

## **Department of Anthropology**

### **Guide to Essay Writing**

Updated April 2016.

#### **General approach**

Essays allow scope for independent thought and research, helping students to develop skills in organization, analysis and logical argument. In writing essays, you are encouraged to make informed judgments, backed up with appropriate evidence. It is insufficient to summarise course material or copy passages directly from books, articles or the Internet. Nor is it sufficient to present ‘common knowledge’ or rely on the claims, opinions or experiences of family, friends or acquaintances.

#### **Answering the Question**

In preparing to write your essay, first make sure you understand the question and how it relates to course material. Then make sure you answer the question as set or approved by the course convenor, fulfilling the requirements or following the guidelines provided in your course material. This means following the instructions in the essay handout, using your lecture notes, and doing the relevant reading and research. Do not begin to write without proper planning and preparation. Picking up on a single word from the topic—say, ‘witchcraft’—and simply setting down all that you can find out about that topic will attract a poor grade, as will ‘raving’ about a limited aspect of the topic.

#### **Organisation and structure**

In most cases an essay should contain a basic point or thesis. Essays should be well rounded and present balanced arguments that work towards the thesis. Note that ‘argument’ here does not mean a conflict, but a persuasive line of reasoning, which

should lead to a definite conclusion. Most essays call for a good clear introductory paragraph or section, which sets out the dimensions of the topic and the way you intend to handle it. This should be followed by the body of your argument, step by step, each supported by evidence. Your arguments should be arranged in a logical and persuasive manner, allowing the reader to follow your thought processes with ease. Make sure that the relationship between one idea and the next is made clear. The conclusion is your chance to draw all of your arguments together to state the answers, as outlined in your introduction, to your research questions.

Essays should have properly structured paragraphs. A paragraph begins with a topic sentence that introduces the main idea and ends with a concluding sentence that also provides a transition to the following paragraph. Each paragraph should be indented before the first word of the first line, except after a heading. Do not leave a blank line between paragraphs. Because paragraphs contain linked ideas and the necessary supporting information, they should be longer than a single sentence.

The Grade Descriptors for Coursework in the Anthropology Department are appended at the end of this Guide. Do use them to check the quality of your coursework before handing it in.

### **Grammar and Style**

An essay is an example of formal writing, and proper grammar, including appropriate punctuation, is required. Spelling mistakes and gross grammatical errors are unacceptable. A well written essay will receive a higher mark than a poorly written essay containing the same information. The importance of editing your work cannot be overstated. This means printing out and critically reading your draft, looking for gaps in logic, choppy segments, unclear wording and errors in grammar, punctuation, spelling

and formatting. Expect to draft and redraft, editing and proofreading each one until you have a clean, polished, flowing essay.

With your written work you should aim to be clear and concise. Avoid ‘padding’ just to reach a desired length, overgeneralizations and ‘empty’ sentences, as well as grandiloquent, flowery or unnecessary language. Avoid abbreviations (e.g. ‘Nat. Sci.’) and contractions (e.g. ‘shouldn’t’). Make sure taxonomic names—e.g., ‘*Genus species*’—are italicised, as well as any non-English words that are not in common usage in the English language, including Māori words.

### **Help with Academic Problems**

If you are having trouble in academic areas such as preparing and structuring assignments, essay writing, written expression, spoken language, grammar, etc., the following campus services may be of assistance.

- **Student Learning Centre**

You can access a wide range of academic support services at the Student Learning Centre. They aim to facilitate the development of effective learning and performance skills in students and help those who encounter difficulties in their studies. They offer workshops, one-on-one consultation and drop-in hours with qualified and experienced tutors in many areas such as reading, concentration, time management, writing, punctuation, and oral skills. They have special programmes for Māori students and Pacific Islands students, as well as Language Exchange and Computer Skills Development programmes. Find them at:

Room 320, Kate Edger Information Commons <http://www.slc.auckland.ac.nz>

- **DELNA: Get your written or spoken English skills assessed**

If you struggle with your written English (grammar, syntax, spelling, punctuation,

etc.) or if English is not your first language, consider having your skills assessed through the DELNA programme. They can administer a test, free of charge, that will help you pinpoint the areas you need to work on in your written and spoken English and advise you on where you can get the help you need. Find them at: 18 Waterloo Quadrant, Level 9, Room 901 <http://www.delna.auckland.ac.nz>

#### • **Library Courses**

The university library offers an extensive array of workshops to help you learn to conduct library research and make maximum use of their resources. These are free of charge.

