

## **Criminology 702: Advanced Issues in Penology**

### **2020 Semester 2**

#### **CONTACT INFORMATION:**

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Lecturers:	Associate Professor Tamasailau (Sailau) Suaalii-Sauni Dr Susann Wiedlitzka
Email:	<a href="mailto:s.suaalii-sauni@auckland.ac.nz">s.suaalii-sauni@auckland.ac.nz</a> <a href="mailto:susann.wiedlitzka@auckland.ac.nz">susann.wiedlitzka@auckland.ac.nz</a>
Office:	Sailau: City Campus, Building 201, Room 931; Susann (online)
Class:	Thursdays, 1.00pm-4.00pm (NZST), Humanities Building 206, Room 210 for In-person on-campus classes; Online zoom address for online tutorials with Susann to be confirmed in Week 2 of classes.

## INTRODUCTION:

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CRIM 702  
30 Points

### Advanced Issues in Penology

A survey of issues in penology, describing and interpreting specific penal reform strategies in terms of their historical, social, political and economic context. An appreciation of the main themes within penology will allow a greater understanding of the role that punishment regimes play in society and specifically in the criminal justice system.

## COURSE OBJECTIVES:

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By the end of the course, a student should:

- Be familiar with several key penal reform strategies
- Develop a critical understanding of trends in punishment
- Understand some of the effects and changes in criminal justice systems related to communities and groups
- Be able to write an essay related to penology, combining academic research and critical analysis

This course examines several key contemporary issues in penology, through exploring penal reform strategies and research materials from New Zealand and internationally. This includes considering penal populism, the development of the ideas related to 'what works' and risk in correctional reforms. This course also discusses the role that punishment regimes play in society, communities and amongst groups and individuals other than prisoners. To do this, the course will examine the effects of imprisonment for prisoner's families. The course will examine the development of various contemporary penal policies that introduce greater community involvement, including a mixed economy of criminal justice by contracting prison provision and services for offenders to private and voluntary sector agencies. There will also be a consideration of the development of community level dispute resolution with the rise of informalism and restorative justice, both in terms of the potential empowerment and the development of social control.

## COURSE READINGS:

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There is no commercially published text to buy for this course, but there are weekly readings available on Canvas. **Note:** You are expected to do all assigned reading as well as independent reading; a list of suggested reading can be found below. You should read materials that correspond to your own research interests; the list below is not exhaustive but reflects the range of available material.

## CANVAS:

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We will use CANVAS e-learning for this course. The course outline, handouts, and supplementary materials will also be posted as possible. **Note:** This is not to be taken as a substitute for lecture attendance. **CANVAS may make this easier, but to pass this course you need to attend lectures regularly, participate in discussions, do assigned and independent readings, and complete the coursework.**

## ELECTRONIC COMMUNICATIONS POLICY:

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We will use only the University of Auckland email addresses to contact students, i.e. [abc123@aucklanduni.ac.nz](mailto:abc123@aucklanduni.ac.nz). Similarly, staff members will only respond to student emails sent from University of Auckland email addresses.

When sending email, please use your full name and ID number.

## ACADEMIC INTEGRITY:

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Using the work of others and claiming it as your own is called “plagiarism”. Even when you do not intend to cheat, submitting someone else’s work or ideas suggests that you have not grasped the material in a satisfactory way and normally results in low marks.

You will be asked to sign an honour statement, attesting that the work submitted is your own and (for the essay) certifying that you have not exceeded the word limit.

**Note:** Cheating will not be tolerated in any form. If you are caught cheating, you will fail the assignment and/or the course and may be referred to the department and/or university for disciplinary sanctions. Plagiarism is cheating. If you are unclear about when or how to cite other people’s works or concepts, PAY CLOSE ATTENTION to the referencing guide attached to this course outline. Remember, when citing or attributing other people’s works or ideas, it is ALWAYS better to err on the side of caution. Also, the University Education Committee requires the following statement to be brought to students’ attention:

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the world-wide web. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review.

