INTRODUCTION

Welcome Nau Mai, Haere Mai

GEOG 312 explores regional and national patterns of development in relation to gender, race and sexuality.

Through a dual focus on regions overseas and what’s happening in Aotearoa New Zealand, we engage feminist, Kaupapa Maori, postcolonial and queer theories to consider how they help us to understand different development policies and practices. We also consider how researchers and practitioners within cross-cultural development work can influence the achievement (or otherwise) of equitable development outcomes.

Throughout the course, we encourage you to draw on and integrate your own embodied experiences of life and development (as ‘raced’, gendered and sexed subjects) to reflect on the ongoing challenges involved in trying to reduce inequalities around the world.

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A. TEACHING TEAM, OFFICE HOURS AND CONTACT DETAILS

Co-ordinator and Principal Lecturer:
Dr Sara Kindon: CO 213; 463-6194; e-mail: sara.kindon@vuw.ac.nz
Office Hours: 1.15 – 2.00pm Mondays and Fridays, or by appointment

Guest Lecturers and Visiting Speakers:
Dr Marcela Palomino-Schalscha  Human Geography and Development Studies
Professor John Overton  Development Studies, SGEES
Dr Jessica Hutchings  Environmental Studies, SGEES
Mr Carwyn Jones  Law Faculty
Ms Rini Astuti  Geography PhD Student
Ms Nicki Wrighton-Doorne  Development Studies PhD Student
Ms Kesaya Baba  Masters of Development Studies Student

And others to be confirmed.

Tutors:
Raven Cretney (Head Tutor): e-mail: ravencretney@gmail.com
Tutorial Times: Wed 14.10-15.00 and Wed 15.10-16.00
Office Hour: 11.00am-12.00noon Wednesday

Jerome Cameron: email: jerooome.cameron@gmail.com
Tutorial Time: Tues 15.10-16.00
Office Hour: tbc

Sarah Ganly: e-mail: Sarah.Ganly@vuw.ac.nz
Tutorial Time: Thurs 15.10–16.00
Office Hour: tbc

Rebekah Smith: e-mail: rebekah.anne.smith@gmail.com
Tutorial Time: Mon 11-11.50am
Office Hour: tbc

Josh Wright: e-mail: josh.wright@outlook.com
Tutorial Time: Mon 15.10-16.00
Office Hour: tbc

You can email any of us Monday-Friday and we will endeavour to respond within 2 working days. Please respect our weekend time and do not expect a response during these times.

The times and room(s) for tutors’ office hours will be advised on Blackboard and in tutorials. Please do not look for tutors in their postgraduate study offices as this disturbs other students not associated with GEOG 312. Cheers.

Class Representative
In addition to the teaching team, a class representative will be elected in the first week of classes and this person’s name and contact details will be made available to the teaching team, students and VUWSA. The Class Representative plays an important role in ensuring clear and constructive communication between staff and students in this course.
B. COURSE LEARNING OBJECTIVES

By the end of the course, students should be able to:

1. Interrogate gendered and raced patterns of development within Aotearoa New Zealand and overseas.

2. Apply feminist, Kaupapa Maaori, postcolonial and queer theories to evaluate development practices attempting to increase equitable outcomes.

3. Critically reflect on how personal attributes and professional practices may reinforce or challenge current raced and gendered patterns of development.

C. COURSE STRUCTURE AND CONTENT

Structure

The course is divided into four sections:

Section 1. Gender, Race and Development around the World
Section 2. Key Theories
Section 3. Country Cases
Section 4. Cross-Cultural Practice

Teaching timetable

Lectures: Monday 12noon – 12.50pm, Tuesday and Thursday 9.00 - 9.50am in CO LT122

Tutorials Sign up will take place on S-Cubed from 10am on Friday March 8.

