UJ DEPARTMENT OF SOCIOLOGY

GUIDELINES FOR HONOURS STUDENTS

2020

Contents

1.   INTRODUCTION

Welcome to all students who are joining the Department of Sociology for the first time. **Welcome** also to all our senior undergraduate students! It is of critical importance that you read this document carefully, because it provides valuable general information, such as guidelines regarding tests and assignments.

2.   STAFF CONTACT DETAILS

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2.1   Consultation hours

Each staff member's consultation times are indicated in the relevant study guide. If you are not able to consult with the lecturer during these specific times, you may contact her/him via email to make a formal appointment. An appointment with the head of the department may be arranged via the secretary.

3.   HONOURS COURSEWORK: HONOURS PROGRAMME IN SOCIOLOGY/ INDUSTRIAL SOCIOLOGY/URBAN STUDIES

Industrial Sociology is offered as a separate field of study only at postgraduate level.

HONOURS PROGRAMME

Programme code: H7018Q	SAQA ID: 73739	NQF level: 8	Credits: 120

The Sociology Honours Programme is an intensive year of study wherein students undertake 5 modules of study that are spread across the two semesters. One of the modules is a quantitative research module wherein you are taught quantitative research skills and this module is spread across the entire year. This Programme is offered on a full-time basis only.

Five Honours modules are required for completion of the honours programme; modules 1, 2, 3 and 4 are compulsory and the elective module is a choice between Group Dynamics, Political Sociology, Gender, Family and the Workplace, Urban and Clinical Sociology. All of these modules are semester modules. **In addition, students are required to complete a 120 hours internship.**

If you are registered for the Honours in Urban Studies, then you will need to register for the Urban Sociology course (compulsory), the Industrial Sociology students will register for the Industrial Sociology course and the general Sociology stream may undertake any electives.

The total credit for the Honours Programme is 120. Each course counts 20 and the Research Project counts 40, that is double credit of the other courses.

Compulsory modules:

Semester 1	Semester 2
Module: Research Project – Sociology **SOC 8X01** **MONDAY: E Ring 206** **VENUE: 10:30 – 13:45**	**Module: Research Project – Sociology** **SOC 8X01** **MONDAY: E-Ring 206** **VENUE: 10:30 – 13:45**
Module 1: Methodology of the Humanities (SOC8X03) - TERM 1 **Tuesday – TBC** **Thursday – TBC**	**Module 3: Sociology of Work and Labour Markets (ISO8X01)**
Module 2: Sociological Theory (SOC8X02) - TERM 2 **Tuesday – TBC** **Thursday – TBC**	

Elective modules: For Semester Two Only

Semester 1	Semester 2 –TERM 3	Semester 2 – TERM 4
	Module 7: Gender, Family and the Workplace (SOC8X06) **Tuesday: TBC** **Thursday: TBC**	**Module 3: Sociology of Work and Labour Markets (ISO8X01)** **Tuesday: TBC** **Thursday: TBC**
	Module 8: Urban Sociology (SOC8X07) **Wednesday: TBC** **Friday: TBC**	**Module 6: Political Sociology (SOC8X05)** **Wednesday: TBC** **Friday: TBC**
	Module 9: Clinical Sociology (SOC8X011) **Tuesday: TBC** **Thursday: TBC**	**Module 5: Group Dynamics (SOC8X04)** **Tuesday: TBC** **Thursday: TBC**

SOCIOLOGY HONOURS MODULES

Brief description of programme: The modules in the BA Honours (Sociology) programme offer students understanding of contemporary societal debates and concerns. Students explore social identities and societal structures, global and local linkages, as well as social change and strategies for social intervention. Considerable emphasis is placed on guiding students to conduct independent quantitative research. The programme offers skills in theory, report writing and problem-solving. **Students also acquire SPSS skills and competencies and have to complete a 120-hour internship**.