## COURSE ASSESSMENT:

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This course is assessed through three measures:

Essay 1: 30%

Essay 2: 50%

Presentation: 20%

**Essay 1 (30%) Word count: 3500 Word limit (including reference list). Due Monday, 7 September 9.00am. Submit to Arts assignments and to CANVAS.**

Critically review a major book, institutional report, or work in penology, with attention to specific theories, approaches and examples of penal policy and practice that are referred to. The books for review are to be finalised by the second week, and only these may be reviewed. **This will be discussed in the first class. See Canvas for full details of requirements.**

**Note: you can continue the same topic as the book/report/work reviewed for Essay 1 for Essay 2 or you can choose an entirely different topic for Essay 2.**

**Essay 2 (50%): Due Monday 19 October 9.00am.** You are required to submit a **6,000** word limit (including reference list) essay on an aspect of one the course subjects. This is an essay, and the goal is for you to write a piece of publishable quality. The topic is yours to choose, but your topic must be approved by us (Sailau and Susann). The number of references should be sufficient to support your argument. It will be necessary to do independent analysis to write your piece. This means being able to appropriately position yourself and your voice in your analysis of the issues raised in your essay and in relation to key arguments raised by authors in the literature. Reading articles from criminology journals is good preparation for this assignment; we will also discuss the writing of the essay in class. **Topic approval by week 4.**

**Seminar Discussion Presentation (20%):** You will be assessed on leading a 30-minute in-class seminar discussion presentation on a topic relevant to the lecture topic areas of Weeks 6 to Week 12. You are encouraged to become an expert on your chosen topic area or sub-topic area and to consider a topic area that aligns with your chosen topic area for Essay 2. In this presentation you will speak to **the week's readings for that topic area and other relevant academic sources you find useful and interesting.**

Most presenters will find it useful to use powerpoint or other visual displays. You will need to submit a copy of both the powerpoint presentation and a **brief written summary of the presentation** with references on the day of the presentation (up to 1000 word limit, references included). (Have these ready at the presentation).

The presentation must keep to the time limit, and please limit the use of notes when presenting. The presentation should encourage class discussion around the topic. Some discussion on guidelines for the presentation will be held in class in Weeks 1 and 2.

Presentations begin Week 6.

### **Essay writing support links:**

Some of the following links may be helpful in writing the essays:

<http://www.library.auckland.ac.nz/subjects/socio/socsubj.htm>

University of Auckland Library: Resources for Sociology and Criminology (well worth a look)

<http://cad.auckland.ac.nz/index.php?p=slc>

University of Auckland Student Learning Centre

<http://www.aresearchguide.com/1steps.html>

A research guide for students

<http://www.crlsresearchguide.org/>

Basic steps in the research process

*Turning in your work:* All assignments must be typewritten or produced on a computer printer. Please double-space your work, and provide an adequate margin for marker comments. *Deadlines count!*

#### **SUBMITTING WORK LATE**

Please try your hardest to meet coursework deadlines. Extensions are possible if, for example, you or a family member falls ill, or some other circumstance beyond your control prevents you from completing your work.

You can apply for an extension by contacting the lecturers via email ([s.suaalii-sauni@auckland.ac.nz](mailto:s.suaalii-sauni@auckland.ac.nz); [susann.wiedlitzka@auckland.ac.nz](mailto:susann.wiedlitzka@auckland.ac.nz)) or during office hours. You may need to provide supporting information, like a doctor's or counsellor's certificate, but the important thing is to get in contact.

Late submission of coursework is possible without an extension, so long as you are ready to accept a penalty by losing marks. Late penalties help ensure fairness, otherwise some students would have more time to complete work than others.

The penalties for submitting work late when you do not have an extension are 2% per day, with no coursework being accepted if more than 7 days late.

Everyone confronts difficulties at some point. So please talk to or email me if you are experiencing troubles finishing or submitting coursework. I will work with you wherever possible and, of course, it is better to get an assignment in than not at all (even if it is incomplete).

