

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*

*Institute of Criminology*

**CRIM 314:**

***Special Topic: Discrimination,  
Racism & Justice***

# Course Outline

**CRN 9345: POINTS: 20: TRIMESTER 2, 2011**

*Trimester dates: 11 July – 12 November 2011*

*Teaching dates: 11 July – 14 Oct 2011*

*Mid-trimester break: 22 August – 4 September 2011*

*Study Break/Examination Period: 17– 12 November 2011*

**COURSE COORDINATOR: A/ PROF JULIAN BUCHANAN**

*Room 1118, Murphy Building*

*Tel: (04) 463 9980*

*E-mail: [julian.buchanan@vuw.ac.nz](mailto:julian.buchanan@vuw.ac.nz)*

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**LECTURES: THURSDAY, 9 – 11AM: HUNTER LT220**

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*Institute of Criminology*

**CRIM 314:  
Special Topic:  
Discrimination, Racism and Justice**

**COURSE COORDINATOR:** Dr Julian Buchanan  
Level 11, Murphy Building, Room MY1118,  
E-mail: [Julian.Buchanan@vuw.ac.nz](mailto:Julian.Buchanan@vuw.ac.nz)

**LECTURE TIMES:** Thurs 9am – 10am

**OFFICE HOURS:** Tuesdays, 11am - 1pm  
Students are encouraged to see Julian during his office hours above. However, when this is not possible please contact him to arrange an alternative appointment.  
The School office, on level 9, Murphy Building, and is open from 9am - 4pm.

**NOTICEBOARD:** There are notice boards on level 9 and 11, Murphy Building, which you should check regularly.

**COMMUNICATION OF ADDITIONAL MATERIAL**

Additional material, new information and notifications of course changes will be posted on Blackboard. It is an important virtual learning environment for this course and students doing CRIM 314 will be expected to engage and participate on Blackboard.

**COURSE PRESCRIPTION**

This course will involve students exploring the abuse of power and the way in which racism is perpetuated and maintained. It will include an examination of: prejudice; stereotyping; labelling; othering; non-racist approaches; anti-racist approaches; positive action; positive discrimination; and personal, cultural and structural discrimination. The topics covered on this course are listed below.

## LECTURE SCHEDULE

WK	DAY	TOPIC
1	14 July	The Social Construction of Difference
2	21 July	The Concept of Stereotype
3	28 July	Labelling Others
4	4 August	Theorising Discrimination and Oppression (1)
5	11 August	Theorising Discrimination and Oppression (2)
6	18 August	Understanding Race & Ethnicity
<i>22 AUGUST – 2 SEPTEMBER - MID TRIMESTER BREAK</i>		
7	8 September	Racism: Global Insights
8	15 September	Black and Minority Ethnic Groups & the Criminal Justice System
9	22 September	Maori and the NZ Criminal Justice System (1)
10	29 September	Maori and the NZ Criminal Justice System (2)
11	6 October	Minority Groups in NZ
12	13 October	Non Discrimination, Anti-Discrimination & Positive Action

## **INTRODUCTION TO THE COURSE**

This course will help students to critically understand the way in which discrimination is formed, rooted and maintained in society through personal, cultural and structural processes. Students will explore discrimination in the context of an abuse of power in order to maintain power and privilege. Fundamental to discrimination is the notion of identity, difference, the use of stereotypes and labelling of 'other' - these theoretical concepts will be examined and explored in the context of inequality and oppression. While students will be encouraged to consider the diverse range of people subject to discrimination (based upon race, gender, class, colour, creed, sexuality, appearance, religion, age, culture, etc), once the theoretical foundations of discrimination have been understood the course will primarily concentrate upon discrimination in terms of race and ethnicity.

Historical case studies of racism from different countries will be used to illustrate the consequences of the abuse of power, to help students appreciate the pervasive nature of racism, and to begin to appreciate the connections with contemporary issues of racism. The experience of Black and minority ethnic people in the criminal justice system in USA and UK will be examined before examining the over representation of Maori and Pacific people in the New Zealand criminal justice system. Whether this over representation illustrates discrimination in the criminal justice system or deep-seated historical inequalities or social and cultural factors is contested.

Strategies for responding effectively to discrimination will be explored and assessed including positive action, positive discrimination, non-discrimination, and anti discrimination.