<table>
<thead>
<tr>
<th>Day</th>
<th>Room</th>
<th>Start</th>
<th>Finish</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>CO118</td>
<td>11:00</td>
<td>11:50</td>
<td>20</td>
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<tr>
<td>Mon</td>
<td>CO118</td>
<td>15:10</td>
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<td>Tues</td>
<td>CO118</td>
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<td>Wed</td>
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<td>14:10</td>
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<td>Wed</td>
<td>CO118</td>
<td>15:10</td>
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<td>Thurs</td>
<td>CO118</td>
<td>15:10</td>
<td>16:00</td>
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End of Course Examination

The course is internally assessed so there is no examination at the end of the course.
Schedule of Classes (and Assignment Due Dates)

The teaching approach in GEOG 312 focuses on interaction, reflexive learning and student engagement. A lot of learning will take place through activities and discussions within classes. This is especially the case for tutorials, which is why attendance at 8/10 of these is a mandatory course requirement.

We support lecture content with handouts available on Blackboard before or shortly after the lectures. These (and others given out in class) alone will not provide you with enough information to complete assignments effectively and pass the course, so make sure you come to class and follow up with readings for lectures and tutorials on Blackboard.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Title/Section</th>
<th>Teacher</th>
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<tbody>
<tr>
<td></td>
<td><strong>Section 1: Gender, Race and Development around the World</strong></td>
<td></td>
</tr>
<tr>
<td>Mar 4</td>
<td>Course Introduction</td>
<td>SK</td>
</tr>
<tr>
<td>Mar 7</td>
<td>The Geography of Gender Inequality: What does it tell us about ‘Race’?</td>
<td>SK</td>
</tr>
<tr>
<td>Mar 11</td>
<td>East Asia</td>
<td>SK</td>
</tr>
<tr>
<td>Mar 12</td>
<td>Southeast Asia</td>
<td>SK</td>
</tr>
<tr>
<td>Mar 14</td>
<td>Central America</td>
<td>SK</td>
</tr>
<tr>
<td></td>
<td><strong>Tutorial 1</strong></td>
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<tr>
<td></td>
<td><strong>The Geography of Gender Inequality</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Support with Preparation of Regional Report</strong></td>
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</tr>
<tr>
<td>Mar 18</td>
<td>Latin/South America</td>
<td>MPS</td>
</tr>
<tr>
<td>Mar 19</td>
<td>Australasia</td>
<td>SK</td>
</tr>
<tr>
<td>Mar 21</td>
<td>The Pacific</td>
<td>JO</td>
</tr>
<tr>
<td></td>
<td><strong>Tutorial 2</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Gender and the Millennium Development Goals</strong></td>
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<td></td>
<td><strong>Support with Preparation of Regional Report</strong></td>
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<tr>
<td>Mon Mar 25</td>
<td>Regional Report (20%) Due 4pm</td>
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<tr>
<td></td>
<td><strong>Section 2: Key Theories</strong></td>
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<tr>
<td>Mar 25</td>
<td>Feminist Theory</td>
<td>SK</td>
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<tr>
<td>Mar 26</td>
<td>Kaupapa Maaori Theory</td>
<td>JH</td>
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</table>
### Easter Break  March 28 – April 3

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>April 4</td>
<td>Postcolonial Theory</td>
<td>SK</td>
</tr>
<tr>
<td><strong>Tutorial 3</strong></td>
<td>Queer Theory</td>
<td></td>
</tr>
<tr>
<td>Apr 8</td>
<td>Applying Theory To Practice: Section 1 and 2 Review</td>
<td>SK</td>
</tr>
</tbody>
</table>

### Section 3: Country Cases

#### Costa Rica

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 9</td>
<td>Gendered Realities in Costa Rica</td>
<td>SK</td>
</tr>
<tr>
<td>Apr 11</td>
<td>From Women in Development to Gender and Development?</td>
<td>MH (tbc)</td>
</tr>
</tbody>
</table>

**Tutorial 4**

- **GAD in Costa Rica – What of Indigenous Peoples?**
- **Support with Preparation of Theory Review**

#### Indonesia

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 15</td>
<td>Gender, Equity and Development</td>
<td>SK</td>
</tr>
<tr>
<td>Apr 16</td>
<td>Women in Development Approaches under Suharto</td>
<td>SK</td>
</tr>
<tr>
<td>Apr 18</td>
<td>Current Issues: Gender, Sexuality, Diversity</td>
<td>RA</td>
</tr>
</tbody>
</table>

**Tutorial 5**

- **Women, Men and Development in Rural Indonesia**
- **Support with Preparation of Theory Review**

