

Tutorial Letter 101/3/2017

Victimology CMY3705

Semesters 1 & 2

Department of Criminology and Security Science

IMPORTANT INFORMATION

Please register on myUnisa, activate your myLife e-mail addresses and make sure that you have regular access to the myUnisa module website, CMY3705-2017-S1/S2, as well as your group website.

Note: This is an online module and therefore it is available on myUnisa. However, in order to support you in your learning process, you will also receive some study material in printed format.

BARCODE



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1 INTRODUCTION

Dear Student

We are pleased to welcome you to this Victimology module and hope that you will find it both interesting and rewarding. We shall do our best to make your study of this module successful.

Because this is a fully online module, you need to use *myUnisa* to study and complete the learning activities for this course. You need to visit the websites on *myUnisa* for CMY3705 frequently. The website for your module is CMY3705-17-S1/S2.

Because this is presented as an online module, you need to go online to see all your study material and read what to do for the module. Go to the website <https://my.unisa.ac.za> and login with your student number and password. You will see CMY3705-17-S1/S2 in the row of modules in the blocks across the top of the webpage. Remember to also check in the “More Sites” tab if you cannot find it in the blocks at the top. Click on the module you want to open.

In addition, you will receive this tutorial letter and a printed copy of the online study materials from your module. While these printed materials may appear to be different from the online study materials, they are exactly the same and have been copied from the online *myUnisa* website. You must, however, visit the web links in the learning units and the other menu options on your own.

1.1 Getting started ...

Owing to the nature of this module, you can read about the module and find your study material online. Go to the website at <https://my.unisa.ac.za> and log in using your student number and password. You will see CMY3705-17-S1/S2 in the row of modules displayed in the orange blocks at the top of the webpage. Select the **More** tab if you cannot find the module you require in the orange blocks. Then click on the module you want to open.

You will receive this tutorial letter and a printed copy of the online study material for your module. While the printed material may appear different from the online study material, it is the same, as it has been copied from the *myUnisa* website.

We wish you much success in your studies!

2 OVERVIEW OF CMY3705

2.1 Purpose

Students, who have completed this module successfully, will be able to demonstrate competence relating to a large variety of topics associated with Victimology.

This module is delivered using *myUnisa* and the internet as well as peer group interaction; community engagement is also included in some of the activities. Your lecturers will interact with you on *myUnisa* and via e-mail.

2.2 Outcomes

For this module, there are several outcomes that we hope you will be able to accomplish by the end of the course:

Specific outcome 1: Demonstrate an understanding of the historical, development and scope of victimology as a sub-field of Criminology, as well as the concepts related to Victimology.

Assessment criteria:

- The historical development of victimology are outlined and explained in detail.
- Basic concepts such as victim, victimisation, victim risk, victim vulnerability are defined.
- The scope of victimology as a sub-field of criminology is critically analysed.
- Well-developed information retrieval skills are demonstrated.
- Information is presented in professionally accepted formats, using IT skills appropriately.
- An ability to deal with unfamiliar concrete and abstract problems and issues using evidence-based solutions and theory-driven arguments is demonstrated.

Specific outcome 2: Demonstrate an understanding of victimisation risk factors.

Assessment Criteria:

- A distinction is made between victim precipitation, facilitation, and susceptibility.
- Demographic and biological risk factors are identified.
- Victim-criminal relationships as a risk factor are critically analysed.
- Lifestyle as a victimisation risk factor is discussed.
- Repeat victimisation is explained.
- Well-developed information retrieval skills are demonstrated.
- Information is presented in professionally accepted formats, using IT skills appropriately.
- An ability to deal with unfamiliar concrete and abstract problems and issues using evidence-based solutions and theory-driven arguments is demonstrated.

Specific outcome 3: Demonstrate an understanding of victim empowerment and support in South Africa.

Assessment criteria:

- Key concepts such as victim support and victim empowerment are defined.
- International and South African developments in Victim empowerment are evaluated.
- Well-developed information retrieval skills are demonstrated.
- Information is presented in professionally accepted formats, using IT skills.
- An ability to deal with unfamiliar concrete and abstract problems and issues using evidence-based solutions and theory-driven arguments is demonstrated.

Specific outcome 4: Demonstrate an understanding of the Criminal Justice System and the needs of victims as witnesses.

Assessment criteria:

- Key concepts such as victim support, victim empowerment and criminal justice are explained.
- Secondary victimisation is critically analysed with regard to court proceedings.
- The criminal justice process and the role of victims as witnesses in court are explained in detail.
- The value of victim impact statements in court is explained in detail.
- Victim rights in the criminal justice process are discussed.
- The role of victims in crime prevention is explained.
- Demonstrate how restorative justice can address the needs of victims of violent crimes.
- Well-developed information skills are demonstrated.
- Information is presented in professionally accepted formats, using IT skill appropriately.
- An ability to deal with unfamiliar concrete and abstract problems and issues using evidence-based solutions and theory-driven arguments is demonstrated.

Specific outcome 5: Demonstrate an understanding of the inter-changeability of victims and offender roles.