Module name: Research Project: Sociology
Module code: SOC8X01, NQF level: 8. NQF credits: 40

Purpose: Students are trained to undertake independent and original quantitative research. In addition, students are introduced to the requirements for applied and clinical internships and also discuss outcomes of their internships.
Outcomes: Upon completion of this module, learners should be able to:
- Demonstrate sound knowledge of the overall research process, including ethical issues.
- Be able to present clearly articulated and statistically testable research problems.
- Demonstrate proficiency in the use of SPSS.
- Undertake & interpret quantitative data analysis.
- Develop a research report that demonstrates the ability to write well.
- Work with peers in a group project.
- Demonstrate the ability to synthesise different texts into a logical argument.
- Reflect on his/her own learning experiences and use this to improve the quality of his/her own work.
- Discuss, problematise and investigate human conduct and interaction, particularly in the South African context.
- Know the meaning of and be able to provide definitions for terminology and theoretical constructs used in basic and applied research.
- Deliver a compelling presentation of research findings.

Module name: Methodology of the Humanities
Module code: SOC8X03, NQF level: 8, NQF credits: 20

Purpose: To critically investigate:
- The philosophical underpinnings of social research.
- The fundamental differences of the approaches of social research versus the natural sciences.
- Various issues related to methodology, including ethical principles for basic and applied research.
Outcomes: Upon completion of this module, learners should be able to:
- Understand the nature of scientific knowledge.
- Understand, and distinguish, between different methodological approaches and methods.
- Critically analyse various social scientific related issues, in particular the ethical issues involved in basic and applied research.
- Critically evaluate key debates within the social sciences regarding the production of scientific knowledge within an African context.
- Formulate problems and construct sound arguments

Module name: Sociological Theory
Module code: SOC8X02, NQF level: 8, NQF credits: 20

Purpose: To investigate the multi-paradigmatic nature of Sociology.

Outcomes: Upon completion of this module, learners should be able to:
- Demonstrate an understanding of the history of sociology and of sociological practice.
- Explain the components of a theory.
- Explain the multi-paradigmatic nature of Sociology.
- Critically evaluate a number of classical as well as contemporary sociological theories and apply these notions to the analysis of selected policies formulated by the South African government (i.e. White papers and various policy documents).
- Compare different sociological theories with one another.
- Explain the relationship between theory and practice.
- To bring about theoretical syntheses based on the ability to grasp the essence of both classical and contemporary sociological theories.
- Explain micro-macro and agency-structure integration of sociological theories.
- Apply the above-mentioned theoretical approaches to social phenomena in general and to the South African situation in particular.
- Critically and creatively describe and apply different theoretical models and constructs in Sociology to specific social problems in authentic South African contexts on an intermediate level; and be able to reflect on their own problem-solving process.
- Demonstrate the ability to search for and access appropriate resources employing a range of learning strategies and technologies within the field of Sociology on an intermediate level.

Module name: Gender, Family and the Workplace
Module code: SOC8X06, NQF level: 8, NQF credits: 20

Purpose: To investigate the intersections between gender, family and the workplace
Outcomes: Upon completion of this module, learners should be able to:
- Display a strong understanding of how the market economy has influenced and changed family and gender relations.
- Present a critical view of paid and unpaid work and how this is reflected in gender relations and division of labour.
- Explain theoretical views of gendered organisations.
- Critically analyse problems displayed in highly gendered organisations.
- Analyse the South African political and legal efforts aimed at addressing gender problems within organisations.

Module name: Group Dynamics

Module name: Group Dynamics
Module code: SOC8X04, NQF level: 8, NQF credits: 20

Purpose: To critically investigate issues related to the internal dynamics of social groups as well as the impact of social groups within organisations.
Outcomes: Upon completion of this module, learners should be able to:
- Explain various concepts related to internal group dynamics and the role of groups in organisations.
- Critically and creatively describe and evaluate different theoretical models and constructs in group dynamics within the South African contexts on an intermediate level; and be able to reflect on their own problem-solving process.
- Engage with and critique in a constructive manner the ideas of his/her peers and others.
- Accept responsibility for own learning in terms of time management and quality of the work on an intermediate level.
- Know how to search for and access appropriate resources employing a range of learning strategies and technologies within the field of Group Dynamics on an intermediate level.