#### **WHERE TO GO FOR HELP**

Your wellbeing comes first and, if you need advice or support, you are welcome to talk to me. Moreover, the University has a range of support services for students that can be accessed here:

<https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/student-health-counselling.html>

The university provides ongoing support for students with visible and invisible impairments. Information about that support is available here:

<https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/students-with-disabilities.html>

If you need to apply for an aegrotat or compassionate consideration for a test, the relevant information can be found here:

<https://www.auckland.ac.nz/en/students/academic-information/exams-and-final-results/during-exams/aegrotat-and-compassionate-consideration/compassionate-consideration-for-written-tests.html>

If you need to apply for an aegrotat or compassionate consideration for an exam, the relevant information can be found here:

<https://www.auckland.ac.nz/en/students/academic-information/exams-and-final-results/during-exams/aegrotat-and-compassionate-consideration.html>

#### Grades/Marks Schedule:

*A: Excellent.* Coursework based on wide reading (properly acknowledged through referencing and bibliography) that shows excellent knowledge and understanding of the subject matter. These offer well-constructed arguments and show a clear grasp of the major issues. Outstanding work also exhibit independent and creative thinking and individual flair in expressing complex ideas. They observe the conventions of prose and presentation style appropriate to academic work.

*B: Good/competent.* Coursework which is clearly structured and where the well-supported argument leads to a logical conclusion. They are based on adequate reading (properly acknowledged through referencing and bibliography) and a good to strong grasp of the major issues raised in the readings. Their meaning is clearly expressed in clear prose or presentation.

*C: Satisfactory.* Coursework which show a reasonable knowledge of the subject matter and attempt to answer the question, or demonstrate knowledge but display one or more of the following faults: inadequate reading, misunderstanding of the sources, confused argument and/or structure, weakness of expression or presentation, or inadequate attention to referencing and bibliography.

*D: Fail.* Coursework that display serious failings in one or more of these of the following faults: inadequate reading, misunderstanding of the sources, confused argument and/or structure, weakness of expression or presentation, or inadequate attention to referencing and bibliography.

#### Marks Schedule

A+	high first	90-100
A	clear first	85-89
A-	bare first	80-84
B+	high second	75-79
B	clear second	70-74
B-	bare second	65-69
C+	sound pass	60-64
C	pass	55-59

C-	marginal pass	50-54
D+	marginal fail	45-49
D	clear fail	40-44
D-	poor fail	0-39

#### *Turning in your essay:*

Under the new process, students will use the generic university assignment tracking (cover) sheet, located in **CANVAS**, and submit their assignments to the **ARTS assignment centre**. See attached information at the end on coversheets. Please ensure that your essay is handed in on time. **Late essays will attract penalties**. Extensions are only given for medical or compassionate reasons and will require documentation. Extension should be requested prior to the due date.

### Turnitin



This paper uses the Turnitin electronic plagiarism detection service. This means that you will have to submit an electronic version of your research assignment to Turnitin as well as submit a hardcopy to me. Plagiarism continues to be a significant issue at universities world-wide. This service helps to safeguard the value of your degree.

#### **What is Turnitin?**

Turnitin.com is an electronic plagiarism detection service that is used by dozens of universities world-wide. When a student's assignment is turned in to the system it is matched against millions of internet pages, databases and a constantly increasing database of all previously and concurrently submitted assignments. Teaching staff receive a report from Turnitin that can be used as a resource to assist staff in making a judgement as to whether a student's work is plagiarised.

#### **Understanding the issues surrounding plagiarism**

Before you submit your assignment to Turnitin you will want to ensure that you have not plagiarised any text in your assignment. The best way to do this is to know what plagiarism is, know how to cite and reference correctly and how to paraphrase. There are many avenues for you to approach to learn correct referencing techniques.

1. Your first port of call is your lecturer, course co-ordinator and/or your tutor
2. Consult the University's 'Guidelines: Conduct of Coursework' at <http://www2.auckland.ac.nz/teaching and learning/> see The Students/Plagiarism and Cheating

section.

3. The Student Learning Centre (SLC) located in the Kate Edgar Information Commons and at [www.slc.auckland.ac.nz](http://www.slc.auckland.ac.nz) has both hard copies and on-line resources outlining correct referencing and offers various workshops on referencing
4. <http://www.plagiarism.org/> provides a definition of plagiarism and numerous self-help tips on correctly citing and quoting work, paraphrasing and referencing.