Assessment criteria:

- The cycle within which victims become offenders is explained.
- Victims and prison violence are analysed.
- The meaning of violence in prison is explored.
- The impact of prison victimisation is explained.
- Information is presented in professionally accepted formats, using IT skills appropriately.
- An ability to deal with unfamiliar concrete and abstract problems and issues using evidence-based solutions and theory-driven arguments is demonstrated.

Specific outcome 6: Demonstrate an understanding of specific categories of vulnerable victims.

Assessment criteria:

- Victimisation of street children, commercial sexual exploitation of children and child labour are debated.
- Women and men as vulnerable victims of domestic violence is critically analysed.
- Children as victims are discussed.
- Victimisation of the elderly is explained in detail.
- Victims of farm attacks are discussed in depth.
- Victims of hate crimes (race and sex) are discussed.
- Victims of HIV/Aids and gender based violent crimes are discussed
- Well-developed information retrieval skills are demonstrated.
- Information is presented in professionally accepted formats, using IT skills appropriately.
- An ability to deal with unfamiliar concrete and abstract problems and issues using evidence-based solutions and theory-driven arguments is demonstrated.

3 LECTURER AND CONTACT DETAILS

3.1 Lecturer

The primary lecturer for this module is:

Ms NP Magagula

Brooklyn House 1-49

Tel: 012 433 9461

Email: magagnp@unisa.ac.za

3.2 Department

Department of Criminology and Security Sciences

Brooklyn House

Veale Street

Brooklyn

You can contact the Department of Criminology and Security Science as follows:

Telephone number: 012 433 9434 (Ms Z Skhosana – departmental secretary)

E-mail: skhoszp@unisa.ac.za

3.3 University

To contact the University follow the instructions in the brochure ***my Studies @ Unisa***. Remember to have your student number available whenever you contact the University.

Whenever you write to a lecturer, please include your student number to enable the lecturer to help you more effectively.

4 RESOURCES

4.1 Joining myUnisa

If you have access to a computer that is linked to the internet, you can quickly access resources and information at the University. The *myUnisa* learning management system is Unisa's online campus that will help you to communicate with your lecturers, with other students and with the administrative departments of Unisa – all through the computer and the internet.

You can start at the main Unisa website, <http://www.unisa.ac.za>, and then click on the *myUnisa* orange block. This will take you to the *myUnisa* website. To go to the *myUnisa* website directly, go to <https://my.unisa.ac.za>. When you are on the *myUnisa website*, click on the “Claim UNISA Login” in the column on the left side of the screen. You will then be prompted to give your student number to claim your initial *myUnisa* as well as *myLife* login details.

Please consult the publication ***my Studies @ Unisa*** which you received with your study material for more information on *myUnisa*.

4.2 Other resources – printed support material

Because we want you to be successful in this online module, we also provide you with some of the study material in printed format. This will allow you to read the study material even if you are not online.

The printed study material will be sent to you at the beginning of the semester, but you do not have to wait for it before you start studying – you can go online as soon as you have registered and find all your study material there in the form of **Learning Units**. The material we will send you is an **offline** copy of the formal content for the online module. Having an offline copy will enable you to study for this module **WITHOUT** having to use the internet or to go to an internet café. It will save you time and money, and you will be able to read and re-read the material and start doing the activities.

It is very important that you log in to myUnisa regularly. We recommend that you log in at least once a week or every 10 days to do the following:

- **Check for new announcements.** You can also set your myLife e-mail account to receive the announcement e-mails on your cell phone.
- **Do the Discussion Forum activities.** When you do the activities for each unit, we want you to share your answers with the other people in your group. You can read the instructions and even prepare your answers offline, but you will need to go online to post your messages.
- **Do other online activities.** Should it be required, some of the unit activities you will need to access additional resources or complete a **Self-Assessment**. Do not skip these activities because they will help you complete the assignments and the activities for the module.

We hope that by giving you extra ways to study the material and practise all of the activities, this system will help you succeed in the online module. To get the most out of the online course you **MUST** go online regularly to complete the activities and assignments on time.

Remember, the printed support material is back-up material for everything that is found online on myUnisa. It does not contain any extra information. **In other words, do NOT wait for the printed support material to arrive before you start studying.**

4.3 Library services and resource information

For brief information, go to www.unisa.ac.za/brochures/studies

For detailed information, go to the Unisa website at <http://www.unisa.ac.za/> and click on **Library**.

For research support and services of personal librarians, go to <http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=7102>.

The Library has compiled numerous library guides:

- finding recommended reading in the print collection and e-reserves – <http://libguides.unisa.ac.za/request/undergrad>
- requesting material – <http://libguides.unisa.ac.za/request/request>
- postgraduate information services – <http://libguides.unisa.ac.za/request/postgrad>

- finding, obtaining and using library resources and tools to assist in research – http://libguides.unisa.ac.za/Research_Skills
- contacting the Library/finding us on social media/frequently asked questions – <http://libguides.unisa.ac.za/ask>

Free computer and internet access

Unisa has entered into partnerships with establishments (referred to as Telecentres) in various locations across South Africa to enable you (as a Unisa student) free access to computers and the Internet. This access enables you to conduct the following academic related activities: registration; online submission of assignments; engaging in e-tutoring activities and signature courses; etc. Please note that any other activity outside of these is for your own costing e.g. printing, photocopying, etc. For more information on the Telecentre nearest to you, please visit www.unisa.ac.za/telecentres.