Module name: Political Sociology
Module Code: SOC8X05, NQF level: 8, NQF credits: 20

Purpose:
Substantive outcomes:
- Presenting an understanding of and insight into the global and power contexts.
- Identifying a way forward for political sociology as a sub-discipline of Sociology and as a potential field of practice outside of the academe.
- Interrogating what is meant by the 'state' and 'civil society' while problematizing and engaging with these notions in the African context.
- Problematising the relationship between ideology and resultant state formations.
- Assessing the value of 'imported' north-centric ideologies for Africa the global South.
- Policy analysis
Outcomes: Upon completion of this module, learners should be able to:

- Explain various concepts with regard to political sociology.
- Explain the various types of political systems and ideologies, and apply them to specific examples.
- Critically discuss various political ideas that have emerged in the module.
- Critically evaluate a number of theoretical approaches to power, resistance and political ideas.

Module name: Sociology of the Work and Labour Markets
Module code: ISO8X01, NQF level: 8, NQF credits: 20

Purpose: The aim of this module is to introduce students to key theoretical concepts and debates in the field of the 'Sociology of Work'.

Outcomes: Upon completion of this module, learners should be able to:

- Assess current debates in South African labour relations within appropriate theoretical, practice, and international contexts.
- Assess the past, present and future situation of the labour market in South Africa.
- Understand ethical principles and practices within organisations from the vantage point of different stakeholders.

Module name: Urban Sociology
Module code: SOC8X07, NQF level: 8, NQF credits: 20

Purpose: To encourage students to develop a thorough understanding of and the ability to critically engage with
- Sociological theoretical approaches to cities and in particular to South African cities.
- Concepts relevant to urban settlement and urban society.
- And, to critically investigate at least two of the following
- Processes of urbanisation, urban development and urban design.
- Urban inequality and power relations.
- The global connectedness of cities.
- Contrasting urban contexts.
- Urban culture and identity.
Outcomes: Upon completion of this module, learners should be able to:

- Explain various concepts related to urban sociology.
- Critically evaluate a number of theoretical approaches to urban issues.
- Contrast various urban contexts; and
- Apply different sociological theoretical approaches to cities in general and to South African cities in particular.
- Critically and creatively describe and apply different theoretical models and

Module name: Clinical Sociology
Module code: SOC8X11, NQF level: 8, NQF credits: 20

Purpose: Students are familiarised with sociology's role in conducting professional interventions in social life, especially in making evaluations of, and in seeking solutions to, social problems.

Outcomes: Upon completion of this module, learners should be able to:

- Define the field of clinical sociology
- Know the meaning of and be able to provide definitions for terminology and theoretical constructs in clinical sociology
- Demonstrate sound knowledge of approaches to problem solving
- Critically assess the development of interventions in clinical sociology
- Discuss, problematise and investigate problem solving on the micro-, meso- and macro-level
- Discuss, problematize and analyse issues related to mediation
- Understand how to conduct needs assessments and program evaluations
- Describe how to deal with values and ethics in sociological intervention

- Analyse issues related to communication and relationships with clients
- Apply clinical sociological approaches in different settings

4.   TEST RULES

Students may not enter the venue after half an hour of the test has passed and may not leave before half an hour has passed. Students may not leave during the last 15 minutes of the test.

Test queries: Students are responsible for collecting a test directly after its release. Re-marking is not an option, however, for five work days directly following the release of a marked assessment, errors may be brought to the attention of the relevant lecturer or a student who feels that marks have not been fairly awarded may request an explanation. In addition, the final deadline for any queries related to semester marks will be on the last Friday of the block study week of each semester.

5.   SICK TESTS

Semester tests are compulsory. If however, a student was absent from a semester test due to illness, the student may be admitted to write the sick test. In order to apply for admission to the sick test, **the student must hand in a valid doctor's note within 7 days of the original test.** This doctor's note must be **attached to the prescribed application form for writing the sick test**. You may obtain this form from the departmental assistants at C Ring 6. You should clearly indicate the module and date of the original test for which you want to apply to write a sick test. In cases of hospitalisation for longer than 5 days, the relevant lecturer should be contacted by email. If you were ill for more than one test you will have to write these tests one after the other. **The sick test will cover all the work that has been done up to the date of the sick test.** Take note: The sick test is **not** a mark improvement opportunity. It is reserved for students who were really ill. Abuse of this opportunity may result in disciplinary action against you.