<http://www.library.auckland.ac.nz/instruct/>

#### **Policy on Sexist Language**

The Anthropology Department has a policy of avoiding sexist language. Use gender-neutral language except where you are specifically referring to males or females—in particular, this entails avoiding the use of masculine generics. For example: ‘man’ or ‘men’ should be used to refer only to the male sex or gender. ‘His’ refers to something to do with men, but not women and not men and women. To refer to all humans the

acceptable forms are 'humanity', 'humankind', 'human beings', 'humans', etc. Use 'he', 'his', 'him', etc. to refer to men, and 'she', 'her', etc. to refer to women. Use the plural neuter gender 'they' (even in singular cases) or 'he/she', 'his/her', etc. when you are referring to a situation involving men and women, or when gender is irrelevant or unclear. Marks will be deducted for using sexist language.

### **Formatting and Presentation**

All essays are expected to conform to the following formatting guidelines, unless your convenor specifies otherwise:

- Your essay must be typed using a standard 12-point font and double line spacing (not 1.5 line spacing).
- Use A4 paper. Set the left margin to 30 mm and the right margin to 25 mm. If your course convenor has supplied a cover sheet, you should use it; otherwise use the departmental cover sheet which is at the end of this document.
- Number your pages, beginning on the first page after your title page. Put your student ID number (but not your name) on each page.
- Staple your essay in the upper left corner prior to submission.
- Figures, such as maps or pictures, and tables, may be included, either embedded in the text (between paragraphs) or at the end of the essay. Any included figure or table should provide relevant information to the topic and be properly formatted. All figures and tables must be parenthetically referenced in the text, and labelled. If the figure or table is not original, its source (minimally, author and date) should be referenced in the caption.

**Submission**

Instructions about submission are on the writing assignment guidelines and in the course outline. Submission is electronic via CANVAS and must be by the due date and time. Late submissions are not accepted except in extraordinary circumstances supported by a medical certificate or other form of proof.

**Late Work and Extensions**

Acceptance of late work and penalties for late work are at the discretion of the course convenor. If late work is accepted, it will be marked down at a rate determined by the convenor out of fairness to other students who have handed theirs in on time. Read your course outline for the details.

Extensions for assignments are at the course convenor's discretion. Read your course outline for this information. If serious illness or other misfortune has impaired your performance on a written test, you may apply through the Examinations Office for a 'Written Test Aegrotat.'

**Plagiarism**

You must at all times strive to avoid plagiarism, which is the unacknowledged copying, paraphrasing or use of other people's ideas or other materials. It is essential that other people's words and ideas be acknowledged appropriately through referencing and citation. Plagiarism is regarded very seriously, whatever the source. A plagiarised assignment will be subject to the Faculty and University guidelines on cheating. Penalties may include not receiving course credits, fines, suspension from the university or even expulsion.

The University of Auckland regards it as the student's responsibility to know and

follow its regulations. Documents explaining university policy on Conduct of Coursework and Use of Third-Party Assistance in Undergraduate Work can be accessed at <https://www.auckland.ac.nz/en/about/the-university/how-university-works/policy-and-administration/teaching-and-learning/students/third-party-coursework.html>.

All students are expected to complete the Academic Integrity Module.

### **Documentation**

All of us make use of other people's ideas and writings in our essays. This is a sign of good scholarship. However, you must make it clear just whose ideas and writings you are using. This involves providing references within the text of your essay, as well as a Reference List at the end of the assignment providing full citations for works referenced in the text. These are explained in detail below. Many students initially have difficulty with referencing and citation. If you are unsure ask your tutor for help or visit the Student Learning Centre.

