance and participation: This course will involve extensive class discussion of the readings. You are required to read the assigned texts, regularly attend class, and be prepared for an active discussion. You will be granted two excused absences; any further absences must be discussed with the Course Coordinator.

Please note the following assignment policies for this course:

- a. I do not under any circumstances accept work by email.
- b. I do not under any circumstances read early drafts prior to the due date.

Integrative Essay 1	Due: 30 March	Word count: 1000	10%
Integrative Essay 2	Due: 4 May	Word count: 1000	10%
Integrative Essay 3	Due: 25 May	Word count: 1000	10%
Integrative Essay 4	Due: 20 July	Word count: 1000	10%
Integrative Essay 5	Due: 17 August	Word count: 1000	10%
Final Essay	Due: 11 October	Word count: 5000	50%

RELATIONSHIP BETWEEN LEARNING OBJECTIVES AND ASSESSMENTS

- The objective of the integrative essays is to foster critical thinking, research, and writing skills through a critical analysis of the texts and to facilitate seminar participation.
- The objective of the final essay is to foster post-graduate level research and writing skills.

MANDATORY COURSE REQUIREMENTS

Students must fulfill the following requirements:

- Complete five 1000-word integrative essays.
- Complete one 5000-word essay.
- Facilitate discussion of readings as assigned based on course size.

COURSE WORKLOAD EXPECTATIONS

This course is worth 30 points and thus the workload expectation, including scheduled contact time, is 12 hours per week during teaching weeks. This workload is in accordance with the guidelines put forward by the Faculty of Humanities and Social Sciences for courses at the 400-level.

COMMUNICATION OF ADDITIONAL INFORMATION

Additional information related to SOSC 414 will be communicated via Blackboard or e-mail.

COURSE WITHDRAWAL PROCEDURES

If you decide for ANY reason at ANY stage to withdraw from SOSC 414 (or any other course) please check the Information on withdrawals and refunds at <http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx> 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.

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 latest **4 pm** on the due date. The office closes at 4pm.

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.

EXTENSIONS

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: Extensions must be applied for before the assignment's due date. You may be asked to produce a medical certificate.

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.

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.

GRADES

The Sociology 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. Please also see Appendix B. 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%	Work lacks originality, individual insights and not strong on understanding. However, material used is relevant and presentation is satisfactory.
	C+	55%-59%	
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.

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 12) includes information about the preferred format for referencing and bibliographies for this course.

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 relevant penalties, at:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

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 Notes Distribution Centre for approximately \$30. Please ensure that you have purchased the readings by the second course meeting.

For the first two weeks of trimester all undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two all undergraduate textbooks will be sold from vicbooks and student notes from the Student Notes Distribution Centre on the ground floor of the Student Union Building.

Students are able to order textbooks and student notes online at www.vicbooks.co.nz or email an order or enquiry to enquiries@vicbooks.co.nz, tel 463 5515. Books can be couriered to customers or they can be picked up from the shop once notified.

Opening hours are 8am – 6pm, Monday – Friday during trimester (closing at 5pm during holidays).

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/

APPENDIX B

ASSIGNMENT MARKING SHEET (SAMPLE ONLY)

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

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

Student ID: _____ Course (eg ANTH101): _____

Tutorial Day: _____ Tutorial Time: _____

Tutor (if applicable): _____

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: _____