*Fri April 19    Theory Review (15%) Due 4pm*

### Aotearoa

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 29</td>
<td>Introduction to Maaori Development and Society</td>
<td>SK</td>
</tr>
<tr>
<td>Apr 30</td>
<td>Te Tiriti o Waitangi and Maaori Development</td>
<td>CJ</td>
</tr>
<tr>
<td>May 2</td>
<td>Maaori Development Models</td>
<td>SK</td>
</tr>
</tbody>
</table>

**Tutorial 6**

- **Maaori Concepts and Maaori Women in Development**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>May 6</td>
<td>Mana Wahine and Maaori Development</td>
<td>SK</td>
</tr>
<tr>
<td>May 7</td>
<td>Mana Wahine, Kaupapa Maaori Theory and Health</td>
<td>SK</td>
</tr>
<tr>
<td>May 9</td>
<td>Takataapui – Challenging colonial hetero-normative notions of Maaori sexuality</td>
<td>JH</td>
</tr>
</tbody>
</table>
| Tutorial 7 | Maaori Men and Development  
| Control with Preparation of Country Essay |
| --- | --- |
| Fiji | |
| May 13 | Gender, Sexuality, Youth and Development  
| | KB |
| May 14 | Gender, Race and Class in Fijian Development  
| | JO |
| May 16 | Gendered & Raced Development Aid in Fiji & South Pacific  
| | NWD |

**Tutorial 8**  
**Masculinities and Sexualities in Fiji**  
**Support with Preparation of Country Essay**

**Fri May 17**  
**Country Essay (25%) Due 4pm**

**Section 4: Cross-Cultural Practice**

| May 20 | Working towards Equity: Putting Development into Practice  
| | SK |
| May 21 | The Gendered and Raced Effects of Cross-Cultural Development Practice: Questioning Power and Privilege  
| | SK |
| May 23 | Working Cross-culturally with Refugee-Background Young People in Aotearoa  
| | SK |

**Tutorial 9**  
**Positionality and Fieldwork**

| May 27 | Complicity, Power and Desire in a Participatory Video for Research Project with Te Iwi o Ngaati Hauiti  
| | SK |
| May 28 | Thinking and Working as Allies  
| | JM (tbc) |
| May 30 | Professional Reflections from Aotearoa and Overseas  
| | Panel |

**Tutorial 10**  
**The Politics of Research with Maaori**  
**Tutor Evaluations and Course Feedback**

**Key Themes, Revision, Closing**

| June 3 | Queen’s Birthday – no class  
| | -- |
| June 4 | Key Themes / Revision for Class Test  
| | SK |
| June 6 | Test  
| | SK |

**Thurs June 6 (open 9am – 9pm)**  
**Class Test (20%)**
D. COURSE READINGS

Books on Closed Reserve


E-Book in Library

3-day loan


Readings to Support Lecture Content

These readings can be found on the course Blackboard site. Others will be added during the course as they become available. These readings should act as the first resources for your assignments.

SECTION 1: GENDER, RACE AND DEVELOPMENT AROUND THE WORLD
Meanings and Measurements


SECTION 2: KEY THEORIES

SECTION 3: COUNTRY CASES
Costa Rica

Indonesia

Aotearoa


Fiji

SECTION 4: CROSS-CULTURAL PRACTICE

Readings For Tutorials

These readings can be found on the course Blackboard site.


OR


Other Sources of Information:

Also on the Blackboard site is a list of readings grouped thematically which may be useful to support your assignment preparation. In addition, check out the journals and organisational sites listed overleaf.
Journals

*Gender and Development, Development in Practice, International Journal of Women's Studies, Signs, Gender, Place and Culture: Journal of Feminist Geography*


Internet Sites

UNITED NATIONS

United Nations Family Planning Programme
http://www.unfpa.org/gender/index.htm

WORLD BANK

For the main gender site also see:

ASIAN DEVELOPMENT BANK
http://www.adb.org/Gender/default.asp

AUSAID

CIDA – Canadian International Development Agency
http://www.acdi-cida.gc.ca/equality