#### **ASSESSMENT PROCEDURE:**

All marks in 4<sup>th</sup> year courses (i.e. 700 coded courses) should be considered provisional until they are finalised through the assessment procedure held at the end of each semester.

The role of the assessor is to look across the 4th year programme each semester and ensure that there has been consistency in marking both within and between courses. The assessor is a senior academic from an appropriate discipline (either Sociology or Criminology). The assessor is guided in her/his reading of assignments by the examiners and engages in a discussion with them about each course and about the programme as a whole at a final examiner's meeting. The grades of individual students' or assignments may be changed but only after full and rigorous discussion.

This assessment process is an important means by which we can ensure our 4th year programme meets discipline standards. It is not singular to the 4th year, as undergraduate courses are also assessed (by a staff member within the Department who has not been involved in teaching the particular course). MA and PhD theses, of course, are examined by external examiners and have similar assessment processes built in to ensure that any discrepancies between examiners about a grade are overcome. Such assessment processes ensure that our programmes - and the degrees that students gain from them - meet international standards regarding rigour and professionalism.



## **COURSE TOPICS AND SCHEDULE:**

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This year this course is co-taught by Dr Tamasailau (Sailau) Suaalii-Sauni and Dr Susann Wiedlitzka. They will alternate in leading different weeks as noted below. Sailau will be present for the classes she's leading. Susann will provide video-recordings of lecture material for relevant lecture weeks and will arrange online meetings with students as well.

### **Week 1: Sailau (in class)** **Introduction to the course**

Themes and assignments

Review of key debates in penology

Thinking about correctional and criminal justice reforms

Cadavino, M (2010) Penology. in McLaughlin, E., & Newburn, Tim. (eds). *The SAGE handbook of criminological theory*. Los Angeles: SAGE

Cohen, S. (1983) 'Social Control Talk: Telling Stories about Correctional Change', in David Garland and Peter Young (eds) *The Power to Punish*. London Heinemann. pp. 101-129

Tonry, M (2007) Determinants of Penal Policies *Crime and Justice*, Vol. 36, No. 1, Crime, Punishment, and Politics in a Comparative Perspective pp. 1-48

### **Week 2: Sailau (in class)** **Penal populism**

Pratt, J (2008). When Penal Populism Stops: Legitimacy, Scandal and the Power to Punish in New Zealand. *Australian and New Zealand Journal of Criminology, The*, 41(3), 364-383.

Matthews, R (2005). The Myth of Punitiveness. *Theoretical Criminology*, 9(2), 175-201.

### **Week 3: Susann (online)** **Special topic focus: Punishing hate crimes**

Iganski, P (1999). Why make 'hate' a crime? *Critical Social Policy*, 19(3), 386-395.

Mason, G, & Macintosh, K. (2014). Hate crime sentencing laws in New Zealand and Australia: Is there difference. *New Zealand Law Review*, 2014(4), 647-680.

Walters, MA, Owusu-Bempah, A, and Wiedlitzka, S (2018) Hate crime and the "justice gap": the case for law reform. *Criminal Law Review*, 12, 961-986.

#### **Week 4: Susann (online)**

##### **What works?**

McNeill, Fergus (2009). "What works and what's just?" *European Journal of Probation*, 1:1 pp21-40.

Wodahl E and Garland B (2009) The evolution of community corrections: The enduring influence of the prison. *Prison Journal* 89: 81S–104S.

Sarre, R. (2001). Beyond 'What Works?' A 25-year Jubilee Retrospective of Robert Martinsons Famous Article. *Australian & New Zealand Journal of Criminology*, 34(1), 38–46.

#### **Week 5: Sailau (in class)**

##### **Correctional Reforms and Informalism**

Jackson, M. (1987). *The Māori and the Criminal Justice System: He Whaipaanga Hou: A New Perspective Part 1*. Wellington: Department of Justice. Accessible from <https://www.ncjrs.gov/pdffiles1/Digitization/108675NCJRS.pdf>

Matthews, R (1988). "Reassessing Informal Justice." In R Matthews. (ed). *Informal Justice*, London: Sage pp1-24