### ***In-Text Referencing***

References are incorporated into the text of your essay and identify the source of a particular idea, opinion, point of fact, paraphrase—anything that you take from other people should be acknowledged. References serve to mark off your own opinions from those of others, demonstrate that you can and do engage with scholarly material and allow a reader who has any doubts about what you have to say to check up on the sources.

Academic disciplines have different conventions about references. In the Department of Anthropology we use parenthetical in-text references, ie (author date) in the style of one of several leading anthropology journals (eg American Anthropologist,

Current Anthropology, JRAI, Ethnomusicology, American Journal of Human Biology or a standard style such as Chicago 15B). Most of these styles are available in the programme ENDNOTE or REFWORKS and details are available through the journals' homepages. You must provide within the text, in parentheses, the following information: the author's last name the year of publication: and—where possible—the page number where the piece of information was found. Be sure to use in-text referencing rather than footnote referencing. *Current Anthropology* (2008) style is illustrated in this document.

Lienhardt (1956) shows clearly the importance of belief systems and their effect on realms of social life. The cult of the Rain Queen among the Lovedu (Krige and Krige 1954) and the importance of shades among the Pondo (Hunter 1961) are examples of this. While it is clear how these beliefs help to maintain the respective societies, it does not necessarily illustrate Durkheim's contention that: "in worshipping God, [humans are] ... really worshipping [their] ... own social system" (Beattie 1966:221).

In this passage, the name of the writer and the year of publication of the reference are given in the text. This information usually appears in parentheses, although if the writer's name appears as part of the text only the year of publication appears in parentheses. The numbers following the date are the numbers of the page(s) on which the particular information is given. The date and page number(s) are separated by a colon. The words in square brackets have been inserted by the person quoting the paragraph.

You should always enclose in square brackets any material you add to the quote.



Usually this is done to amend the tense or singular/plural expression in order to ensure consistency with the surrounding text, or to clarify the subject matter of the quote. The ellipses (...) mark text that you omit. Use an ellipsis whenever you omit words from a work you are quoting. N.B.: An ellipsis consists of three, and only three, periods, irrespective of the amount of text omitted.

Note that the directly quoted material is enclosed in inverted commas to mark where it begins and ends. You must *always* do this when using other people's words, except when your quotation is more than about three lines in length. For long quotes like this, instead of quotation marks you should provide an offset quotation. Do this by giving the quotation a paragraph of its own, indented along its full length by 1cm on the left margin and, if you wish, on the right also. Some people also use one size smaller font and make such quotations single line spacing. These last two are optional. Do not enclose this paragraph in inverted commas.

Here is an example:

Watson has argued that in Kainantu Subdistrict in PNG, a kind of Lamarckian theory of cultural identity, whereby acquired traits are transmitted, predominates over ideas of genetic, or "blood", inheritance:

The indigenous inheritance is partly a question of parentage but is not fundamentally genetic. It is partly a question of tutelage but is not limited to verbal instruction. The ancestors' legacy is transmitted through growing up in a particular community (1990:34).

Watson is concerned with a situation in which local identities are maintained (etc.)

The indented paragraph is an extended quotation from Watson, 1990. Note that here Watson's name needs to be mentioned only once, since there are no other

references and no other material between the first time his work is cited.

If you are citing several publications from the same author and/or several authors in the same brackets, arrange them alphabetically then chronologically. Separate publications from the same author by commas and publications by different authors by semi-colons. See the example here (Beattie 1966, 1972; Leinhardt 1956, 1960).

You will have noted in the examples above that there are three basic formats in which references must be cited:

- a) Where you refer to the author directly in the text. In this case there is no need to repeat the author's name within the reference as well: Sahlins (1972:12) has commented that access to land, and not legal ownership of land, is of primary importance.
- b) Where you cite the author without directly referring to them in the text. In this case all reference material must be included within parentheses: Access to land, and not legal ownership of land, is deemed to be of primary importance (Sahlins 1972:12).
- c) Where you are summarising the author's whole argument. In this case there is no need to give a specific page number: Sahlins (1995) famously argued that Obeyesekere's account of Cook's death was replete with wishful thinking and reverse moralization.