SIDA – Swedish International Development Cooperation Agency
http://www.sida.se/English/Tools/Search/?q=gender+equality

OXFAM
http://www.oxfam.org.uk/what_we_do/issues/gender/index.htm

DAWN: Development Alternatives for Women in a New Era
http://www.dawnnet.org

ELDIS
Eldis is a massive site of information on development policy, practice and research managed through the Institute of Development Studies, Brighton. It has a specific site on gender:
http://ntl.ids.ac.uk/eldis/gender Gender.htm

BRIDGE
BRIDGE provides a fast route to gender information. It is a specialised gender and development research and information service based at the Institute of Development Studies (IDS) in the United Kingdom. BRIDGE was set up in 1992 to support the gender-mainstreaming efforts of policymakers
and practitioners by bridging the gaps between theory, policy and practice with accessible and diverse gender information. Each year BRIDGE works with partners to produce Cutting Edge Packs on topical gender issues and to further develop its gender resource website: Siyanda (see below).

http://www.bridge.ids.ac.uk/

SIYANDA
Siyanda is an on-line database of gender and development materials from around the world. It is also an interactive space where gender practitioners can share ideas, experiences and resources.

http://www.siyanda.org/

United Nations International Research and Training Institute for the Advancement of Women
This is a UN agency with aim of promoting and undertaking policy-oriented research and training programmes at the international level to contribute to the advancement of women worldwide. The site has a short description of programmes and an area for subscribing to Ictnet - a UN-INSTRAW mailing list devoted to gendered aspects of ICTs.


International Food Policy Research Institute (IFPRI)
For the past 15 years, IFPRI has collected data, tested models, and generated important findings on how gender relates to food and nutrition security, power and resource allocation within the household, market development and trade, institution-building, land tenure, natural resource management and overall economic development and poverty reduction.

http://www.ifpri.org/Themes/gender/gender.htm

E. COURSE ASSESSMENT AND CRITERIA

Assessment Tasks

- Regional Report  20%
- Theory Review  15%
- Country Essay  25%
- Class Test  20%
- Tutorial Participation (attendance and reflections)  20%

There is no end-of-course examination.

Relationship between course objectives and assessment

1. Interrogate gendered and raced patterns of development within Aotearoa New Zealand and/or overseas.
   Assessment: Regional Report, Class Test

2. Apply feminist, Kaupapa Maaori and postcolonial theories to analyse development attempting to increase equitable outcomes within Aotearoa New Zealand and/or overseas.
   Assessment: Theory Review, Country Essay, Class Test

3. Critically reflect on how personal attributes and professional practices may reinforce or challenge current raced and gendered patterns of development.
   Assessment: Reflections on tutorial readings, Class Test
Regional Report (20%)

Task
Write a report on the gendered patterns of development in one region covered in the course, or with permission of another region in the world not covered in the course. (Approximately 2000 words, excluding references)

Assignment Purpose
• To explore gendered patterns of development of a region in the world.
• To raise awareness about how gendered aspects of development are measured.
• To think critically about the limitations of regional measures of gendered development.

Assignment Focus and Content
To obtain the highest grades, your report should include:

• a brief regional overview in terms of its broad political-economic history, cultural and religious values, population and social/familial organisation
• use of appropriate gender disaggregated statistics from within three areas of measurement (e.g. health, education, political representation)
• a coherent interpretation of what these gender disaggregated statistics may be telling us about gender and development within the wider context of the region’s history, cultural values and social organisation outlined at the beginning of your report (regional overview)
• a short section on the limitations of the data, particularly in relation to ‘race’ and to geographic/national diversity – How are the data constructed? What’s missing? What’s not clear?
• some conclusions about your key learnings from this assignment – both about the gendered dynamics of development in your chosen region, and about the measurement of gendered aspects of development.

Assignment Layout
• Provide a cover sheet, with the paper title (see above), your name and student ID number, your tutor’s name, and the total number of words of your assignment.
• Write on one side of the page only, use 12pt font size and 1.5 spacing as well as clear headings and titles.
• Include an introduction, a regional overview, discussion/interpretation of what your chosen gender-disaggregated statistics may be telling us (including presentation of key statistics, graphs, tables, diagrams), a section on data limitations, and conclusions. You may use bullet points to communicate key points if you wish.
• Integrate all visual material and statistics, providing them with titles, numbers (e.g. Figure 1, Table 2 etc) and reference to their sources.
• Provide a correctly-formatted list of all references at the end of the assignment.