5 HOW TO STUDY ONLINE

5.1 What does it mean to study fully online?

Studying fully online modules differs completely from studying some of your other modules at Unisa.

- ***All your study material and learning activities for online modules are designed to be delivered online on myUnisa.*** Although we give you a printed copy to support your studies, the module is designed to be delivered online.
- ***All of your assignments must be submitted online.*** This means that you do all your activities and submit all your assignments on myUnisa should you choose not to use the South African Post Office for submission of assignments.
- ***All of the communication between you and the University happens online.*** Lecturers will communicate to you by e-mail, and using the **Announcements**, the **Discussion Forums** and the **Questions and Answers** tools. You can also use all of these ways to ask questions and contact your lecturers.

5.2 The myUnisa tools you will use

All of the information about myUnisa tools is located under the myUnisa website for this module. However, we thought it was important to highlight the tools that will be used for your formal assignments.

In this module, there are three different types of assessment using different myUnisa tools:

- **Discussions:** This is the place where the online discussion forums take place and where you can share your ideas and insights with other students in your group.
- **Assignments:** The assignments that are not done under **Discussions** are called written assignments and Multiple Choice Questions (MCQ's). You have to type these assignments in a Word and submit them online, in the same way as you will submit all the other assignments online.

- The assignments will be routed to your lecturer who will mark them. Depending on the assignment, you may be asked to fill in a form or type a document. These typed assignments must be submitted as **Pdf** documents using the online **Assignments** tool on myUnisa.

Under **Discussions**, several other discussion forums are available where you can share ideas and post your opinions online.

You may also ask questions using the **Questions and Answers** tool. If your question is of general importance, your TA may publish it for the whole group to see.

6 ASSESSMENT

6.1 Assessment plan

Here is a break-down of the formal Assignments, as they occur in the semester.

The Assignment questions for **both** semester 1 and 2 are in this TL101 on the final pages of this document. Please ensure that you answer the questions for the correct semester in which you are registered. They have unique numbers which must be given when you submit them for marking. Each assignment has a due date which must be adhered to. NO late submissions will be accepted unless there are circumstances beyond your control, such as a postal strike.

6.2 Year mark and final examination

Your Year Mark for this module is calculated from the results of both assignments.

- Weighting in the course: **Year Mark counts 20% & Exam counts 80% of the final mark**

Your Final examination is one written question paper out of **75 marks**. It will consist of multiple choice, paragraph and essay type questions and you will have **2 hours** to complete it. The examination department will contact you with the date, time and venue for this exam. Your essay questions must be in the same format as your written assignment i.e. Introduction, Definitions, Body of the content must have headings and sub-headings and Conclusion (for exam purposes you do not need an Index and Bibliography. You also do not need to reference sources in your answer). Please access *myUnisa* for an exam preparation through the course of the semester.

6.3 Preparation of assignments

Scientific requirements of written/essay type assignments (25 marks)

Title page

This is the cover page of the assignment, with the topic clearly stated as it appears in this tutorial letter.

Table of contents

This should be provided on a separate page reflecting the headings and sub-heading presented in the assignment, as well as the page numbers.

Introduction

Orientate the reader to the topic of the assignment in few paragraphs, not exceeding half a page. The introduction should answer who, what, where and how questions.

Definition of key concepts

The concepts to be defined are derived from the title of the topic and main headings of the assignment. Consult a conventional book or journal article on the topic for definitions and present it in your own words. Acknowledge the source consulted.

Presentation of topic

Present an interesting and insightful discussion consisting of 5 to 10 pages. Include suitable examples and apply case studies appropriately to the topic. Formulate your own headings and sub-headings. Number your heading and sub headings appropriately. For example: 1. Introduction 2. Definition of key concepts 2.1 Victimology ...

Do not copy any source word for word; paraphrase the information without losing the original meaning from the source.

Do not write in the first person (I, me and my), write in the third person. For example: the student is of the opinion...

Conclusion

End your discussion with a conclusion and express your own opinion on the topic discussed. Please do not present a summary of what was discussed.

Bibliography

Provide a list of sources which you have personally consulted in alphabetical order according to the surnames of the authors.

Examples:

- **Journal articles**

Maree, A & Joubert, E. 1999. Exposure to child pornography on the Internet. *Acta Criminologica*, 12(3): 59-66.

- **Books**

Jones, A.M. 2012. *Perspectives from the community: Case studies in offender rehabilitation*. London: Sage

- **Study guide**

The author of the particular chapter is identified, followed by the year of publication and the title of the specific chapter. This is followed by the course code with the title of the study guide in brackets and finally the publisher.

- **Newspaper article**

Spence, C. (2009). Cops arrest smuggling syndicate at border. The Star. 24 May: 3.

- **Internet sources**

Spence, C. 2009. Cops arrest smuggling syndicate at border. The Star. 24 May. Available at: http://www.iolonline/news/TheStar/1059/9de2069ebbb/25-05-2009/Cops_arrest_smuggling_syndicate_at_border (accessed [or retrieved] on: 7 July 2009).

Please refer to tutorial letter 301 (Both) for SCHJALL for detailed referencing techniques on the Harvard method.

