

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



VICTORIA
UNIVERSITY OF WELLINGTON

School of Social and Cultural Studies

Te Kura Mahinga Tangata

Sociology/Social Policy

SOSC/SPOL 318

Social Movements and the State

Course Outline

15485/15484: 20 POINTS: TRIM 2, 2012

Trimester Dates: 5 March – 4 July 2012

Teaching dates: 5 March – 8 June 2012

Mid-trimester Break: 6 April – 22 April 2012

Study Period: 11 June – 15 June 2012

Examination/Assessment period: 15 June – 4 July 2012

COURSE COORDINATOR: DR CAROL HARRINGTON

Room 1006, Murphy Building

Tel: (04) 463-7451

E-mail: Carol.Harrington@vuw.ac.nz

LECTURES: TUE 1--2PM & THU 1-3PM: MURPHY 220

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

COURSE COORDINATOR AND LECTURER

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

Carol Harrington

Murphy Building, MY1006

E: Carol.Harrington@vuw.ac.nz

T: 463 7451

Office hours: Tuesday 2.10 - 4pm

If Carol is not available and you have an urgent problem, please leave a message with the School Administrators on 463 5317.

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.

OTHER CONTACT INFORMATION

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 5432 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, Helen Beaglehole MY921, Tel: 463 5317; 463 5258; 463 5677 E-m: sacs@vuw.ac.nz

COURSE PRESCRIPTION

Social movements and collective actions are key catalysts in social and political change, and in the reduction of inequalities in society. 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?

WEBSITE

The School's website is at: <http://www.victoria.ac.nz/sacs>.

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.

COURSE WITHDRAWAL PROCEDURES

If you decide for ANY reason at ANY stage to withdraw from SOSC/SPOL 318 (or any other course) please see the Faculty of Humanities and Social Sciences for a Course Add/Drop 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.

Information on withdrawals and refunds may be found at <http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

COURSE WORKLOAD EXPECTATIONS

The design of the course is based upon an assumption that students will need to spend a minimum of 13 hours a week.

COMMUNICATION OF ADDITIONAL INFORMATION

This course will have information on BlackBoard at <http://blackboard.vuw.ac.nz>

PART B: COURSE DELIVERY

The course combines lectures and class discussions in a format that aims to guide students through the major topic areas. There will be opportunity and encouragement for you to express your views and knowledge during lectures as well as tutorials.

LECTURE SCHEDULE

March 6 & 8: The state and social struggle; Theorizing social movements and social movement studies

Charles Tilly (2003) "Afterword: Agendas for students of social movements", in Jack A. Goldstone (ed) *States parties and social movements*, Cambridge: Cambridge University Press, pp. 246-256. ISBN 0 521 01699 1 pbk.

March 13 & 15: Social Movements Old and New; Collective Behaviour Theorizing

Steven M. Buechler (2004) "The strange career of strain and breakdown theories of collective action", in David A. Snow, Sarah A. Soule, and Hanspeter Kriesi (eds) *The Blackwell companion to social movements*, Malden, MA: Blackwell Publishing, pp. 47-66. ISBN 0 631 22.

Sidney Tarrow (1996) "Collective action and social movements" In *Power in movement: Social movements, collective action and politics* Cambridge, New York, and Melbourne: Cambridge University Press, ISBN 0-521-42271-X (pbk), pp 9-27.

Doug McAdam, John D McCarthy and Mayer N Zald (1996) "Introduction: Opportunities, mobilizing structures, and framing processes – towards a synthetic, comparative perspective on social movements", in Doug McAdam, John D McCarthy and Mayer N Zald (ed) *Comparative perspectives on social movements*, Cambridge: Cambridge University Press, pp. 1-20. ISBN 0 521 48516 9 pbk.

March 20 & 22: Globalization and Social Movements

Moghadam Valentine M. (2009) 'Globalization and collective action' in *Globalization and social movements: Islamism, feminism, and the global justice movement*. Maryland: Rowman and Littlefield pp. 17-36. ISBN 13: 978-0-7425-5571-6.