Assessment Criteria
• coverage of the political-economic history, cultural/religious values, population and social/familial organisation in one region of the world (regional overview) 3.5
• identification and use of appropriate regional measures/indicators: 1.5
• interpretation of regional measures/indicators using information discussed in regional overview: 5
• evaluation of the strengths and weaknesses of the data: 3
• communication of key learnings: 2
• logical structure and clear expression: 2
• grammar, punctuation and spelling: 1
• clean and attractive layout: 1
• correct referencing of sources in report and reference list: 1
TOTAL: 20

REPORT DEADLINE:
Due Time and Date: Monday March 25, 4pm
into GEOG 312 Assignment Box, Level 2, Cotton Building

Theory Review (15%)

Task
• To write a review of a theoretical perspective introduced in the course.
  (Approximately 1500 words excluding references)

Assignment Purpose
• To deepen an engagement with a key theoretical perspective introduced in the course to help support your subsequent essay analysis.

Assignment Focus and Contents
• Choose one of the theoretical lenses/perspectives introduced in the course (feminist theory, Kaupapa Maaori theory, postcolonial theory or queer theory).
• Define its key principles.
• Discuss the value and possible limitations of working with this theoretical perspective for your subsequent country essay.

Assessment Criteria:
• a robust discussion of the key principles of your chosen theoretical perspective 6
• a reflective and considered statement about the value and possible limitations of working with this theoretical perspective for your subsequent country essay 4
• logical structure and clear expression: 2
• grammar, punctuation and spelling: 1
• clean and attractive layout: 1
• correct referencing of sources in report and reference list: 1
TOTAL: 15

THEORY REVIEW DEADLINE:
Due Time and Date: Friday April 19, 4pm,
into GEOG 312 Assignment Box, Level 2, Cotton Building
Country Essay (25%)

Task
Write an essay that uses the theoretical lens reviewed in the previous assignment to analyse (equitably-oriented) development interventions in Aotearoa or a country of your choice. (2500-3000 words not including references).

Assignment Purpose
• To explore more fully aspects of gendered and raced development in Aotearoa or another country of your choice.
• To apply a theoretical perspective from within the course to real world examples of development interventions in policy or practice.
• To analyse how well these examples of development practice are achieving equitable outcomes for those involved.
• To develop your creative thinking through identification of recommendations to improve equitable outcomes.

Assignment Focus and Contents
• Use the theoretical lens/perspective from your previous assignment to analyse examples of development interventions in policy or practice in Aotearoa or another country of your choice. Who is benefiting? Who is losing out?
• Provide some recommendations about how equitable development outcomes could be improved for your chosen country in light of your own analysis.

Assignment Title
A [insert theoretical lens here] analysis of development interventions in [insert country here]. How could equitable outcomes be increased?

Assignment Layout
Your essay should include the following:
• a cover sheet with your name, the course name and number on it, your tutor’s name and the word count of your essay.
• an introduction to the topic and outline of your essay sections
• an overview of gendered and raced development in your chosen country
• a description of 1-3 development interventions (policy or projects) which are aiming to foster more equitable outcomes
• an analytical discussion of these interventions using your chosen theoretical perspective, and your recommendations about how they could be improved
• a conclusion
Also include:
• relevant section headings and subheadings (where appropriate)
• integrated, titled and sourced figures/tables/images
• a correctly formatted reading list.