6.   GUIDELINES FOR WRITING ACADEMIC ASSIGNMENTS

6.1   The purpose of assignments

Students get the opportunity to contribute towards their semester marks by the sporadic submission of assignments. These assignments can take the format of shorter essays or longer and more extensive assignments. The aim of this form of testing, in both instances, is to assess whether students can integrate a diverse number of sources to form a

systematic and logical argument. Because authors of academic documents usually work with a reasonable amount of sources, certain conventions have emerged according to which sources are referred to. It is therefore important for students to learn how to use these referencing techniques correctly (see the section on referencing techniques). Apart from the fact that it is of scientific interest to refer to sources, it is also important to give credit to original authors for their work (see section on plagiarism).

6.2   Technical Aspects

6.2.1 Layout

Note that all assignments should be typed. Handwritten assignments will not be accepted.

- All text and headings should be in 12-point Times New Roman or Arial, 1.5 spacing and the margins should be set at 2.5 cm (or "normal") all around.
- The text should be distributed evenly between the margins, i.e. use the alignment called justify.
- Ensure to insert page numbers at the bottom of your assignment. Page numbering should start on the first page of your text, i.e. when the heading – 1. Introduction or Chapter One – appears (that will then be page 1).
- Ensure to use proper paragraphs. A paragraph consists of 3 or more sentences.

6.2.2 Language and spelling

Make use of UK or South African English. Ensure that your spellchecker has been set to South African English (or to UK English). In South Africa, and the UK, certain words are spelled differently from US English. For instance, words like 'labour' end in 'our', not in 'or'. Furthermore, unlike the US, words like 'organise' are spelt with an 's', not a 'z', for example use organise or analyse instead of organize or analyze. While spellcheckers are helpful, you should always proofread your assignment before it is submitted. For instance, as far as your spellchecker is concerned, 'course' and 'coarse' are both correct, but they have different meanings.

6.3   Form and content of academic assignments

6.3.1   Title page

The title page must contain the following information:

- The student's name, surname, student number, course and year of study;
- The title of the assignment (in bold);
- The name of the lecturer who gave the assignment;
- The date on which the assignment is submitted (day, month, year);
- The name of the course, e.g. MA Industrial Sociology; and
- A short declaration to indicate that no plagiarism has been committed.

6.3.2   Table of contents

The purpose of a table of contents is to provide a systematic overview of the contents of the assignment, and to link headings and subheadings to specific page numbers for easy reference.

The table of contents must appear on a separate page and should be compiled as follows, with page on which the section <u>starts</u> indicated on the right. For example:

CONTENTS

6.3.3 Body of the assignment

All assignments should have a clear introduction, contents and a conclusion. All the headings in the table of contents should appear in the body of the essay (with the corresponding page numbers on which the heading first appears).

<u>Always</u> start with an introduction. The **introduction** should tell the reader what the assignment is about, i.e. what the topic is. It must also explain how the author approaches the topic and provide an exposition of the structure of the assignment or how the assignment is arranged.

The main part of the assignment consists of a presentation of the author's arguments - the **body** of the assignment. Students must show that they can highlight topics from different angles. They must be able to compare and critically evaluate divergent points of view. Information from a wide variety of sources must be integrated in a meaningful way. Students must be able to interpret other author's opinions correctly, but they also must be able to systematically state their own points of view. Students must show that they understand sociological concepts, theories and perspectives, and that they can address problems by using their acquired knowledge.

Compiling a broad framework of appropriate headings can aid you in the ordering of the themes you would like to address. You need to discuss each thought or theme under a specific heading. Each heading and subheading must be numbered. Main headings are numbered 1, 2, 3 etc. (with Introduction <u>always</u> being heading number 1); First-level subheadings are numbered 2.1, 2.2, 2.3 etc.; second-level subdivisions are numbered 2.1.1, 2.2.2, 2.2.3.