In these examples you have informed the reader who the author is, which of this author's works you are citing (by giving the date of the publication), and, if relevant, the specific location within the work where the piece of information was found (by giving the page number after the colon).

### ***When to Include a Reference***

Many students have difficulty in knowing just when to cite references. The only real way to learn this is by reading and seeing how other writers have gone about the task.

When in doubt, provide a reference—overdoing it is far better than under referencing.

This includes material found on Web sites. Except for very common phrases, it is a good idea to treat any sequence of three or more words taken directly from another source as a quotation. In general, you should cite references in the following cases:

- a) When quoting directly from another author (i.e., when using their exact words).

For example:

Traditionally, the definition and description of ethnic groups as social categories has been an elusive task. ‘Questions have arisen as to whether *ethnic groups* should be categorised on the basis of cultural, organisational, political or social factors, or some synthesis of these’ (Robbins 1976:280, emphasis added). The problem has not yet been solved, but recent work....

Quotations must be *exact* and any changes should be clearly indicated either by square brackets as mentioned earlier or, if you change the formatting or punctuation, by a note to that effect in the parentheses, as in this example where you want to emphasize the words “ethnic groups”.

You should use direct quotes sparingly. As a general rule they should be used only when an author has phrased something particularly well, or when the actual *words* used are so important that the original meaning might be lost if you were to change them. Where you do use direct quotes, ensure that you incorporate the quote smoothly into surrounding text and make clear that you understand what the author meant by it.

- b) When paraphrasing—that is, closely following but not replicating an author’s

words.

Here is a quotation: “[t]he fourth characteristic is that, in a small stable community, anonymity is rare and racial others are everyday figures in the landscape” (Cowlshaw 2004:34).

Here is a paraphrase of the same material: a fourth feature is that in small stable communities, anonymity is unlikely and “racial others” people the landscape (Cowlshaw 2004:34).

In the second case, you must also provide page numbers because you are clearly not just taking the point from Cowlshaw but also the virtual form of your expression. Close paraphrases without precise references are regarded as efforts to claim other people’s words as your own.

- c) When giving facts, data or precise elements of someone’s analysis or argument. For example:

Among the Pondo a legal marriage cannot take place without the passage of cattle from the groom’s lineage to that of the bride (Hunter 1936:69).

- d) When summarising the arguments of other writers. For example:

While Poulantzas (1976) has emphasized the importance of class consciousness, it should also be remembered that one cannot...

***Citing a Citation or Quotation in another Author’s Work:***

If you are using the work of someone cited or quoted by a work you have consulted, you need to make this clear. In the body of your essay, reference as follows:

According to Boas (1928:11, quoted in Rabinow 1991:60) “a clear understanding of the principles of anthropology illuminates the social practices of our time...”.

You should also distinguish between works that are cited by another and works that are quoted by another. For example, if Rabinow used Boas's exact words, you should follow the format above. However, if Rabinow is paraphrasing Boas's words, you would cite it as follows:

According to Boas (1928, cited in Rabinow 1991), . . .

In the list of references (see below) you do not include Boas but you do include:

Rabinow, Paul, 1991. Resolutely late modern, in *Recapturing Anthropology: Working in the Present*, ed R. Fox, 59-72. Sante Fe: School of American Research Press.

### **Websites and Electronic Materials**

You should check with your course convenors whether it is acceptable to use web sites and blogs and what kinds of sites are acceptable. The quality and reliability of these is highly variable and the vast majority are not scholarly materials. Do note that Wikipedia and similar sites are often regarded as totally unacceptable by many course convenors.

If you are permitted to use such materials, you should be meticulous in your citations. You should save a copy of all web and blog pages you are citing because their content and locations change frequently and you may be called upon to demonstrate the source of your information, claims or quotations. It is insufficient to refer only to an organization's home page or a blogger's home page unless that is the particular page from which you are taking materials. In the text, reference either the author or the web or blog page you are using or, if those are unavailable, the brief title of that page. For example:

There is much contention about the antiquity of Wiccan practices (Wicca, 2004).