Before submitting your essay, please:
• Check that your essay includes all the components listed above
• Type/write on one side of the paper only using 12pt font and 1.5 spacing, and leave a wide left-hand margin for comments
• Proof read and do a spell check

GEOG 312, Race, Gender and Development 2013 /15
Assignment Assessment Criteria

To obtain the highest grades, your final essay must demonstrate:

• an overview of your chosen country outlining the key aspects of gendered and raced development that exist there (ie what inequalities continue to exist and need to be addressed)  

• a description of 1-3 examples of development interventions in your chosen country (either polices or specific projects) which are attempting to address these ongoing gendered and/or raced inequalities  

• a thorough analysis of these development interventions using your chosen theoretical perspective, including the identification of possible recommendations which could enhance equitable outcomes  

• a logical and well formulated conclusion  

• a logical structure and clear expression:  

• correct grammar, punctuation and spelling:  

• a clean and attractive layout:  

• correct referencing of sources in essay and in reference list:  

TOTAL: 

ESSAY DEADLINE:  

Due Time and Date: Friday May 17, 4pm,  
into GEOG 312 Assignment Box, Level 2, Cotton Building

Tutorials Attendance and Engagement with Readings (20%)

Tutorial Purpose
• To enable you to reflect upon and deepen your understanding of key ideas presented elsewhere in the course through discussion, activities and group work.  

• To support you to ask questions about the course material and prepare for assignments.  

• To develop your communication skills.  

• To foster supportive and collegial relationships.

Tutorial Focus and Contents
The tutorials build on and extend the topics being covered each week using more participatory and interactive means than there is time available for in lecture slots. There will be space for you to raise questions, clarify understandings and to discuss assignments, as well as get to know other members of the course.

Tutorial Attendance
You are expected to attend all 10 tutorials and will be awarded 1% per tutorial that you attend. To meet mandatory course requirements you must attend 8 / 10.

Tutorial Readings and Preparation
Each week from Week 2 – Week 13 (inclusive) you will be required to read and prepare questions on a set reading for each tutorial (posted on Blackboard) using the preparation guidelines for that week. Please follow these guidelines closely and come to each tutorial well prepared with questions for discussion.
Reflections on Tutorial Readings
In addition to reading, and to encourage analytical reflection and your personal engagement with what you are reading (in line with learning objective 3), you are expected to:

• Choose 5 / 9 of the tutorial readings from Tutorials 2 – 10;
• Write short personal reflections on them (approximately 200 words each); and to
• Submit these reflections on-line through Blackboard before the end of Week 13.

Assessment of Reflections on Tutorial Readings
Your reflections will not be assessed because they are a space and vehicle through which you can express your emerging understandings.

An exemplar of this assessment will be posted on Blackboard at the end of Week 2 engaging with the reading for Tutorial 1. Use this as an indicative guide only for your subsequent reflections. In addition, your tutor will provide feedback and tips from time to time about things to consider or areas into which you may wish to push your thinking.

This reflective writing practice will help you prepare for tutorials and should not necessarily be seen as extra work. It will also develop skills pertinent to at least 2 of the Class Test questions (see overleaf) so it is worth doing them as well as you can.

Assessment Criteria
Attendance at tutorials
Submission of reflections on 5/9 tutorial readings: 5 x 2% = 10%

Class Test (20%)

Task
To answer four short answer questions on the full range of ideas presented in the course and to submit this via Blackboard.

Assignment Purpose
• To consolidate and synthesise knowledge generated through participation in the course.
• To demonstrate understanding of key theoretical ideas and core concepts, and their relevance for understanding development practice.

Assignment Question
There will be a number of short-answer questions. You will be able to choose four worth 5 per cent each.

Assignment Readings
The test is open-book. You may use your notes and readings to help you answer the questions. There will also be revision sessions in the last two weeks of class to assist you. More details about the exact process of the test will be made available in class, through tutorials and via the Blackboard site closer to the time.

Assignment Assessment Criteria
• correct use of key terms and concepts
• understanding and application of key theories
• appropriate examples and case studies
• critical thinking and coherent argument
• logical structure and clear expression

GEOG 312, Race, Gender and Development 2013 /17
DATE: One hour via Blackboard between 12am and 11.59pm June 6 2012

Detailed instructions and revision guides will be provided in the last two lectures of the course, and posted on Blackboard itself.