Keck, Margaret, E. and Sikkink, Kathryn. 1999 'Transnational advocacy networks in international and regional politics' in *International Social Science Journal* 159 pp. 89-100.

<http://tigger.uic.edu/~bvaler/Keck%20and%20Sikkink%20Transnational%20Advo.pdf>

March 27 & 29: Protest Waves and Cycles
Guest Lecturer: Juan Pablo Ferrero

Sidney Tarrow (1994) 'Cycles of Protest' *Power in movement: Social Movements, collective action and politics* New York: Cambridge University Press pp. 153-169.

Paul Almeida 2003 'Opportunity Organizations and Threat-Induced Contention: Protest Waves in Authoritarian Settings' *The American Journal of Sociology* 109(2), pp. 345-400.

April 3 & 5: Student Presentations

6 -22 April - Mid-trimester break

April 24 & 26: Resources and organizing structures; Tactics and repertoires

Gautney, Heather (2010) 'Antiauthoritarian Social Movements' in *Protest and Organization in the Alternative Globalization Era: NGOs Social Movements, and Political Parties* New York: Palgrave Macmillan pp. 111-139. ISBN 978-0-230-62024-7.

Verta Taylor, Katrina Kimport, Nella Van Kyke and Ellen Ann Anderson 2009 'Culture and mobilization: Tactical repertoires, Same-sex weddings, and the impact on gay activism' *American Sociological Review* 74 pp. 865-890.

May 1 & 3: Grievances and groupness; recruitment and participation

Chris Brickell 2008 'A Liberated Life' *Mates and Lovers*. Auckland: Godwit, Random House pp. 281-371.

Christine Dann (1985) *Up from under: Women and liberation in New Zealand 1970-1985* Wellington: Allen and Unwin New Zealand, pp. 1-27. ISBN 0-86861-570-6.

May 8 & 10: Framing and Emotion

Robert D. Benford and David A. Snow 2000 'Framing Process and Social Movements: An Overview and Assessment' *Annual Review of Sociology* 26, pp. 611-39.

Kari Marie Norgaard 2006 "'People want to protect themselves a little bit": Emotions, Denial and Social Movement Participation,' *Sociological Inquiry* 76(3) pp. 372-396.

Jeff Goodwin, James M. Jasper and Francesca Polletta 2000 'The Return of the Repressed: The Fall and Rise of Emotions in Social Movement Theory' *Mobilization: An International Journal* 5(1), pp. 65-83.

May 15 & 17: NGO of social movements/Protest avoidance and mass media

Alvarez, Sonia E. (2009) 'Beyond NGO-ization? Reflections from Latin America' *Development* 52(2) pp. 175-184.

Fabio Rojas (2007) *The Movement that Became an Institution Chapter 1 From Black Power to Black Studies: How a Radical Social Movement became an Academic Discipline*. Baltimore, Maryland Johns Hopkins University Press. Pp. 1-21. At <http://mypage.iu.edu/~frojas/pdf-blackpowerstudies.pdf>.

David Beland and Patrik Marier (2006) "Protest avoidance: Labour mobilization and social policy reform in France", *Mobilization: An international journal* 11(3): 377-391.

May 22 & 24: The impact of social movements

Jennifer Earl (2004) 'The cultural consequences of social movements' in David A. Snow, Sarah A. Soule, and Hanspeter Kriesi (eds) *The Blackwell companion to social movements*, Malden, MA: Blackwell Publishing, pp. 508-30. ISBN 0 631 22.

**May 29 & 31: Policing protest and the future of dissent?
Guest lecturer: Sandra Grey- May 31**

John A. Noakes, Brian V. Klocke & Patrick F. Gillham (2005): Whose Streets? Police and Protester Struggles over Space in Washington, DC, 29–30 September 2001, *Policing and Society*, 15:3, 235-254 To link to this article: <http://dx.doi.org/10.1080/10439460500168576>.