<u>Always</u> end your assignment with a conclusion. In the **conclusion**, the main arguments proposed in the assignment must be summarised in the form of conclusions. The conclusion must link to the contents of the assignment in a logical manner. <u>The summary should not introduce any new information.</u>

6.3.4 Reference list

The last section of your assignment should be a list of cited sources, i.e. the heading is named Reference List. The reference list must appear on a separate page (it should, thus, not follow on the same page as the conclusion, but on the following page after the body of the assignment). Note that the heading – Reference List – <u>are not numbered</u> as it does not

form part of the text/body of the assignment. <u>All sources cited in the text</u> must be listed in a comprehensive list of references. If there is no reference to a source in the text, the source may not be listed in the reference list.

Academic books and articles from accredited journals are the sources of choice. Online encyclopaedia such as Wikipedia may not be used as sources for academic assignments. Reference original sources rather than course readers or study guides. It is also wise to avoid dated sources, i.e. sources that were written more than 10 years ago. The rule is to stick to more current, relevant sources. At times, however, certain seminal texts that were published a number of years ago can be consulted (e.g. Foucault or Marx, depending on your topic) – but these need to be balanced with more current literature as well.

6.4   Referencing

There are various ways of formatting a reference list, and different academic departments and journals adopt different styles. The UJ Sociology Department uses a Harvard style similar to that of *South African Review of Sociology*, the journal of the South African Sociological Association, and this is illustrated below. Please use these forms of referencing when presenting a reference list.

6.4.1   In-text referencing

When citing an author (or authors) from a book, an article or any other source, the reference must be positioned at the appropriate place in the text. The reference should always consist of the following three elements (in this order), namely:

(1.) **The author's surname**, with no comma after the surname if it appears in brackets;
(2.) **The year of publication**, followed by a colon.
(3.) **The page number(s)**, except if you are referring to the source as a whole, in which case no page number(s) is/are included, for example (Smith 2010).

The following are examples of in-text references and the suitable placements in the text:

Single author:

- Rugunanan (2015: 237) argues that…
- …to the argument (Khunou 2013: 45).

Two authors:

- According to Mphaphuli and Smuts (2019: 19)…
- …for the institution to complete its goal (Kemp and Tshoaedi 2007: 4), while the government…

Three authors

- Wilmott, Fraser and Lammes (2018: 71) noted that…

More than three authors

If there are more than three authors, you need to immediately refer to the first author followed by the abbreviation et al.

- …with the exception of a few (Held et al. 1999: 78).

An organisation

If the source concerned is not the work of a specific author, but released by an organisation, you need to indicate it in the reference.

- …for Gauteng (Statistics South Africa 2011: 11).

Multiple publications

In the case where the same author published more than one piece of work in the same year, the letters a, b, etc. should appear after the date to distinguish from the different publications.

- As Morrell (1998a: 7) illustrates… Furthermore, he refers to… (Morrell 1998b: 100).

Series of references

When arranging a series of references, do so according to chronological dates <u>or</u> the author's surnames in alphabetical order (it is a preference, but just be consistent).

- Date: …the end (Davis 2008; Smuts 2015; Du Toit 2018).
- Surname: A number of scholars (Abbey 2007; Lima 2010; Tammy 2006)…

A report

If the source concerned is not the work of a specific author, but a report of some sort, you need to indicate this.

- …in the report of the Commission of Inquiry into State Capture (2019) it was found that…
- …as stipulated by the Department of Finance (2016).

Newspaper

There are two ways in which to refer to a newspaper source –

(a.) If the author(s) of the article is available: …to an extent (Desai 2019: 17).
(b.) Article without an author: …as indicated (*Sunday Times* 20 January 2019: 5).

6.4.2   Tables and Figures

All tables must be clearly labelled with appropriate headings and acknowledgements of sources.