Waitangi Tribunal (2017). *Tū Mai te Rangi! Report on the Crown and Disproportionate Reoffending Rates WAI 2540*.  
[https://forms.justice.govt.nz/search/Documents/WT/WT\\_DOC\\_121273708/Tu%20Mai%20Te%20Rangi%20W.pdf](https://forms.justice.govt.nz/search/Documents/WT/WT_DOC_121273708/Tu%20Mai%20Te%20Rangi%20W.pdf)

#### **Week 6: Susann (online)**

##### **Women and justice policy**

Goldingay, Sophie. (2012) "'Without fists': age-mixing and its influence on safety and criminal contamination in women's prisons." *Youth Studies Australia*

Dalley, B. (1993). Prisons without Men: The Development of a Separate Women's Prison in New Zealand, *New Zealand Journal of History* 27:1 37-60 .

George, L. et al. (2014) Narratives of suffering and hope: Historical trauma and contemporary rebuilding for Maori women with experiences of incarceration. *MAI Journal* 3:3 pp183-196.

### **Week 7: Susann (online)**

#### **Prisoner families**

Comfort, M. 2007. Punishment beyond the legal offender. *Annual Review of Law and Social Sciences*, 3: 271-96.

Murray, J 2007 The cycle of punishment: social exclusion of prisoners and their children. *Criminology and Criminal Justice*, 7 (1):55-81

National Health Committee. (2009) *The Health of Prisoners' Families*, Wellington: Ministry of Health.

### **Week 8: Sailau (in class)**

#### **Correctional reforms - Māori & Pasifika**

Suaalii-Sauni, T. et al. (In press: 2021). 'Maori rangatahi, Samoan talavou and Youth Justice'. In. *The Aotearoa Handbook of Criminology*. (Eds. Stanley, E., de Froideville, S.M., and Bradley, T.). Auckland: Auckland University Press.

Te Uepū Hāpai i te Ora (Safe and Effective Justice Advisory Group) (2019) He Waka Roimata  
[https://www.safeandeffectivejustice.govt.nz/assets/Uploads/7efb12cccb/teuepureport\\_hewakaroimata\\_2.pdf](https://www.safeandeffectivejustice.govt.nz/assets/Uploads/7efb12cccb/teuepureport_hewakaroimata_2.pdf)

Tauri, J.M. and Webb, R. 2012. A Critical Appraisal of Responses to Māori Offending. *The International Indigenous Policy Journal* 3(4), pp. 1-16. DOI 10.18584/iipj.2012.3.4.5

### **Week 9: Susann (online)**

#### **Community justice and Informalism**

Tauri, J. and Webb, R. (2011). 'The Waitangi Tribunal and the regulation of Māori protest'. *New Zealand Sociology*, 25: 3, pp.21-41.

Christie, N. (1977). Conflicts as property. *British Journal of Criminology*, 17(1), 1-15

### **Week 10: Susann (online)**

#### **Court alternatives – Problem solving**

Tauri, J. (2014). An indigenous commentary on the globalisation of restorative justice. *British Journal of Community Justice*, 12(2), 35.

Richardson, E., Thom, K., & McKenna, B. (2013). The Evolution of Problem-Solving Courts in Australia and New Zealand: A Trans-Tasman Comparative Perspective. In L. R. Wiener & M. E. Brank (Eds.),

*Problem Solving Courts: Social Science and Legal Perspectives* (pp. 185-210). New York, NY: Springer New York.

### **Week 11: Sailau (in class)**

#### **Youth and Offending**

Tunufa'i, L. (2017) Samoan Youth Crime. In: Deckert A., Sarre R. (eds) *The Palgrave Handbook of Australian and New Zealand Criminology, Crime and Justice*. Palgrave Macmillan, Cham [https://doi-org.ezproxy.auckland.ac.nz/10.1007/978-3-319-55747-2\\_12](https://doi-org.ezproxy.auckland.ac.nz/10.1007/978-3-319-55747-2_12)

Braithwaite, J. and Mugford, S. (1994). 'Conditions of successful reintegration ceremonies: dealing with juvenile offenders', *British Journal of Criminology*, 32: 2, pp.139-171.