Grading Scale Used for all work: In line with other 300-level courses in geography, the following grading scale is used:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+, A</td>
<td>Excellent A very high level of proficiency is demonstrated that is exceptional for students at 300 level.</td>
</tr>
<tr>
<td>A-, B+</td>
<td>Very good A high standard is demonstrated with some exceptional points.</td>
</tr>
<tr>
<td>B, B-</td>
<td>Good/competent A reasonable standard is demonstrated without being exceptional in any way.</td>
</tr>
<tr>
<td>C+, C</td>
<td>Satisfactory A fair standard is demonstrated, with some deficiencies being apparent.</td>
</tr>
<tr>
<td>D</td>
<td>Poor A barely acceptable standard is demonstrated with deficiencies being apparent.</td>
</tr>
<tr>
<td>E</td>
<td>Unsatisfactory Unacceptable standard with many deficiencies.</td>
</tr>
</tbody>
</table>

Penalties and Extensions for all work: Late work will be subject to a penalty of a grade (≈5%) per day. A medical certificate or other written evidence must be supplied to Jessica or Sara if there is illness or bereavement. Assignments have been scheduled at these times to enable marking during particular periods and to ensure prompt feedback. All the deadlines are provided here for your information and planning. Please organise and manage your time and workload so that you avoid any clashes with other courses’ assignment deadlines.

F. SUMMARY OF ASSESSMENT DEADLINES

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Report</td>
<td>Monday March 25, 4pm</td>
<td>20%</td>
</tr>
<tr>
<td>Theory Review</td>
<td>Friday April 19, 4pm</td>
<td>15%</td>
</tr>
<tr>
<td>Country Essay</td>
<td>Friday May 17, 4pm</td>
<td>25%</td>
</tr>
<tr>
<td>Tutorial Participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>Weeks 2-7 and 10-13</td>
<td>10%</td>
</tr>
<tr>
<td>Reflections</td>
<td>By end Week 13 (June 1)</td>
<td>10%</td>
</tr>
<tr>
<td>Class Test</td>
<td>Thursday June 6</td>
<td>20%</td>
</tr>
</tbody>
</table>

G. COMMUNICATION OF ADDITIONAL INFORMATION

Additional information or information on changes to course organisation, content or assignments will be conveyed in lectures, tutorials and on Blackboard.
H. WORKLOAD, CREDIT, MANDATORY REQUIREMENTS AND WITHDRAWAL PROCEDURES

Workload: You are expected to work for 200 hours in this course according to Faculty of Science guidelines for a 20 point course. There are 45 contact hours scheduled for this class (Lectures 35, Tutorials 10); this leaves approximately 155 hours for your own reading and assignment preparation – about 13 hours work per week over 12 weeks, or about 11 hours per week over 14 weeks (including the mid-trimester break).

There are two or three set readings most weeks that support lecture and tutorial content. We recommend you do as much reading as you can and that you do this regularly, making notes as you go.

Credit: GEOG 312 is a 20 point, first semester course.

Mandatory Requirements and Associated Grades: Mandatory requirements refer to the work and activities you must complete in this course to achieve a passing grade. Because GEOG 312 is an internally assessed course, it is particularly important that you take note of these requirements and the implications of them for grading.

For GEOG 312 in 2013, you must:
1. Attend a minimum of 8/10 tutorials.
2. Submit reflections on a minimum of 4 tutorial readings.
3. Submit the report, review and essay, and answers in the class test.

To pass this course, you must meet these mandatory requirements and achieve at least an average of 50% (C grade) over all of the assessment. If, you gain at least 50% overall, but have failed to submit one or more assignments and/or have not attended all mandatory class sessions, then you will be awarded a K grade. This signifies that you have not met the mandatory course requirements, and have effectively failed the course for this reason.

If you do not gain at least 50% overall, you will be awarded either a D grade (40-49%) or an E grade (30-39%) and these grades signify that while you have met the mandatory requirements you have still failed the course.

Withdrawal from the Course: If you decide, for whatever reason not to continue with the course, please see Sara Kindon before you do so. Information on Withdrawals can be found at: http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx
I. 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.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

‟The presentation of the work of another person or other persons as if it were your own, whether you meant 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.