Each table should be given a number and an explanatory heading. This should be stated at the <u>top</u> of the table. For example:

Table 2. Frequency table for racial distribution

Population categories					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Black	77	30.2	31.4	31.4
	Coloured/Indian/Asian	22	8.6	9.0	40.4
	White	146	57.3	59.6	100.0
	Total	245	96.1	100.0	
Missing	System	10	3.9		
Total		255	100.0		

Each figure (i.e. graphs, charts, pictures) should be given numbers and an explanatory heading. This should be stated at the <u>bottom</u> of the figure. For example:
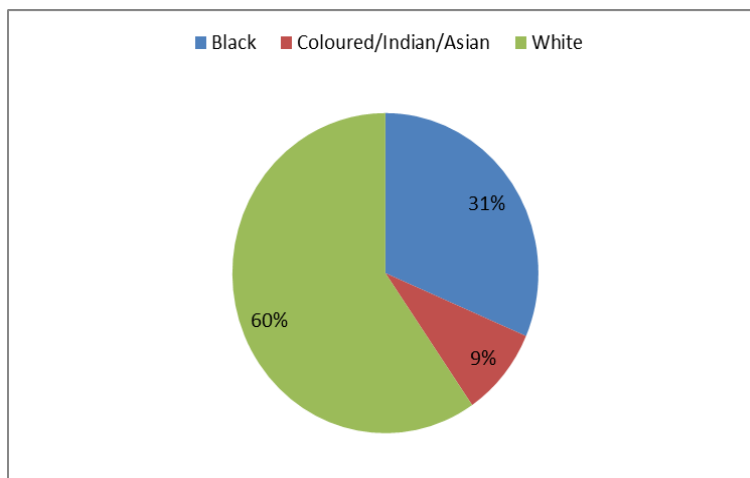

Figure 3. Pie chart of Population group

* Note that a list of table and references must appear on a separate page directly after the table of contents.

6.4.3 Long quotations (participants)

If a quote from a participant is three sentences or longer, the direct quotation needs to be indented in the text, as well as be single line spaced. For example:

His ideas about being a man were jointly shaped by his cultural background along with his school upbringing. Bongani explains:

> I come from a traditional Xhosa family, but I went to a mostly white private school ... So, I guess I am a product of both those worlds. What my Xhosa momma taught me about being a man often conflicted with what I was told in school by the other boys. So yeah, it is complicated (Bongani, Interview 27 April 2018).

6.5 Direct quotations

- Direct quotes must be placed between single quotation marks.
- Double quotation marks are used in the case where certain concepts are highlighted. For example: According to Smuts (2019: 71) 'these young people often hold specific normative views of what men and women are "allowed" to do and how gender is "supposed" to be performed'.
- In the case of a direct quote, the original spelling and punctuation, as they appear in the source, should be retained – even if that means using US English.

- If the quotation contains a printing or language error in the original text, you must keep it as is and add the word [sic] in square brackets to indicate that you are aware of the error.

- In some cases, you might not want to include the entire quotation, as such, ellipses (three dots) should be used to indicate that a part of the quotation has been left out.

- If you wish to emphasise a part of the quotation by using italics or bold, you need to indicate this by adding the words (own emphasis) in brackets immediately after the quotation.

6.6 Formatting a reference list

- The reference list must be arranged alphabetically according to the surnames of the authors.

- Sources that appear in the reference list are not numbered.

- There is no need to separate the different types of sources. All sources used, regardless of the type of source, must appear alphabetically in one coherent list (i.e. do not separate journal articles from newspaper articles).

- Distinguish clearly between references by using the hanging indent feature. I.e. in MS Word, highlight all the cited sources in the references; select Paragraph from the Home pop-up menu; under Indentation, use the Special pull-down menu to select hanging.

- Use title case capitalisation for all book and article titles, e.g. *The Small Group: Structure and Dynamics.* All the important words must be capitalised, while words that are of less importance (for example: and, an, but, by, the) are not capitalised – unless it is the first word of the title.

- As far as formatting each reference is concerned, there is a number of details that must appear in each source and in a specific order, depending on the source type. It is also important to pay close attention to the required punctuation and spacing for each type of source. For example, notice the differences in punctuation for the following two types of sources:

Book

(1.) Always start with the **author's surname** – a comma appears after the surname – followed by the author's **initials**. If the person is an editor of a book, the word (editor) is added in brackets after the initials. The plural (editors) is added if there are more than one

16

editor. (Note that the initials are only followed by a full stop when it appears directly ahead of the date of publication).