## **COURSE DELIVERY**

This course which primarily involves face to face learning will also require students to engage and participate in online learning. The course combines lectures, tutorials and student participation in a format designed to facilitate student learning and interaction. Each lecture will normally involve a combination of lecturing, class discussion, in-class activities supplemented by the course papers and the Blackboard virtual learning environment (VLE). Tutorials are intended to build on the material presented in the lecture and on the course reading for that week. It is imperative that students come to all lectures having read the required material for that week, and are prepared and able to enter into class discussions in lectures, online and particularly in tutorial sessions. Following lectures additional material will be made available on Blackboard. The VLE will also be used to continue some of the issues and debates that emerge from the lecture discussion. Students are expected to participate in Blackboard debates.

## LEARNING OBJECTIVES

Students completing this course should be able to:

- 1) Develop a critical understanding of the diverse nature, extent and forms of discrimination.
- 2) Develop a theoretical appreciation of how discrimination is established, rooted and maintained
- 3) Appreciate some of the historical manifestations of racial discrimination internationally in the UK & USA and examine the practical manifestations and consequences in society.
- 4) Critically examine the nature, extent, impact and reasons for the over representation of people from Black and minority ethnic communities in the criminal justice system
- 5) Critically evaluate the merits of different approaches to tackle discrimination

## COURSE ASSESSMENT

Assessment		Learning Objective	Due Date	% of Final Grade	Word Limit*
A	Online Project	1	4pm, Thursday 18 August	20%	1500
B	Case Study	2 & 3	4pm, Thursday 22 September	30%	2000
C	Final Exam	4 & 5	During exam period, 21 October - 12 November 2011	50%	Not applicable

\* Any work that exceeds 10% of the word limit will not be read or assessed. So for example if the word limit is 2000 words only a maximum of 2,200 words will be read and assessed (word limit plus 10% max).

### Assessment A

Online Project

Weighting: 20% of overall mark

This assignment is designed to promote a critical understanding of the way in which discrimination has established and been maintained to oppress a particular group in society. Students will be required to select a group of their choice (from an agreed list) and post up on Blackboard a 1500 word project that explores the nature, extent and form of discrimination experienced by that particular group.

## **Assessment B**

Case Study

Worth 30% of overall mark

The purpose of the case study is for students to make theoretical connections to real life experiences of discrimination in society. Students will be required to examine a particular situation in history or recent times (a list of options will be presented to students) and analyse and assess the event theoretically.

## **Assessment C**

3 hour Exam

50% of overall mark

This three hour exam will require students to demonstrate a critical understanding of the complex nature, extent, impact and reasons for the over representation of people from minority ethnic groups in the criminal justice system and to critically consider strategies for tackling discrimination.

More details on exam dates will be made available after the trimester break.

## **Notes on Assessment**

Students are expected, in their written and oral work, to make a contribution to knowledge. **Institute staff are not allowed to comment or provide feedback on drafts** of the written assignments, but will provide constructive feedback on a proposed outline. It is also possible to discuss assignments in general terms and to receive constructive feedback and guidance.

Written assignments should be on A4 paper (on one side only) and should be 1.5 line spacing. The Institute insists on a high standard of written work from students. You should therefore ensure that there are no spelling or grammatical errors in your assignments, that work is appropriately attributed to authors, and that references are accurately cited. **Careful proof-reading of assignments is essential.** Failure to meet these standards will result in the deduction of marks.

Assignments must have the School's Assignment Cover sheet, see back of the Course Outline, and at administration on level 9, Murphy building. The essays must be submitted into the essay box on the Level 9, Murphy Building, right of the lift

## **MANDATORY COURSE REQUIREMENTS**

To meet course requirements in CRIM 314, students are required to:

- Submit both assessments, A and B
- Sit the Exam
- Attend 10 out of the 12 lectures

## EXPECTED WORKLOAD

Taking into account class attendance, preparatory reading, research for assignments and online participation, students should spend around 13 hours per week working for CRIM 314.

## EXTENSIONS

All assessed work must be submitted by the specified date. You are expected to keep to these deadlines otherwise it is unfair to other students. Extensions will only be granted in **unforeseen** exceptional circumstances, and should be sought from Julian Buchanan **prior** to the deadline. An example of an unforeseen exceptional circumstance would be illness confirmed by a letter from a medical practitioner. Please note that a lack of prior organisation, other commitments and/or word-processing failures are not valid reasons for an extension.

**Please note:** Late submission of work **without an authorized extension** will be penalised by the following deductions:

Up to and including 24 hours past due date = one grade deduction

24 hours up to and including 72 hours past due date = two grade deduction

More than 72 hours past the due date = will not be accepted.