General information

- Use Arial font and 12 font size.
- Use 1.5 line and paragraph spacing.
- Default MS Word margins and convert to **PDF** format for marking.
- Justify your paragraphs – align text to both left and right margins.
- Present 5 to 10 content pages – excluding table of contents and bibliography.
- Use your study guide only as a primary source of information consult at least 3 additional sources – use conventional books and journal articles.
- For more assistance click on the Additional resources tab on myUnisa.

7 ASSIGNMENTS

SEMESTER 1

ASSIGNMENT 01

UNIQUE NUMBER: 716606

DUE DATE: 06 March 2017

TOPIC

Read the case study on Lindy on page 6 of your CMY3705 Learning Unit.

Discuss secondary victimisation in the criminal justice system and explain how victims can be supported and empowered by applying the victim support models to Lindy's case study. [25]

Written essay (5 layout + 20 content = 25 marks)

SEMESTER 1

ASSIGNMENT 02

UNIQUE NUMBER: 698613

DUE DATE: 07 April 2017

1. Which statement concerning the victims' perception of farm attacks is the most **CORRECT**?
 1. They believe there was a political motivation to the attack and suffer Post Traumatic Stress Disorder (PTSD).
 2. They are puzzled about the experience they endured and are blamed by officials for being soft targets.
 3. They are in a state of disbelief yet they empathise with the perpetrators.
 4. They are angry and feel they were victims of broader socio-political circumstances.
2. ... can be defined as ...; both male and female, who engage in sexual activities for money, profit or any other consideration as a result of coercion or influence.
 1. Trafficked sex workers; victims
 2. Vulnerable sexual victims; minorities
 3. Commercial sexual exploitation; children
 4. Child sex industry; adolescents
3. Which statement concerning women with violent or controlling partners is **INCORRECT**?
 1. They are less able to negotiate condom usage.
 2. The woman is ill-informed and blamed by officials.
 3. The woman's right to remain in or terminate the abusive relationship is limited.
 4. They are often economically dependent on their abusive partners.
4. Which statement concerning juvenile prisoners is **INCORRECT**?
 1. Special education for juveniles with learning disabilities is too expensive.
 2. Young offenders must be detained separately from adults.
 3. Young offenders with serious behavioural problems should be detained separately.
 4. Special educational facilities are often needed for juveniles with special needs.
5. Which statement concerning secondary victimisation is **INCORRECT**?
 1. discouraging remarks which increases their sense of vulnerability.
 2. encouragement to seek medical and psychological help.
 3. the victims are ill-informed and blamed by the officials.
 4. inappropriate questioning by court officials in court.

6. Which definition of domestic violence is the **MOST** correct?
1. Domestic violence is the physical, sexual and/or psychological abuse that occurs between adults in an intimate relationship regardless of marital status.
 2. Domestic violence consists of slaps, pushes, shoves and shouting which is considered abusive and abnormal violence.
 3. Domestic violence is an act carried out with the sole intention of causing physical pain or injury to another person or animal.
 4. Domestic violence is considered as normal and abnormal violence of one family member towards another family member.
7. Select the most correct combination.
- The South African Law Commission recommends that ... should assess, and take into account the ... knowledge, use and manipulation of a particular victim's ... for the purpose of sentencing.
1. police officers; victim's; harm
 2. court officials; person's; injuries
 3. residing officers; individual's; losses
 4. judicial officers; offender's; vulnerability
8. Investigating officers put forward ideas on how farm attacks can be prevented. One of those ideas involves ...
1. the owner of the farm putting up barbed wire fencing around the house.
 2. farmers following a set routine for security checks on the property.
 3. workers being informers as far as possible as part of the security on farms.
 4. workers reporting on all matters of household security to the farmer's family.
9. Women and girls in South Africa are vulnerable to HIV infection due to the high incidences of...
1. xenophobic attacks.
 2. Stigmatisation.
 3. sexual assault.
 4. survival sex.
10. The criminal justice model proposes that ...
1. victims of crime should be provided for and included in the criminal justice process.
 2. victims are supported through state compensation schemes for harm suffered.
 3. the reduction of crime is the role of the potential and actual victim.
 4. helping victims is not part of the core business of the police.

11. Tolman and Edleson (1992) describe emotional abuse as ... ; ... and ...
 1. non-physical; torture; indirect.
 2. mental; aggression; psychological maltreatment.
 3. psychological torture; direct; non-physical.
 4. indirect; mental torture; non-physical.
12. Initiation schools for boys are attended ...
 1. for the purpose of enhancing their wellbeing.
 2. primarily to be circumcised and to learn societal laws.
 3. throughout the year in South Africa.
 4. in hygienic and uncomfortable surroundings.
13. Hate crimes include ...
 1. the use of terroristic threats, assault, harassment and arson.
 2. the use of intimidation, vandalism, personal assaults and genocide.
 3. victims of threats, harassment, physical harm and propaganda.
 4. victims of racial discrimination, ethnic cleansing and poverty.
14. Who according to Erin Pizzey (2004) is “hell-bent” on revenge and will take measures such as stalking a spouse or ex-spouse?
 1. Abusive husband
 2. Family terrorist
 3. Battered wife
 4. Female partner
15. Section 12 of the Children’s Act 2005 protects children from harmful acts by...
 1. giving each child the privilege of partaking in all cultural practices.
 2. allowing a girl child to be subjected to Ukuthwala by family.
 3. allowing circumcisions of all children as part of their culture.
 4. not ignoring the child’s universal rights under the Bill of Rights.
16. LGBT persons are subjected to various forms of victimisation. These include:
 1. Oppression and financial exploitation
 2. Marginalisation and forced prostitution
 3. Corrective rape and discrimination
 4. Discrimination and harsh working conditions
17. The field of Victimology emerged in the 1940s when the “fathers of Victimology” ... and ... started studying crime victims.
 1. Vetten and Walklate
 2. Mendelsohn and Von Hentig
 3. Godfrey and Von Hentig
 4. Walklate and Mendelsohn