See the sample Reference List entries for electronic and internet materials below. Note that journals found on the General Library's databases are not treated as internet or www sources, even though they have an electronic address or stable URL.

### **The Reference List or Bibliography**

Since you have not given detailed information about the works you have referred to in the body of your essay, you must do so using a Reference List, placed after your essay's conclusion and appendices. Here you must give full citations for all the works you have referred to within the text, as follows:

- List ALL the works you have referred to in the body of your text and ONLY those you have referred to. Do not include any works that you have not referred to in your text.
- Arrange references alphabetically by author and chronologically (least recent first) for each author.
- Do not separate the references by type (e.g., do not separate books from journals). All source types should be integrated into a single list, with the exception of audio recordings and films/videos.
- All references should be formatted using the hanging indent format. Word processing programmes can format hanging indents for you. For example, in Word, select Format>Paragraph, and select hanging indent.
- Do not insert a blank line between references.
- Referencing software can help you format your Reference List automatically.
- A common one is ENDNOTE, which can be purchased for a small fee directly from the Information Commons.

- Titles of articles in journals are in lower case, except for the initial letter, proper nouns, and after a colon. Use standard headline-style capitalisation in book titles.
- *Italicise* book and journal titles, but not article and chapter titles.
- Theses are unpublished, so their titles should not be italicised.
- Avoid fancy formatting in your bibliography: do not number the entries, do not precede entries with bullets, do not use bold. Use normal text and italics as indicated in our examples; use underlining for URLs only
- Only include the information required and nothing more.

### **Style for the list of references**

In the Department of Anthropology we allow several recognised anthropological referencing styles. But for work in Biological Anthropology we use the style guide from the *American Journal of Human Biology* (based on APA):

Literature Cited. In the text, references to the literature should be cited by author's surname followed by year of publication. If more than two authors, use only lead author and "et al.":

... studies by Madrigal (1994) reveal ...  
 ... studies by Winkler and Kirchengast (1994) reveal ...  
 ... studies by Spurgeon et al. (1994) reveal ...  
 ... an earlier report (Smith, 1994) ...  
 ... earlier reports (Leonard and Robertson, 1994; Malina and Reyes, 1994) ...

When references are made to more than one paper by the same author published in the same year, they should be designated in the text as (Lampl, 1993a,b) and in the literature list as follows:

Lampl M. 1993a. Introduction: human growth patterns. *Am J Hum Biol* 5:601–602.  
 Lampl M. 1993b. Evidence of saltatory growth in infancy. *Am J Hum Biol* 5:641–652.

The literature list must be arranged alphabetically, not chronologically, by author's or authors' surname(s) in the following style: Author's name (or names), year of publication, complete title, volume, and inclusive pages as follows:

*Journal Article:*

Madrigal L. 1994. Twinning rates in admixed Costa Rican populations. *Am J Hum Biol* 6:215–218.

*Book:*

Felber J-P, Acheson KJ, Tappy L. 1993. From obesity to diabetes. New York: John Wiley & Sons, Inc. p 508.

*Book Chapter:*

McClain C, Stuart M, Kasarskis E, Humphries L. 1993. Zinc, appetite regulation, and eating disorders. In: Prasad AS, editor. *Essential and toxic trace elements in human health and disease: an update*. New York: Wiley-Liss. p 47–64

You must follow a standard anthropology format as you prepare your Reference List.

N.B.: We have used headings below to help you easily locate relevant formats. Do

NOT use such headings or separate your sources by type in your Reference List. We

have included examples of the most common items that you will be citing (In *Current*

*Anthropology style*). Occasionally you will need to cite something else. You can seek

your lecturer's or tutor's advice or check the journal on which you are modelling your

style – these are available online through the library.

***Articles in Journals, Magazines, etc.:***

*Model:*

Last Name, First Name [or Initial]. Year. Article title. *Journal Title* Vol#  
(Issue#):Pages.

*Examples:*

Firth, Raymond. 1954. Anuta and Tikopia: Symbiotic elements in social organization.  
*Journal of the Polynesian Society* 63(2):87–131.