## LECTURE OUTLINE AND READINGS

This list indicates the topics to be covered in the course and identifies the reading material relevant to each topic. This material is contained within a book of readings which you are advised to purchase from Student Notes (Retail price \$14.50). A list of further readings will also be provided during the course. Please note that at this level you are expected to read widely and use your research skills to identify and access additional materials relevant to specific topics. Students are encouraged to attend the University Library's workshops to develop important skills in this regard.

### 14 Jul **The Social Construction of Difference**

Johnson, A. G. (2010) 'The social construction of difference' pp15-20 in Adams, M. et al., 2000. *Readings for Diversity and Social Justice: An Anthology on Racism, Antisemitism, Sexism, Heterosexism, Ableism, and Classism* 1st ed., Routledge. ISBN 0415926343

### 21 Jul **The Concept of Stereotype**

Wall, M., (1997). Stereotypical Constructions of the Maori "Race" in the Media. *New Zealand Geographer*, 53(2), pp.40-45. ISSN 1745-7939

Pickering, M., (2001). *Stereotyping: The Politics of Representation*, Palgrave Macmillan. ISBN 0333772105 (chapter one) pp.1-21

28 Jul **Labelling Others**

Burke, R.H., 2005. *An Introduction to Criminological Theory* 2nd ed., Willan Publishing. ISBN 1843921642 (chapter 9) pp. 167-179

4 Aug **Theorising Discrimination and Oppression (1)**

Bell, L.A. et al 'Theoretical & Conceptual Foundations' pp21-35 in Adams, M. et al., 2000. *Readings for Diversity and Social Justice: An Anthology on Racism, Antisemitism, Sexism, Heterosexism, Ableism, and Classism* 1st ed., Routledge. ISBN 0415926343

11 Aug **Theorising Discrimination and Oppression (2)**

Thompson, N., (2006). *Anti-Discriminatory Practice (British Association of Social Workers (BASW) Practical Social Work)* 4th ed., Palgrave Macmillan. ISBN 1403921601 (chapter 2) pp.21-47

Young, I. M. (2010) 'Five Faces of Oppression' pp36-45 in Adams, M. et al., 2000. *Readings for Diversity and Social Justice: An Anthology on Racism, Antisemitism, Sexism, Heterosexism, Ableism, and Classism* 1st ed., Routledge. ISBN 0415926343

18 Aug **Understanding Race & Ethnicity**

Ratcliffe, P., (2004). *Race, Ethnicity and difference: Imagining the Inclusive Society*, Open University Press. ISBN 0335210953 (Chapters 2 & 3) pp15-40

**22 AUGUST – 2 SEPTEMBER MID TRIMESTER BREAK**

8 Sept **Racism: Global Insights**

Madoc-Jones, I & Buchanan, J. (2004) Indigenous people, language and criminal justice: the experience of first language Welsh speakers in Wales, *Criminal Justice Studies: A Critical Journal of Crime, Law and Society*, Vol. 17, Issue 4, pp.353 - 367 **ISSN: 1478-6028**

15 Sept **Race & Crime**

Greene, H.T., & Gabbidon, S.L., (2011). *Race and Crime: A Text/Reader*, Sage Publications, ISBN 1412989078 (Section III) pp.95-109



22 Sept                   **Maori and the NZ Criminal Justice System (1)**  
Department of Corrections (2007) Over-representation of Māori in the criminal justice system, An exploratory report, Policy, Strategy and Research Group, September 2007, free download from [http://www.corrections.govt.nz/\\_data/assets/pdf\\_file/0004/285286/Over-representation-of-Maori-in-the-criminal-justice-system.pdf](http://www.corrections.govt.nz/_data/assets/pdf_file/0004/285286/Over-representation-of-Maori-in-the-criminal-justice-system.pdf)

29 Sept                   **Maori and the NZ Criminal Justice System (2)**  
Workman, K. (2011) Redemption Denied: Aspects of Maori Over-representation in the Criminal Justice System A presentation by To the 'Justice in the Round' Conference, University of Waikato, 18 – 20 April 2011 free download from [http://www.rethinking.org.nz/assets/Papers%20and%20Presentations/Redemption\\_Denied.pdf](http://www.rethinking.org.nz/assets/Papers%20and%20Presentations/Redemption_Denied.pdf)

Marie, D., (2010). Maori and Criminal Offending: A Critical Appraisal. Australian & New Zealand Journal of Criminology, 43(2), pp.282 -300. DOI 10.1375/acri.43.2.282

6 Oct                       **Minority Groups in NZ**  
Person, D. (2009) 'The majority Factor Shaping Chinese and Maori Minorities' in Ip, M., (2009). *The Dragon and the Taniwha: Maori and Chinese in New Zealand*, Auckland University Press. ISBN 9781869404369 pp.32-55

13 Oct                   **Non Discrimination, Anti-Discrimination & Positive Action**  
Kobayashi, A., (2009). "Here we go again": Christchurch's antiracism rally as a discursive crisis. *New Zealand Geographer*, 65(1), pp.59-72. ISSN 1745-7939

## **COURSE MATERIALS**

The prescribed text for CRIM 314 are Student Notes, which are available to purchase from the Student Notes Distribution Centre.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 4 to 22 July 2011, 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 of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 4 of the Student Union Building.