18. Which statement, concerning a Victim Impact Statement (VIS,) is the most correct?
1. The main focus of the VIS is on the offender as a target, i.e. the person who was robbed, attacked, raped or murdered.
 2. Victim Impact Statements have become increasingly popular in African, Eastern and Western countries as a valid legal document.
 3. There is a general agreement that the court should be able to make a recommendation for sentencing without the victim's view.
 4. The VIS allows the court special insight into the crime committed and the offender's modus operandi.
19. Which of the following options concerning female genital mutilation is the most correct?
1. Female genital mutilation is practiced for hygienic reasons as it is believed that female genitalia are dirty.
 2. Female genital mutilation is practiced for the sole purpose of encouraging safe sex.
 3. Female genital mutilation is practiced for health reasons as it promotes a girl's growth.
 4. Female genital mutilation is practiced for religious reasons as it is believed to be God's wish.
20. The phenomenon of xenophobia in South Africa includes...
1. the outbreaks in 2007 and 2008 where South African citizens were being forced to live and work with Africans and other immigrants.
 2. government and other agencies which have a major task ahead of them if they are to convince South Africans to support a more exclusive immigration policy.
 3. government and NGOs being supportive of South Africans who are intolerant of outsiders immigrating from neighbouring countries.
 4. South Africans who favour forceful approaches to controlling immigration and putting more money into boarder control and protection.
21. Despite the efforts by NGOs', the recruitment of child soldiers prevails. As a result child soldiers often experience the following psychological consequences:
1. Fear of the unknown; scars and educational shortcomings
 2. Irritability; sensitivity to light and suicidal tendencies
 3. Sensitivity to loud noises; being under/overweight and irritability
 4. Suicidal threats; poor self-image and illiteracy
22. Which statement concerning female prisoners is **INCORRECT**?
1. Sexual abuse of female prisoners can occur as a result of unsupervised access of male staff to female facilities.
 2. Sexual abuse of female prisoners can be avoided by ensuring that they are supervised only by female staff.
 3. Because female prisons are so densely populated, there is more economic justification for a wide variety of programmes.
 4. When a mother is incarcerated it is more likely to result in serious family problems as she is unable to care for her children.

23. Which statement concerning victims of HIV/Aids and gender based violent crimes is **INCORRECT**?

1. Sexual assault of women and girls typically involves unprotected sex, which makes them psychologically more at risk of HIV infection than men.
2. Millions of South Africans living with the human immunodeficiency virus are stigmatised making them particularly vulnerable to victimisation.
3. HIV/Aids related stigma was built upon an environment in which gay and lesbian sexuality was criminalised and heavily stigmatised in the late apartheid SA.
4. With the high incidences of sexual assault of women and girls in SA, they are particularly vulnerable to contracting the disease.

24. Which of the following statements regarding perpetrators of farm attacks is the most correct?

1. They do not necessarily spend time gathering information before making brutal attacks on farm owners.
2. They do not necessarily steal from the farmers before exiting the home or leaving the property.
3. They only target the farm owners and the family members of the farmer.
4. They usually burn, strangle, stab and shoot at their victims during attacks.

25. Which theory does the statement below describe?

The basis of the victim's reactions is ascribed to the episodic nature of the abuse and not the battering cycle per se. The abused victim begins to feel increasingly more negative about herself and more in need of her abuser.

1. Battered woman's syndrome
2. Theory of traumatic bonding and psychological entrapment
3. Systems theory
4. Theory of separation assault

SEMESTER 2

ASSIGNMENT 01

UNIQUE NUMBER: 842242

DUE DATE: 21 August 2017

TOPIC

Provide a detailed discussion of how males and females can become victims of harmful cultural practices **AND** how future victimisation can be prevented. [25]

Written essay (5 layout + 20 content = 25 marks)

SEMESTER 2

ASSIGNMENT 02

UNIQUE NUMBER: 603883

DUE DATE: 22 September 2017

1. Which theory does the statement below describe?

It is important to note that all abused women are helpless and submissive. Many victims of abuse are active survivors as they remain in abusive relationships because previous attempts to escape have been unsuccessful.