Nonanka, Kay, B., J. Desjardins, H. Légaré, H. Charbonneau, and T. Miura. 1990.  
Effects of maternal birth season on birth seasonality in the Canadian population



during the seventeenth and eighteenth centuries. *Human Biology* 62 (5):701–17.

For electronic journals in html format only that provide paragraph rather than page

numbering, as above but Vol # (issue #): number of paragraphs.<sup>1</sup> E.g.,

Ballantyne, Tony. 2001. Race and the webs of empire: Aryanism from India to the Pacific. *Journal of Colonialism and Colonial History* 2(3): 46 p

### **Books**

#### *Model:*

Last Name, First Name [or Initial]. Year. *Book Title*. Edition [if not first]. Location: Publisher.

#### *Examples:*

Browner, Tara. 2002. *Heartbeat of the People: Music and Dance of the Northern Pow-wow*. Urbana: University of Illinois Press.

Firth, Raymond. 1967. *The Work of the Gods in Tikopia*. 2nd ed. London: Athlone Press.

### **Chapters in Edited Books**

#### *Model:*

Last Name, First Name [or Initial]. Year. Chapter title, in *Book Title*, ed Initial Last Name, Pages. Location: Publisher.

#### *Examples:*

Beaudry, Nicole. 1997. The challenges of human relations in ethnographic enquiry: Examples from Arctic and Subarctic fieldwork, in *Shadows in the Field: New Perspectives for Fieldwork in Ethnomusicology*, ed G. F. Barz and T. J. Cooley, 63–83. New York: Oxford University Press.

Green, Roger C. 1979. Lapita. In *The Prehistory of Polynesia*, ed J. D. Jennings, 27–60. Cambridge: Harvard University Press.

### **Theses**

#### *Model:*

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<sup>1</sup> Some electronic journals allow you to download articles in html as well as PDF format. You should always choose the latter because it guarantees consistency of pagination. HTML articles' pagination will differ depending on the standard paper size in your area (e.g., A4 vs quarto).

Last Name, First Name [or Initial]. Year. Thesis Title. Type of work. Location: Institution.

*Example:*

Best, Simon. 1984. Lakeba: A Prehistory of a Fijian Island. Unpublished PhD, Department of Anthropology. Auckland: The University of Auckland.

### ***Book Reviews***

*Model:*

Reviewer Last Name, Reviewer First Name [or Initial]. Year Of Review. Review of *Reviewed Work*, by First Name Last Name. *Journal Title* Vol# (Issue#):Pages.

*Example:*

Lewis, E. D. 2006. Review of *Timothy and the Ethnographic Film*, by Lene Pedersen. *American Anthropologist* 108(3):518–519.

### ***Web Sites and Electronic Materials***

Citations for electronic sources and Web sites are somewhat more flexible as circumstances may vary. Strive to provide as much information as possible, including the following: name of author, name of site, type of source, name of specific text or page, date of the work (if you can find one), date you accessed/downloaded the page (essential), URL. You should save a copy of all Web pages that you are citing, since Web content and page locations change frequently and you may be called upon to demonstrate the source of your information, claims or quotations.

If you are referring generally to an organisation's Web site it may be sufficient to refer to it within the text only and not include a full reference in the Reference List, but adequate referencing usually requires much more than this. You should only refer to the general website or the homepage when the relevant material is on that page.

Electronic articles accessed through the university's online databases, such as JSTOR are not Web sources so do not use their electronic address. List the electronic address only for web-based journals without standard journal information on specific issues only

### ***How to Cite Web pages, etc.***

#### ***Model:***

Author/s, Date of upload [check document properties for this], Title of specific pages you are using. *Title of overall site*. Type of resource. URL of the specific pages you are citing. Date of download

#### ***Examples:***

Education New Zealand [Web site]. International student numbers by sector and country of origin: 1998–2002. Accessed [or downloaded] 13 May 2006 at:  
[http://www.educationnz.org.nz/facts\\_stats/chart\\_1.pdf](http://www.educationnz.org.nz/facts_stats/chart_1.pdf)