### **Week 12: Sailau & Susann (in class)**

#### **Summary Class**

Remaining Presentations

Summary Comments

#### **COURSE GRIEVANCE POLICY:**

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The University's Student Charter and Grievance policy can be found at the following website.  
<http://www.auckland.ac.nz/uoa/cs-student-charter>

#### **STUDENT SUPPORT SERVICES:**

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**The Student Learning Centre (SLC)** ([www.slc.auckland.ac.nz](http://www.slc.auckland.ac.nz)) offers help to students in developing effective academic learning and performance skills, and helps those who encounter difficulties in their studies. The Student Learning Centre caters for all students and all their study needs.

- It is located on Level 3 of the Kate Edger Student Information Commons
- Offers courses and individual consultations on how to perform at your best at university
- For all students from 1st year to doctoral level
- Covers everything from conversation skills and essay writing, to reading and thesis writing
- REAL Programme (Results for English as an Additional Language for students)
- LEX - (Language Exchange) Programme
- Open Mondays to Fridays 9am - 5pm

The **English Language Self Access Centre (ELSAC)** ([www.elsac.auckland.ac.nz](http://www.elsac.auckland.ac.nz)) offers students effective English language support in an electronic learning environment.

- It is located in the Kate Edger Student Information Commons on Level 1 opposite the University Bookshop
- It is open 5 days a week to help you improve your English
- You can meet with a personal language advisor who will give you advice on the best way to learn English
- You can use the 1000+ language learning materials in your own time
- There are group activities and workshops to give you further practice
- ELSAC is free to university students

The **Department of Applied Language Studies and Linguistics** ([www.arts.auckland.ac.nz/dalsl](http://www.arts.auckland.ac.nz/dalsl)) offers credit courses for students for whom English is an additional language that can help with Academic English Writing, Listening and Speaking.

The **Tuakana Arts Programme** provides support for Māori, Pacific and other students who would like assistance with study habits, essays writing and exam preparation through a peer mentoring arrangement. The Tuakana mentors for Sociology have offices in the Sociology Department, 9th Floor HSB. Drop by or listen out in lectures for information about how to join the Tuakana programme.

## Referencing

- Read the Sociology department guidelines below – they may be different to what are required in other departments!
- Reference EVERY main point – this means usually at least one reference per paragraph.
- Include only sources cited in your reference list at the end of your essay – this means if you read a book but do not have an in-text reference in the main text of your essay, do not include it in your reference list.
- Include only author SURNAME, publication date and page number in in-text references – all other details must be included in the reference list. NEVER refer to an author by their first name only!
- References are better kept together, not split.
  - NOT Manning indicates that the debate about indigeneity is “contestable, constrained and contradictory” (Manning 1987, 12)
  - NOR Manning indicates that the debate about indigeneity is “contestable, constrained and contradictory” (1987, 12)
  - BUT Manning (1987, 12) indicates that the debate about indigeneity is “contestable, constrained and contradictory”.

## Quoting

- Avoid excessive quoting - paraphrase (i.e. write in your own words) wherever possible but do not forget to reference the idea!
- Avoid long quotes; choose only the most important piece of the quote.
- Do not include quotes in your conclusion.
- If you MUST quote, introduce and explain quotes, indicating how they further your argument.

**Note:** Do not start or end your paragraphs with a quote. This is lazy writing.

## Academic style

Essays must be written in a formal, academic style. This requires that you:

- Organise key points into paragraphs, each beginning with an introductory sentence
- Avoid apostrophes
  - o not 1950's but 1950s
  - o never use contractions (e.g. don't)
- Avoid abbreviations (e.g. NZ) or colloquial/slang language
- Avoid incomplete, fragmented sentences (i.e. ones that do not have noun AND verb)

Some of the following links may be helpful in writing the research essay:

<http://www.library.auckland.ac.nz/subjects/socio/socsubj.htm>

University of Auckland Library: Resources for Sociology and Criminology (well worth a look)

<http://cad.auckland.ac.nz/index.php?p=slc>

University of Auckland Student Learning Centre

<http://www.aresearchguide.com/1steps.html>

A research guide for students

<http://lklivingston.tripod.com/essay/>

Basic guide to essay writing

<http://owl.english.purdue.edu/>

Purdue online writing lab

<http://www.crlsresearchguide.org/>

Basic steps in the research process

## SOCIOLOGY REFERENCE GUIDE:

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### Introduction:

Typically, academic writing draws upon pre-existing ideas and texts to develop a new, and sometimes innovative, response to a particular question or problem. In contrast to how journalists approach this task, academic writers are required to carefully reference the texts - book chapters, journal and newspaper articles, videos, websites or personal communications - that they have used during the process of writing an essay or article.