1. Theory of traumatic bonding and psychological entrapment.
 2. Theory of separation assault.
 3. The systems theory.
 4. The battered woman's syndrome.
2. Which of the combinations listed below are **NOT** all potential causes of farm attacks?
 1. Illegal immigrants, revenge and inflammatory statements.
 2. Unemployment, culture of violence and poverty.
 3. Inflammatory statements, available weapons and revenge.
 4. Poverty, easy access to weapons and immigrants.
3. Which statement concerning victims of HIV/Aids and gender based violent crimes is **INCORRECT**?
 1. Gugu Dlamini was stoned to death.
 2. Men are physiologically more at risk of HIV infection than women.
 3. Women in abusive relationships are less able to negotiate condom usage.
 4. The woman's right to remain in or terminate the abusive relationship is limited.
4. Which of the following statements regarding sexual violence in prison is the most correct?
 1. Heterosexual men who are raped in prison question their sexuality and may perceive themselves as intrasexual.
 2. Sexual violence towards men in prison may include the use of objects and women's underwear.
 3. Male prisoners who are raped question their masculinity and are vulnerable to further assault.
 4. "Wyfies" are regarded as sex objects and domestic servants, by the prison guards.

5. The effects of child trafficking and forced labour depend on the age of the child concerned. Often both their.... and.... are halted, leaving a permanent mark on the child.
1. development; growth
 2. education; maturation
 3. socialisation; education
 4. insight; self-esteem
6. Which of the following statement concerning the impact of hate crime is the most correct?
1. The victimological approach to hate crime is normally based on individual impact and often includes financial loss.
 2. The manner in which discrimination is experienced varies considerably between an ethnic group and the individual.
 3. The emotional and physical impact of hate crime usually extends beyond the individual to society at large.
 4. The reactions of victims of hate crimes may vary and include depression, anger and relationship problems.
7. Which statement concerning cultural practices is **CORRECT** and is included in the constitution?
1. Provisions are made for customary law, which are not in conflict with the constitution and do not include harmful acts.
 2. All forms of cultural practices are acceptable and protected by the constitution of South Africa.
 3. Some forms of violence should be viewed sympathetically as gender and cultural practices within communities.
 4. Provisions under Sections 30 and 31 of the constitution give due respect to cultural inclusion and statutory law.
8. By treating victims ..., the criminal justice system can maintain or restore the victim's ... for the law and thus prevent violence.
1. fairly; respect
 2. responsibly; belief
 3. positively; optimism
 4. well; respect
9. The "fathers of Victimology" ... that the ... attitude and behaviour contributed to the crime being committed.
1. assumed, offender's
 2. theorised, victim's
 3. decided, victim's
 4. theorised, perpetrator's

10. The criminal justice model gives the victims the right to ...
 1. make use of rape crisis centres and shelters.
 2. benefit from state compensation funds.
 3. contribute to the prevention of crime through self-protection.
 4. inform the court of the effect of victimisation.

11. Farm attacks are a manifestation of crimes such as ... with intent to inflict grievous bodily harm, ... , rape, ... , murder, malicious damage to property and ... usually with aggravating circumstances.
 1. robbery, arson, house breaking, assault
 2. assault, robbery, house breaking, arson
 3. assault, house breaking, arson, robbery
 4. robbery, arson, assault, house breaking

12. The Victim Empowerment Programme within the National Crime Prevention Strategy (NCPS) has the following key output:
 1. To integrate criminal justice programmes and minimise the negative effects of crime.
 2. To develop a comprehensive model that incorporates integrated service delivery to victims.
 3. To encourage effective victim empowerment and private justice in the criminal justice system.
 4. To promote and implement a victim-centred approach through rehabilitation programmes.

13. What will happen if the contents of a victim impact statement are disputed?
 1. The author or victim will have to be called as a witness.
 2. The document will not be considered at all in court.
 3. The court will have to reconsider the conviction.
 4. The victim will be encouraged to appeal.

14. South Africans feel that illegal immigrants or foreigners are a threat to the country's safety and economy because ...
 1. street vendors and shop owners sell good quality, imported goods at reasonable prices.
 2. unauthorised migrants have good references and many friends to assist them in finding jobs.
 3. they have voting rights, freedom of movement, freedom of speech and thriving businesses.
 4. most South Africans view them in a negative light, not worthy of refugee status or sympathy.

15. Which definition of “victim” is the most correct from the options below?
1. Institutional entities and persons who have suffered harm through primary, secondary or tertiary means.
 2. Any person, entity or group who has suffered injury or loss due to illegal activity. Harm can be physically, emotional or economic.
 3. Survivors who have been threatened emotionally and physically, by persons or entities that are illegal.
 4. Any person, group or entity that has suffered injury or loss and has been harmed in various situations.
16. Children are trafficked for different reasons – all of which can be defined as exploitation. Forms of exploitation have been identified and include:
1. Pornography, begging and dangerous work
 2. Begging, burglary and paedophilia
 3. Bonded labour, farming, and forced marriage
 4. Adoptions, drug use and domestic violence
17. Which one of the following statements on female genital mutilation/cutting is **INCORRECT**?
1. Female genital mutilation/cutting is practiced on children, adolescents and on infants in Ethiopia.
 2. Religious foundations for female genital mutilation/cutting are commonly found throughout history.
 3. Practitioners are generally traditional birth attendants or midwives.
 4. Practitioners’ status in the community can be linked with the operation.
18. Why has the responsibility for dealing with elder abuse shifted to many more sectors of society?
1. More than 300 complaints were received from mistreated people in old age homes.
 2. Heavy demands and pressure are placed on the elderly receive social pensions.
 3. Older people are now encouraged to live in their communities as long as possible.
 4. Police officials and social workers were reluctant to act on reports of elder abuse.
19. The societal impact of hate crime victimisation includes ...
1. feelings of being unsafe, diarrhoea and destabilisation.
 2. nightmares, feeling unprotected and intimidated.
 3. fear, renewed conflicts around previous areas of division in the community which result in polarisation.
 4. sleep disturbances, renewed conflicts around previous areas of division in the community which result in polarisation.