Gilman, Bruce. Forró, the Northeast's uncouth sound that won Brazil's Southeast elite. *Brazzil Magazine* [Web site]. 24 April 2006. Accessed 25 September 2006 at:  
<http://www.brazzil.com/content/view/9585/78/>

Grace, Jocelyn. 2004. Sasak Women Negotiating Marriage, Polygyny and Divorce in Rural East Lombok. *Intersections: Gender, History and Agency in the Asian Context* (10):41 para. Online journal Accessed 29 March 2010:  
<http://www.she.murdoch.edu.au/intersections/issue10/grace.html> Downloaded 7th March 2008.

La Guayabita [blog]. Racial profiling on the NYC subway. Entry posted by user 'mbq' 18 February 2008. Accessed 20 February 2008 at:  
<http://laguayabita.blogspot.com/>

Oxford University Press. *Oxford English Dictionary: Third Edition*. 2002. CD-ROM.  
Tamakoshi-Zimmer, Laura, April 2002, Background. *Fieldwork: An Anthropologist in the Field*. Website. [www.melanesia.org/fieldwork/tamakoshi/default.htm](http://www.melanesia.org/fieldwork/tamakoshi/default.htm).  
Downloaded 13 August 05.

Walrond, Carl. Tokelauans. *Te Ara: The Encyclopedia of New Zealand* [online resource]. Uploaded 21 September 2007. Accessed 26 February 2008 at:  
<http://www.teara.govt.nz/NewZealanders/NewZealandPeoples/Tokelauans>

“Wicca”, 2004. An Overview. *Religious Tolerance.org*  
[http://www.religioustolerance.org/wic\\_intr.htm](http://www.religioustolerance.org/wic_intr.htm). Updated 25/3/05. Downloaded 10/3/08

### ***Personal Communications***

E-mail messages and personal communications are rarely listed in the reference list.

However, their provenance needs to be made clear in the text. Examples: 'In an e-mail message to the author (31 October 2005), John Doe revealed that...' 'In conversation with the author in October 2005, John Doe maintained that...' Note that these are not usual in student essays and you should check with your course convenor if you want to use them

### ***Audio Recordings***

#### *Model:*

Artist/Group [or Composer]. Track Title(s). *Album Title*, Company/Label Catalogue#. Artist [if composer listed above]. Year Of Issue (recorded [year of recording]). Country/location [if relevant]. Medium. Supplementary Materials.

#### *Examples:*

*Chinese Buddhist Music: Chinese Buddhist Ceremonies Recorded by John Levy*, Lyrichord Discs LYRCH222. 2004. Compact disc. Booklet (5 pp.) by Laurence Picken and John Levy.  
Loevendie, Theo, Ihsan Özgen, Guus Janssen, and M. van Duynhoven. *Inspirations: Rotterdam Concert*, Kalan Yapum CD035. 2005. Compact disc.  
Various Artists. *River of Song: A Musical Journey down the Mississippi*, Smithsonian Folkways Recordings SFW 40086. 1998. Two compact discs.

Audio recordings should be listed in a separate section entitled 'Discographical References', following the Reference List.

### ***Films***

#### *Model:*

Director's Last Name, First Name. *Film Title*. Medium. Distributor's Location: Distributor.

#### *Example:*

MacDougall, David, and Judith MacDougall. *Photo Wallahs: An Encounter with Photography in Mussoorie, A North Indian Hill Station*. VHS. Canberra: Ronin Films. 1996.

The titles of the films should be in the same form (e.g. italics) as the title of a book or journal. When citing them in-text, use the name(s) of the director(s) and the year, similar to a book—e.g., (Owen 1974), (MacDougall and MacDougall 1996). In the end matter, films should be listed in a separate section entitled ‘Filmography’, following the Reference List.

### ***Multiple Works by a Single Author***

Where a single author is listed for more than one title, the author’s name is replaced by a triple em dash, as below. References to the same author are placed in chronological order from earliest to most recent. Where there is more than one publication by the same author in the same year, they are distinguished by lower case letters and listed in order of citation in the text.