(2.) This is followed by the **date of publication**. Note that the date should not appear in brackets and a full stop follows directly after the date.

(3.) Thereafter the **title of the source** is indicated. The title of books must appear in *Italics*, and again it is followed with a full stop.

(4.) **Place of publication**. Indicate the place where the book was published. Note that it has to be the city, NOT the country (e.g. Johannesburg, not South Africa). A colon appears after the city is stated.

(5.) **Publisher**. Indicate the publishing house and end off the source with a full stop. (No page numbers are added when referencing a book source).

For example:

Babbie, E and Mouton, J. 2009. *The Practice of Social Research*. Cape Town: Oxford University Press.

Journal Article

(1.) Always start with the **author's surname** – a comma appears after the surname – followed by the author's **initials**. (Note that the initials are only followed by a full stop when it appears directly ahead of the date of publication).

(2.) This is followed by the **date of publication**. Note that the date does not appear in brackets and a full stop follows directly after the date.

(3.) Thereafter the **title of the source** is indicated. Unlike the titles of books, an article's title does not appear in italics. Use a single set of inverted commas for the title, followed by a full stop (which appears after the closing inverted comma).

(4.) This is then followed by the **journal/**periodical name in which the article was published. The journal name appears in *Italics*, followed by a comma.

(5.) Indicate the **volume** of the journal; followed by the edition **number** in brackets with a colon after the closing bracket.

(6). Indicate the **page numbers** on which the article appears from where the article starts to where it ends, ending off with a full stop.

For example:
Smuts L. 2010. 'Careers with Sociology: Evidence from UJ'. *The South African Review of Sociology*, 41(1): 105-119.

The following examples give an indication of the required punctuation according to the different types of sources:

Book with a single author
Maxwell, K. 1995. *The Making of Portuguese Democracy.* Cambridge: Cambridge University Press.

Book with two authors
Steyn, AF and Uys, T. 1998. *The Small Group: Structure and Dynamics.* Sunnyside: Konsortium.

Book with three or more authors
Held, D, McGrew, A, Goldblatt, D and Herraton, C. 1999. *Global Transformations: Politics, Economics and Culture.* Cambridge: Polity Press.

Subsequent edition of a book
Bendix, S. 1996. *Industrial Relations in the new South Africa*, third edition. Kenwyn: Juta & Co.

Journal article with one author
Hunter, M. 2005. 'Cultural Politics and Masculinities: Multiple-Partners in Historical Perspective in KwaZulu-Natal'. *Culture, Health and Sexuality*, 7(3): 209-223.

Journal article with three or more authors
Jewkes, R, Vundule, C, Maforah, F and Jordaan, E. 2001. 'Relationship Dynamics and Teenage Pregnancy in South Africa'. *Social Science & Medicine*, 52(5): 733-744.

Book with a single editor
Padilla, AM (editor). 1980. *Acculturation: Theory, Models and Some Findings.* Boulder, Colarado: Westview Press.

Book with two or more editors
Buhlungu, S, Daniel, J, Southall, R and Lutchman, J (editors). 2007. *State of the Nation: South Africa 2007*. Pretoria: HSRC Press.

Chapter in a book
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7.   PLAGIARISM

7.1   What is plagiarism?

Plagiarism is, as the Concise Oxford Dictionary puts it, 'the act of . . . pass[ing] off the thoughts etc. of [another person] as one's own.' You are guilty of plagiarism if you use the ideas or words of another author without acknowledging their source. Since you are expected to present your own work, this is unacceptable and dishonest. This is why references to original sources are so important. Copying directly from another source without indicating that it is a quotation and making only minor changes to the words of another author are both examples of plagiarism. Formal action follows the submission of an assignment

that contains examples of plagiarism. If you are uncertain whether your work contains plagiarism, use Turnitin and check with your lecturer before submitting.