June 5 & 7 Student Presentations

PART C: COURSE REQUIREMENTS, LEARNING OBJECTIVES AND ASSESSMENT

MANDATORY COURSE REQUIREMENTS

Students must fulfill the following course requirements:

- a) completion of **two written assignments. 4000 words each.**
- b) deliver **two in-class presentations (5 minutes) about two different essay topics.**

LEARNING OBJECTIVES

This course will review sociological theories of social movements' emergence, tactics and strategies. We will also consider theories about why movements succeed or fail in their efforts to impact on social policy along with theories about how social movements contribute to social change. Students will conduct research on specific social movements using both primary and secondary sources.

Both the presentations and the essays assess student achievement of the learning objectives. Students passing the course should be able to:

- Explain important sociological theories of social movement emergence, operation and impact.
- Analyze specific social movement struggles in terms of theoretical concepts learned on the course.
- Understand when and how (or how not) collective action has impacted upon social policy decisions in specific locations, and/or upon social change.

COURSE ASSESSMENT

SOSC/SPOL 318 is entirely internally assessed:

Assessment	Weighting	Due Date
Presentation One	10%	Presentation dates: April 3 & 5
Essay One	40%	April 23, 4pm.
Presentation Two	10%	Presentation dates: May 29, June 5 & 7
Essay Two	40%	Monday 18 June 4pm.

Presentations

Sign up for presentations will be in class. Your Presentation should be accompanied by one or two PowerPoint slides. You only have to speak for about four minutes. You must e-mail the slide to carol.harrington@vuw.ac.nz the day before your presentation. The notes section of the slide should include a reference list and additional notes – you don't have to overcrowd your slide with text. Don't forget to put your name on the slide in the notes section.

Essays assignments

You are required to develop your own essay topics related to the learning objectives of the course (see above). More information will be given about this in class.

EXTENSIONS

Extensions must be applied for before the due date unless disaster strikes on the day (evidence will be required). Reasons for an extension include illness, bereavement or unusual and unexpected personal circumstances. For the second essay your exam timetable will be taken into account. Regular university or paid work commitments cannot be taken into account – you are expected to organize your time to manage this course along with your other work. Any requests for extension must be discussed with Carol Harrington. You may be asked to produce a medical certificate or other documentation.

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.

GRADES

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

Pass	A+	85% or over	Evidence of familiarity with relevant reading and sound understanding of concepts, plus individual interpretation and insights of a higher order. An A grade will not be achieved without such insight. Work well presented with logical structure and clarity of expression.
	A	80%-84%	
	A-	75%-79%	

B+	70-74%	As above, but less individual insight and preparation. High level of understanding exhibited. Assignment well presented.
B	65%-69%	
B-	60%-64%	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.

Appendix A 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.

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at 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.

Most statutes and policies are available at 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 (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.

Information for Māori Students:

www.victoria.ac.nz/st_services/slss/infofor/maoristudents.aspx or
www.victoria.ac.nz/st_services/tpa/index

Information for Pasifika students:

www.victoria.ac.nz/st_services/slss/infofor/pasifikastudents.aspx or
www.victoria.ac.nz/st_services/tpa/index

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>

PART E: COURSE READINGS

SET TEXTS

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

COURSE MATERIALS

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 13 February to 16 March 2012, 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.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available.

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

RECOMMENDED READINGS

Journals

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

Edited books/mongraphs

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Touraine, Alain (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

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

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

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

<http://union.org.nz/>

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

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

<http://www.laganz.org.nz/index.html>

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

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

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

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

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

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

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

APPENDIX A

REFERENCES

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

A study of organisational behaviour showed (Howat 1985) a link between...

Clerehan (1989) showed in her study...

In a study of gender differences ... (Mills 1988: 22).

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

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

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

REFERENCE LIST

All references directly cited the assignment should be listed on a separate page at the end of the assignment in alphabetical order by the author's surname.

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.

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: _____