Students can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Books can be couriered

to students or they can be picked up from nominated collection points at each campus. Students will be contacted when they are available.

Opening hours are 8.00am – 6.00pm, Monday – Friday during term time (closing at 5.00pm in the holidays). Phone: 463 5515.

## **TUTOR GROUPS**

Tutor groups are not compulsory but students are strongly advised to attend in order to enhance their learning and give themselves the best opportunity to achieve the grade they deserve. A list of questions for debate within tutor groups will be published on BlackBoard at the end of each lecture. Students are expected to begin these debates online and continue them in the tutor groups

At the beginning of the course students will sign up to a specific tutor group and will **not** be permitted to attend other tutor groups.

## **COURSE WITHDRAWAL PROCEDURES**

If you decide for ANY reason at ANY stage to withdraw from CRIM 314 (or any other course) please see the Faculty of Humanities and Social Sciences office on level 4 of Murphy Building for an Course Add/Drop form. Failure to do so may have consequences for enrolment, student grants, allowances, loans, etc., i.e. you will get credited with a fail, not a withdrawal on your record if you do not act promptly. Information on withdrawals and refunds may be found at <http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

## **CLASS REPRESENTATIVE**

A class representative will be recruited in consultation with the class at the beginning of the course. The class representative's name and contact details will be available to the Victoria University of Wellington Students' Association (VUWSA), the course coordinator and the class (on BlackBoard). The class representative provides a communication channel to liaise with the course coordinator on behalf of students

## **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>

## **SUBMITTING WORK THAT HAS BEEN SUBMITTED FOR ANOTHER COURSE**

It is not acceptable for students to re-submit, in part or in whole, work that they have submitted for another course. If a student submits an essay which is textually the same, or partly the same, as that submitted for another course, then the Institute reserves the right to not accept the essay in question which may result in the student failing terms.

## **WHERE TO FIND MORE DETAILED INFORMATION**

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study). Find out how academic progress is monitored and how enrolment can be restricted at [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress).

Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the *Calendar* webpage at: [www.victoria.ac.nz/home/study/calendar.aspx](http://www.victoria.ac.nz/home/study/calendar.aspx) (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at: [www.victoria.ac.nz/home/about\\_victoria/avcacademic](http://www.victoria.ac.nz/home/about_victoria/avcacademic).

## REFERENCING GUIDELINES

The following format for referencing is from the 6<sup>th</sup> Publication Manual of the American Psychological Association (2009). We encourage you to learn and use the format for referencing as part of the coursework done for the Institute of Criminology. If you need further information, please consult the latest edition of the Manual in the library.

### 1. Journals (Periodicals)

The referencing format for the articles are identical in general and yet they slightly differ from one another depending upon the publication formats such as print articles, electronic articles with DOIs (digital object identifiers) or electronic articles without DOIs.

#### (a) Electronic articles - two authors

Bingham, C. R., & Shope, J. T. (2004). Adolescent problem behavior and problem driving in young adulthood. *Journal of Adolescent Research, 19*(2), 205-223. doi.: 10.1177/0743558403258269

In text, use the following each time the work cited: (Bingham & Shope, 2004). Or, Bingham and Shop (2004) have argued...

#### (b) Electronic Article without DOI - one author publication

Henderson, L. N. (1985). The wrongs of victim's rights. *Stanford Law Review, 37*(5), 937-1021.

In text, use the following each time the work is cited: (Henderson, 1985). Or, Henderson (1985) has suggested... (note: this style applies to all those below as well).

#### (c) Print only articles - Three or more author publication

Lang, A. R., Goeckner, D. J., Adesso, V. J., & Marlatt, G. A. (1975). Effects of alcohol on aggression in male social drinkers. *Journal of Abnormal Psychology, 84*(5), 508-518.

In text, use the following the first time the work is cited: (Lang, Goeckner, Adesso & Marlatt, 1975), and every time after this first citation as: (Lang et al., 1975).