Reasons for referencing:

- To acknowledge your use of other people's ideas
- To enable readers of your work to locate the material on which you have drawn
- To show that you are presenting more than your personal opinions through the provision of supporting evidence.

## **When do you need to reference?**

In short, the answer is this: all statements, opinions, conclusions etc., taken from another writer's work should be acknowledged, whether the work is directly quoted, paraphrased or summarised. If in doubt, it is better to err on the side of acknowledging the use of a source than face possible charges of plagiarism. Plagiarism consists of presenting the ideas of another as one's own (for a detailed discussion of plagiarism see department handbook).

### **Two-step referencing process:**

In the system outlined below (adapted from the Chicago Manual of Style, 1993) there are two steps to take in referencing your sources: an in-text citation and an alphabetically ordered bibliography.

### **Citations in the text:**

In-text citations are comprised of the author's name, the year of publication and (where appropriate) the page. The term 'author' can also mean an editor or organisation. The in-text reference should appear in parentheses at the least disruptive point in the sentence, which is often at the end.

- Page numbers are necessary when you have directly quoted material or when the idea you have summarised or paraphrased is located on a specific page in the text.
- When the ideas you have summarised or paraphrased are spread throughout an author's work, page numbers are not required.

Short quotes of one or two sentences can be included within the body of your essay and are encased by quotation marks. Longer quotes should be separated from the body of your essay by indenting the quote and leaving a single line between your writing and the quoted material. Quotation marks are unnecessary for longer quotes.

If you are citing more than one source in support of a particular claim, then these sources should be organised by date and then alphabetically.

### **Single author:**

In a study by Kimmel (1996, 23) on masculinity in the United States...

In a study on masculinity in the United States ... (Kimmel 1996, 23).

### **Two to three authors:**

Abbott and Wallace (1997, 127) argue that...

It was recently argued that contemporary sociology has been greatly enriched as a discipline by feminist scholarship (Abbott & Wallace 1997, 127).

### **More than three authors:**

Dei et al. (2000) conclude that...

In a recent book (Dei et al. 2000) on the global status of indigenous knowledges...

### **Secondary sources (i.e. author cited in another author's work):**

Rosemary Crompton suggests that sociologists use the concept of 'class' in four distinct ways (cited Abbott & Wallace 1997, 55).

The concept of 'class' has at least four distinct meanings for sociologists (Crompton, cited Abbott & Wallace 1997, 55).

### **Bibliography:**

The full details of all of the references mentioned in the body of an essay are listed at the end in a bibliography. A bibliographical reference should contain sufficient information in order for someone to be able to trace the item in a library.

Only the first letter of the main title, the subtitle, and any proper nouns in the title of books and articles are capitalised. Periodical titles use capitals for each word, except articles (such as 'a' or 'the'), prepositions ('of', 'with'), and conjunctions ('and', 'but') (unless the title begins with one of these words).

If you have cited more than one document from the same author these should be ordered by date, with the earliest first, and differentiated by letters if more than one was published in the same year (e.g., 1996a, 1996b).

Finally, it is very important to be consistent and accurate when citing references. The same set of rules should be followed every time you cite a reference.

### **BOOKS**

Surname, First Name. Year. *Title*. Edition (if later than first). Place of publication: Name of publisher.

#### **A book by one author:**

Kimmel, Michael. 1996. *Manhood in America: A cultural history*. New York: Free Press.

#### **A book by two to three authors:**

Abbot, Pamela and Clair Wallace. 1997. *An introduction to sociology: Feminist perspectives*. 2nd ed. London & New York: Routledge.

#### **An edited collection:**

Dei, George J. Sefa, Budd L. Hall and Dorothy Goldin-Rosenburg, eds. 2000. *Indigenous knowledges in global contexts: Multiple readings of our world*. Toronto & Buffalo: University of Toronto Press.