The School of Geography, Environment and Earth Sciences also interprets plagiarism as including:

1. Copying from another person’s work without indicating this through appropriate use of quotation marks and citations in footnotes or endnotes and the References section of your assignment.
2. Lengthy and close paraphrasing of another person’s work (i.e. extensive copying interspersed with a few “different” phrases or sentences).
3. Submitting written work produced by someone else as if it were your own work. This includes work copied from a book, magazine, journal, newspaper, etc.; another student’s term paper; a paper purchased from a term paper “factory”; material downloaded via the Internet, etc. **If in doubt, ask Sara or your tutor!**

Note: including the work of others will not be considered plagiarism as long as the work is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

• an oral or written warning
• cancellation of your mark for an assessment or a fail grade for the course
• suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University’s website:  
www.victoria.ac.nz/home/studying/plagiarism.html
Use of Turnitin
“Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine http://www.turnitin.com. Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. At the discretion of the Head of School, handwritten work may be copy typed by the School and subject to checking by Turnitin. You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.”

J. REFERENCING STYLE FOR ASSIGNMENTS

You must use reputable academic sources to back up what you say. Here’s how:

• When referencing sources of information in your written work:

  • Paraphrasing/summarising what someone has said:
e.g. Sachs (1999) argues that development, as we have commonly known it, is over.

  • Paraphrasing an idea without directly referring to the author:
e.g. Development is often argued to be dead (Sachs, 1999).

  • Quoting an author directly:
e.g. According to Sachs (1999: 3): “Development is dead.” Or
  “Development is dead” (Sachs, 1999: 3).

  • Referencing multiple authors:
e.g. Use both names for just two authors (Adams and Smith, 1999)
  Use an abbreviation where there are three or more authors (Adams et al., 1999).

  • Listing multiple sources:
Choose either
e.g. Alphabetically: (Adams, 1999; Duncan, 1984; Lister, 2002)
or,
e.g. Chronologically: (Duncan, 1984; Adams, 1999; Lister, 2002).

  • Referencing a web-site or an Internet source:
If you want to indicate that ideas come from an Internet site, reference the author’s name as above if there is one, or the publication or site and the year where available. Then provide the full address and date accessed in your references at the end of your assignment.
e.g. Sachs (2001); The Economist (2005)

Remember to also provide references for any maps, diagrams or photographs you include in your assignments. Their sources need to be acknowledged.

• When constructing your reference list at the end of your assignments:

  • Books:
• **Chapters in edited books:**

• **Articles in a journals:**

• **Internet References:**
  Where there are specific authors assigned to the piece you are wanting to reference:

If an internet reference has a specific date associated with it, list this in the normal way.
There may not be an author, in this case use the name of the publication or internet site:

**K. MATERIALS FEE**

**Materials Fee:** The $20 materials fee associated with the course covers the cost of all extra paper and copies distributed to you.

**L. SPECIAL NEEDS, PROBLEMS AND GRIEVANCES**

**Student and staff conduct**

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University’s life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at:
[www.victoria.ac.nz/policy/studentconduct](http://www.victoria.ac.nz/policy/studentconduct)

The Policy on Staff Conduct can be found on the VUW website at:
[www.victoria.ac.nz/policy/staffconduct](http://www.victoria.ac.nz/policy/staffconduct)

**Academic grievances**

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; the VUWSA Student Advocate is available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at:
[www.victoria.ac.nz/policy/academicgrievances](http://www.victoria.ac.nz/policy/academicgrievances)

**Students with Impairments** (see Appendix 3 of the Assessment Handbook)
The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other
students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building:

- telephone: 463-6070
- email: disability@vuw.ac.nz

The name of your School’s Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

**Student Support**

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. Assistance for specific groups is also available from the Kaiwawao Maori, Manaaki Phipihinga or Victoria International.

In addition, the Student Services Group (email: student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at:

[www.victoria.ac.nz/st_services/](http://www.victoria.ac.nz/st_services/)

VUWSA employs a Student Advocate who deals with academic problems and provides support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6984, email at education@vuwsa.org.nz) is located on the ground floor, Student Union Building.

**Reasonable Accommodation Policy:** The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, tel 463-6070, email: disability@vuw.ac.nz. The name of your School’s Disability Liaison Person can be obtained from the School Administrative Assistant or the School Prospectus.

It’s great to have you in the course. If you work hard and question us (and yourselves) heaps, you will do well!

Mauri ora!

*Sara, Raven, Sarah, Jerome, Rebekah and Josh*