#### *Examples:*

- Firth, Raymond. 1936. *We, the Tikopia: A Sociological Study of Primitive Kinship in Polynesia*. London: Allen & Unwin.
- . 1954. Anuta and Tikopia: Symbiotic elements in social organization. *Journal of the Polynesian Society* 63(2):87–131.
- Groves, Colin P. 1984a. Pigs east of the Wallace Line. *Journal de la Société des Océanistes* 39:105–119.
- . 1984b. Of mice and men and pigs in the Indo-Australian archipelago. *Canberra Anthropology* 7:1–19.

GRADE	%	Department of Anthropology: Coursework Descriptors
A + A A -	90 – 100 85 – 89 80 – 84	<p>Work of high to exceptionally high quality in the following measures will distinguish an A+.</p> <p>Work in the 'A' grade range will show most of the following:</p> <ul style="list-style-type: none"> <li>➤ Grasp of the core theoretical and substantive literature relating to the topic.</li> <li>➤ Ability to integrate that literature with the argument.</li> <li>➤ Strong evidence of creative, critical or original thought</li> <li>➤ Excellent knowledge and understanding of subject matter and appreciation of issues.</li> <li>➤ Well-formulated arguments based on strong relevant evidence.</li> <li>➤ Well structured writing and coherent prose.</li> <li>➤ Acknowledgement of secondary sources in the approved house style.</li> <li>➤ Understands and applies the most effective research methods.</li> <li>➤ Where appropriate, illustrations, maps, diagrams and tables are well integrated with the text.</li> </ul> <p>Work that demonstrates nearly all of the above, but to a lesser degree, will distinguish an A-.</p>
B + B B -	75 – 79 70 – 74 65 – 69	<p>A B+ should be a very competent piece of work with several of the features that distinguish an 'A'.</p> <p>Work in the B grade range will show most of the following:</p> <ul style="list-style-type: none"> <li>➤ Good to strong grasp of subject matter and understanding of major issues though not necessarily of the finer points;</li> <li>➤ Arguments clearly developed and based on convincing evidence;</li> <li>➤ Literature and arguments relevant to the topic;</li> <li>➤ Some evidence of creative, critical or original thought;</li> <li>➤ Structured argument and coherent prose.</li> <li>➤ Acknowledgement of secondary sources in the approved house style.</li> <li>➤ Ability to demonstrate competence in understanding research methods and applying them, where appropriate.</li> <li>➤ Where appropriate, effective use of illustrations, maps, diagrams and tables.</li> </ul> <p>Work that demonstrates nearly all of the above, but to a lesser degree, will distinguish a B-.</p>
C + C C -	60 – 64 55 – 59 50 - 54	<p>A C+ should be a satisfactory piece of work with some of the features that distinguish an 'B'.</p> <p>Work in the C grade range will show most of the following:</p> <ul style="list-style-type: none"> <li>➤ Some grasp of the subject matter, but limited understanding or use of the literature;</li> <li>➤ Some grasp of theory and methods, but not necessarily well-integrated.</li> <li>➤ Arguments not always coherent and well structured or relevant to the topic.</li> <li>➤ C grade work may be too descriptive, or draw on a limited range of evidence in responding to the issue. It indicates some grasp of factual matter but does not always apply this coherently or thoughtfully to the questions addressed.</li> </ul> <p>A C- is a bare pass.</p>
D + D D-	45 – 49 40 – 44 0 - 39	<p>A 'D' grade is an unsatisfactory piece of work. This may be as a result of:</p> <ul style="list-style-type: none"> <li>➤ Lack of breadth and depth.</li> <li>➤ Gaps in the argument or literature.</li> <li>➤ Simplistic, incoherent or absent argument. Lack of evidence to substantiate claims.</li> <li>➤ Poor prose. Patchy referencing.</li> <li>➤ May contain material irrelevant to the topic and/or be too short.</li> </ul> <p>(Updated 07/08/06)</p>

Coursework marks are internally assessed by the "Course Assessor" and are provisional until the assessment has been undertaken.