#### **A translated book:**

Foucault, Michel. 1972. *The archaeology of knowledge*. Trans. A. M. Sheridan Smith. New York: Pantheon Books.

#### **A book written by a corporate author (e.g., a government department):**

National Advisory Council on the Employment of Women and the Dept. of Labour. 1999. *Childcare, families and work: The New Zealand childcare survey 1998*. Wellington: New Zealand.

#### **A chapter in a book:**

Flax, Jane. 1992. The end of innocence. In *Feminists theorize the political*, eds. Judith Butler and Joan W. Scott. New York & London: Routledge.



## JOURNAL ARTICLES

Surname, First Name. Year. Article title. *Journal title* Volume number (issue number): first-last pages.

Example:

Anthias, Floya. 1998. Rethinking social divisions: Some notes towards a theoretical framework. *The Sociological Review* 46(3): 505-535.

## OTHER SOURCES

### A conference paper:

Dempsey, Ken. 1998. Men and women's power relationships and the persisting inequitable division of housework. Paper presented to *Changing families, Changing futures, 6th Australian Institute of Family Studies Conference* Melbourne, 25-27th November.

### A dissertation or thesis:

Vares, Tiina. 2000. *Reading film and doing talk: The pleasures, dangers and possibilities of women as 'violent subjects'*.

Ph.D thesis, University of Canterbury, Christchurch, NZ.

### A popular magazine

Russell, Marcia. 2000. Coming out even. *Grace*, October, 62-66.

### A newspaper article:

Calder, Peter and Jan Corbett. 1999. The new Dad's army on the march. *Weekend Herald*, 19-20th June, A15.

(If no author is given, then you can simply provide the title, date, newspaper and page).

## ELECTRONIC RESOURCES

### World Wide Web Site:

Surname, First Name. Date. *Document title*. Available from [Accessed date].

Example:

Van Dijk, Teun A. July 1998. *New(s) racism: A discourse analytical approach*. Available from <http://www.hum.uva.nl/~teun/racpress.htm> [Accessed 18 June 2001].

### Full text journal article from an electronic database:

Surname, First Name. Year. Document title. *Journal Title* Volume (issue): pages. Database/Accession number [Accessed date].

Example:

Mac an Ghaill, Mairtin. 2000. Rethinking (male) gendered sexualities. *The Journal of Men's Studies* 8(2): 195-212. Expanded Academic/A59269942 [Accessed 15 June 2001].

### Article in an electronic journal.

Surname, First name. Year. Document title. *Journal title* Volume (Issue): pages or paragraphs. Available from. [Accessed date].

Example:

Brearily, Laura. 2000. Exploring voice in an academic context. *The Qualitative Report* 5(3 & 4). Available from <http://www.nova.edu/ssss/QR/QR5-3/brearily.html>. [Accessed 15 June 2001].

**On-line newspaper article:**

Surname, First name. Year. Name of news item. Newspaper, Day Month Available from. [Accessed date].

Example:

Bridgeman, Shelley. 2000. Dialogue: Property Laws Need to Respect Right to Choose. *The New Zealand Herald*, 5 June. Available from <http://www.nzherald.co.nz> [Accessed 1 September 2000].

**E-mail:**

Surname, First name of sender (e-mail address of sender). Date. *Subject line*. Personal e-mail to recipient's name (recipient's e-mail address).

Example:

Sinclair, Debbie ([dsinclair@hotmail.com](mailto:dsinclair@hotmail.com)). 12 November 2001. *Outsiders*. Personal e-mail to Christopher Jenkins ([cjenkins@auckland.ac.nz](mailto:cjenkins@auckland.ac.nz)).

**E-mail discussion group:**

Surname, First name. Date. Subject line from posting on *List name* [e-mail discussion list] Available from [Accessed date].

Example:

Williams, Nathan. 21 June 2001. ISI Web of science service for UK education on *CHEST-WOS* [e-mail discussion list]. Available from [chest-wos@jiscmail.ac.uk](mailto:chest-wos@jiscmail.ac.uk) [Accessed June 21 2001].