20. The care model proposes that ...
1. victims are supported through state compensation schemes for harm suffered.
 2. the reduction of crime is the role of the potential and actual victim.
 3. helping victims is not part of the core business of the police.
 4. victims of crime have the right to restitution from the offender and his/her family.
21. Which statement concerning Victim Impact Statements (VIS) is **CORRECT**?
1. The VIS is similar to the general testimony by the victim in court.
 2. The VIS is given to the court after a conviction and before sentence is passed.
 3. The VIS should be used to assist both the Correctional Supervision and Parole Board in determining parole.
 4. The VIS can also focus on the indirect victim who was not affected by the crime.
22. The nature of trauma on victims after a farm attack can cause...
1. children being motivated to protect themselves.
 2. fear that their family will be torn apart as a result of the trauma.
 3. false perceptions of rage and feelings of guilt.
 4. feelings of empowerment to take matters into their own hands.
23. Which statement regarding Victim Impact Statements (VIS) is **NOT** valid?
1. The VIS is presented to the court, by the victim, to show personal harm suffered as a result of the offence.
 2. The VIS allows the victim to personalise the crime and to express their pain and anguish suffered.
 3. The VIS can render anonymity to the victim and therefore making the VIS a legal document.
 4. The VIS can be completed by an expert, but must comprise of information in the victim's own words.
24. According to Geldenhuys (2007) there is an increase in sexual violence around the world. He further states that...
1. this violence occurs more in prisons and is a violation of basic human rights.
 2. this violence occurs in similar circumstances as other crimes and is a health problem.
 3. sexual violence in prisons contributes to random acts of violence, both in prisons and society.
 4. all prisoners are targeted for sexual assault when they enter the prison.
25. ... of citizens from neighbouring states feel that South Africans have positive views of people from their own home country. Less than ... expect bad treatment from South Africans.
1. 30% ; 30 – 50%
 2. 20% ; 35 – 50%
 3. 35 – 50% ; 20%
 4. 30 – 50% ; 30%

8 IN CLOSING

Do not hesitate to contact us by e-mail if you are experiencing problems with the content of this tutorial letter or with any academic aspect of the module.

We wish you a fascinating and satisfying journey through the learning material and trust that you will complete the module successfully.

Enjoy the journey!

MS NP MAGAGULA - Victimology
DEPARTMENT OF CRIMINOLOGY AND SECURITY SCIENCE

9 ADDENDUM A - DECLARATION OF OWN WORK

I (full name) _____

_____ declare that:

- I understand what plagiarism entails and am aware of the relevant policy in this regard.
- I declare that this assignment for Victimology (CMY3705) is my own work. Where someone else's work was used due acknowledgement was given and reference was made according to the University's requirements.
- I did not make use of another student's current and/or previous work and submitted it as my own.
- I did not allow and will not allow anyone to copy my work with the intention of presenting it as his or her own work.

Student number: _____

Signature: _____

Date: _____

10 ADDENDUM B – STANDARDISED REFENCING STYLE

SCHOOL OF CRIMINAL JUSTICE

College of Law

Standardised Referencing Style

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Dear Student

1. INTRODUCTION

This tutorial letter contains the referencing style to be used by all UNISA students in the School of Criminal Justice departments of criminology & security science; corrections management/penology and police practice. This standardised referencing style is applicable for any student assignments (all levels of undergraduate and postgraduate study), portfolios or research articles (at honours or postgraduate diploma level), dissertations (masters level) or theses (at doctoral level) or any other written work such as an article or research report in the broad criminal justice studies disciplines (criminology, penology/corrections management, police science, victimology, criminal justice, restorative justice, crime prevention and security management). Furthermore, it needs to be consistently and accurately followed in line with the academically acceptable referencing conventions as outlined below. (These have been developed and adapted over many years).

Besides avoiding committing plagiarism, the primary objective of applying any referencing style in the academic environment is:

Firstly, to accurately indicate exactly from where information has been sourced/found and used – whether word-for-word or paraphrased, i.e. reported in your own words – and thereby acknowledge the using of other people's original information/research findings.

Secondly, that someone wanting to find the same information can quickly and easily (by page numbers, publication or chapter and these days the correct website address) track it down and check its accuracy and veracity, and of course whether it has not possibly been plagiarised.

Various conventions, methods and techniques have been developed for this purpose. No matter which method of referencing is chosen the most important point is that it must be applied consistently throughout your writing of your assignments, research articles, dissertation and/or theses.

The essence of referencing is to give credit to sources that have been referred to (referenced as source of information used in the text), and to give adequate, accurate, clear information to make these sources accessible to the reader.