7.2   Transgressions of plagiarism policy

The UJ Department of Sociology follows institutional policy in dealing with plagiarism. Within the department, first-time offenders at first year level can achieve a maximum of 50% on resubmitting a plagiarised assignment. Second and third year students are, however, expected to reference sources as indicated in this set of guidelines. Failing to do so may render a student guilty of plagiarism. A mark of 0 (zero) is awarded for a plagiarised assignment, after which the matter is referred for potential disciplinary action. Students who commit plagiarism may be expelled and have the offence permanently recorded.

7.3   Avoiding plagiarism

Since your work must, inevitably, draw on the ideas and empirical data of others, it is important to know how to achieve this without plagiarism. There are two ways in which you can do this – **quoting** and **summarising** – but either way you must indicate your source, both with a text reference and by including the source in your reference list. Summarising is usually preferred because it helps to produce an essay that is a pleasure to read. However, it requires more skill, and is given extra credit. If you are quoting, this must be undertaken in one of two ways. If the quote is short, it can be contained within the normal text, but if it is longer than about 50 words it should be presented as an indented passage. Examples of quoting, summarising, and of plagiarism, are given below. All illustrations are taken from the following excerpt from Alan Morris's *Bleakness & Light: Inner-City Transition in Hillbrow, Johannesburg* (1999: 81-82).

> The gender distribution in the early 1990s was significantly different from the one that prevailed in the mid-1960s, when 48 per cent of flat dwellers were male and 52 per cent were female (Jubber 1973: 59), whereas at the beginning of 1993, 56 per cent of flat-dwellers were male and 44 per cent female. Although the proportion of males was greater in all racial categories, the most substantial difference was within the African grouping, of which 58 per cent were male (Table 9, p.351).

> There are probably two main explanations for the change in the gender profile. Firstly, some of the men who moved to Hillbrow were reluctant to bring their partners and/or children to a place that was viewed by many flat-dwellers as not being a satisfactory neighbourhood for women or for bringing up children. A number of male flat-dwellers had homes elsewhere. Secondly, the increasing levels of crime and prostitution made women reluctant to move to Hillbrow: 'Females don't feel safe in Hillbrow and society is labelling [sic]. When you stay in Hillbrow you are a prostitute' (Pumla, an African women in her early fifties and ex-Hillbrow resident).

Examples of quoting

a) Hillbrow 'was viewed by many flat-dwellers as not being a satisfactory neighbourhood for women or for bringing up children', argues Morris (1999:81).

b) According to one researcher (Morris, 1999: 81) 'the increasing levels of crime and prostitution made women reluctant to move to Hillbrow'.

c) As one African woman (Pumla, quoted in Morris, 1999: 81-82), a former resident of Hillbrow, put it, 'When you stay in Hillbrow you are a prostitute'.

d) Morris (1999: 81) suggested two explanations for this change:

> Firstly, some of the men who moved to Hillbrow were reluctant to bring their partners and/or children to a place that was viewed by many flat-dwellers as not being a satisfactory neighbourhood for women or for bringing up children. ... Secondly, the increasing levels of crime and prostitution made women reluctant to move to Hillbrow.

NB: In this last example, an ellipsis (…) has been used to indicate that a section of text has been omitted, in this case between 'children' and 'Secondly'.

Examples of summarising

a) Morris's (1999:81) interview data showed that sometimes men discouraged their 'partners' from moving to Hillbrow.

b) During this period, there was a significant decline in the proportion of women flat-dwellers living in Hillbrow (Morris, 1999: 81).

Examples of quoting from interviews

When interviewed on 15 May 2001, Mr R. Forbes stated... OR
• Mr R. Forbes confirmed his statement by fax
on 15 May 2003... OR
• The statement claimed that Martians had landed in Moonee Ponds (R. Forbes [Australian UFO Society] pers. comm., 15 May 2003).

7.4   Editing and Institutional/academic support

The importance of editing and proofreading your own work cannot be stressed enough. Make use of the UJ's Writing Centre if you have any issues. It is now common practice for students to have their work professionally edited prior to submission of a minor-dissertation, full dissertation or thesis, and the supervisor may require that a student have their work edited.