#### (d) Journal article in press

Corcoran, D. L., & Williamson, E. M. (in press). Unlearning learned helplessness. *Journal of Personality and Social Psychology.*

In text. Use the following each time the work is cited: (Corcoran & Williamson, in press).

**(e) Magazine Article**

Reid, B. (1993, September 20). Looking into a child's future. *Time*, 589, 34-44.

In text, use the following each time the work is cited: (Reid, 1993).

**(f) Newspaper article, no author**

Jail terms vary for bank robbers (1992, November 7). *Dominion*, p. 3.

In text, use a short title following each time the work is cited: For example ("Jail Terms", 1992) or (Dominion, 7.11.92).

**2. Books**

**(a) Reference to one author**

Pratt, J. (1992). *Punishment in a perfect society*. Wellington: Victoria University Press.

In text, use the following each time the work is cited: (Pratt, 1992)

**(b) Reference to a two author book, second edition**

Downes, D. & Rock, P. (1982). *Understanding deviance* (2nd ed.). Oxford: Clarendon Press.

In text, use the following each time the work is cited: (Downes & Rock, 1982)

**(c) Reference to a chapter in an edited book**

Ford, D. A., & Regoli, M. J. (1993). The criminal prosecution of wife assaulters: Process, problems, and effects. In N. Z. Hilton (Ed.), *Legal responses to wife assault: Current trends and evaluation* (pp. 127-164). California: Sage.

In text, use the following each time the work is cited: (Ford & Regoli, 1993)

**3. Research Reports**

**(a) Government reports**

Ministerial Committee of Inquiry into Pornography. (1989). *Pornography*. Wellington: Ministerial Committee of Inquiry into Pornography.

In text, use the following each time the work is cited: (Ministerial Committee of Inquiry into Pornography, 1989).

**(b) Report available from government department, private author**

Brown, M. M. (1992). *Decision making in district prison boards*. Wellington: Department of Justice.

In text, use the following each time the work is cited: (Brown, 1992).

**(c) University research report**

Deane, H. (1988). *The social effects of imprisonment on male prisoners and their families* (Study Series No.2). Wellington: Victoria University of Wellington, Institute of Criminology.

**4. The Internet**

Where possible follow the format as for printed pages; that is, author, date, title, publication and so on. While this detail is not always provided, what is provided should be referenced. Additional information required is the address or location of the information and the date on which you viewed or downloaded it.

Rethinking Crime and Punishment (2010) *Restorative Justice in New Zealand*. Retrieved from: <http://www.rethinking.org.nz/restorative%20justice.htm>. 15 August 2009.

When citing a work that has no author, use the first few words of the reference list entry, usually a short version of the title: (Restorative Justice, 2010)

**5. Quoting Sources**

Use quotation marks (“ ”) for direct quotes and also provide a page number. For example:

Macpherson (1999: 28) defines institutional racism as “The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin”.

If the quotation is more than three lines long, it should be indented and does not require quotation marks. For example:

Macpherson (1999:28) states that institutional racism is:

The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantages minority ethnic people.

## **OTHER CONTACT INFORMATION**

Head of School: Dr Allison Kirkman, MY1013  
Tel: 463 5676 E-m: [Allison.Kirkman@vuw.ac.nz](mailto:Allison.Kirkman@vuw.ac.nz)

International Student Liaison: Dr Hal Levine MY1023  
Tel: 463 6132 E-m: [Hal.Levine@vuw.ac.nz](mailto:Hal.Levine@vuw.ac.nz)

Maori and Pacific Student Liaison: Dr Trevor Bradley, MY1101 Tel: 463 5432  
E-m: [Trevor.Bradley@vuw.ac.nz](mailto:Trevor.Bradley@vuw.ac.nz)

Students with Disabilities Liaison: Dr Russil Durrant, MY1120  
Tel: 463 9980 E-m: [Russil.Durrant@vuw.ac.nz](mailto:Russil.Durrant@vuw.ac.nz)

School Manager: Carol Hogan, MY918  
Tel: 463 6546 E-m: [Carol.Hogan@vuw.ac.nz](mailto:Carol.Hogan@vuw.ac.nz)

School Administrators: Monica Lichti, Alison Melling, Helen Beaglehole  
MY921, Tel: 463 5317; 463 5258; 463 5677  
E-m: [sacs@vuw.ac.nz](mailto:sacs@vuw.ac.nz)

Office use only

Date Received:

(Date Stamp)

# School of Social and Cultural Studies

Te Kura Mahinga Tangata

CULTURAL ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

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