Your lecturers will carefully check through your written work that all information sources consulted and used by you have been sufficiently acknowledged (included in a list of references) and consistently cited in order to:

- supply academically sound **evidence** on which your observations, statements, and/or conclusions are based;
- enable any readers to **consult the** original sources themselves (precisely stating where and/or under which circumstances); and
- that you have consistently throughout the piece of written work **acknowledged** the author/s (source/s) from whom and where your information was taken.

Effective and detailed source referencing is of paramount importance. Any written work by you will be scrutinised and checked for bibliographic references and any proven evidence of plagiarism will result in severe sanctions and penalisation of your submitted written work. (See section on plagiarism at the end of this tutorial letter).

When writing for any of the above study requirements (assignment, research article, portfolio, dissertation or thesis) you may want to quote from a book or an article to substantiate your arguments. Your credibility as a researcher depends on how thoroughly you acknowledge the ideas and thoughts of other authors (their intellectual property and publication copyright).

Generally references to source information are used to:

- acknowledge the original author(s) whose ideas you are using;
- substantiate arguments and statements;
- enable your reader to consult the sources referred to, and/or to check your information.

Listing of reference sources has over the years become fairly standardised with minimal differences between the different social sciences disciplines. Often they differ only in the detail required or other small differences. For example, using either commas or full stops and/or brackets (even between the so-called Harvard method or the American Psychology Association (APA) style which are the two most commonly used current referencing techniques in the social sciences and now as well with law research that is making increasing use of social science research methods).

Usually each piece of different information in a reference is separated by means of either a comma, full stop or bracket. No formal referencing techniques have NONE of these in the listed reference.

Furthermore, the order in which the reference information is listed has become more or less standardised. Whether the reference technique chosen is either in the text (i.e. shortened) and then the full reference information given in a 'List of References' at the end of your written work or by means of a reference listing in a footnote/endnote, the basic format and referencing technique/style remains the same.

A common mistake made by students is to combine both the 'in-text' referencing technique with references in footnotes. Only one referencing style should be used throughout your writing.

NOTE: The School of Criminal Justice departments make use ONLY of the 'in-the-text' source referencing technique followed by the full detailed reference listed in the **List of References** section which appears at the end of your written work (assignments, research articles, portfolios, dissertations, theses or research reports) and NOT the footnoting/end-noting reference technique format as followed by some other disciplines at UNISA.

2. DIRECT QUOTATIONS

When you use an author's exact words, they should be placed between so-called '**quotation marks**'. Keep the use of direct quotations to a minimum (i.e. rather paraphrase in your own words the essence of what other authors are saying to avoid numerous long paragraphs of direct quotations throughout your text). A string of quotations suggests that you could not interpret or properly understand the text. When quoting please note the following points:

- Place the quotation in inverted commas (".....") and acknowledge the source.
- Retain the exact spelling and punctuation of the original.
- If you omit words from a quotation, show this by a series of three full stops: ...
- If you add words to a quotation, place them in square brackets: [...].
- If you wish to emphasise part of a quotation, italicise (see correct use of italicisation in a quote below) or underline it and add the phrase "my emphasis" in brackets at the end of the quote before the reference (which is also in brackets).

Use of double quotation marks:

The "....." are used only to indicate a direct quote of less than three lines in length. In other words use of exact words from a reference source of information as part of a sentence in the text with the inverted commas showing the quoted words from an author/s.

The following example illustrates the aspects mentioned above:

Berger (1987:27-28) emphasises that we must not see the individual as being merely a passive internaliser of meanings which exist outside that individual. As Berger puts it "the individual is not moulded as a passive or inert thing. Rather he [or she] is formed in the course of a protracted conversation ...in which he [or she] is a **participant**" (my emphasis) (Van der Merwe et al, 1990:211).

Use of quotes and italics:

Long quotes are placed in a separate paragraph and must be indented from both sides, for example:

Quotes that are **45 words** long or longer (approx. three lines and more) should be indented from both sides (of the paragraph) as in this example. If the quote is shorter than the three lines or longer, then it needs to be imbedded in the text of a paragraph and set in between double quotation marks, i.e. 'inverted commas'. Quotes from published information are generally **not italicised**. However, actual words of interviewed respondents are recommended to be *italicised*, i.e. placed in *italics*. Field note comments by the researcher on the respondent's responses (in the *italicised* responses) are not italicised but are placed in square brackets [...] – note not round brackets (...). For example: "*I did not commit the crime but the policeman [sic.] they abuse us foreigners because me I was just sitting down with my friends and just talking stories, suddenly the police came and arrest us.*" An additional use of italics is all non-English words. For example: ...Another participant said: "*Ek sal dit nooit vergeet nie*". (I will never forget it) [note the provision of an English translation after such use]. All indented quotes need to end with the precise source reference placed in brackets and closed with a full stop (Editor, 2012: 2).

Note that the source reference for this quote is placed in brackets at the end and closed with a full stop. Also note that the sentence ending before the reference bracket is not ended with a full stop, i.e. no full stop before the first bracket.

Single quotation marks:

Single inverted commas are only used when you want to emphasise a term or a common saying especially when it is not a direct use of words from another author. For example: 'Zero Tolerance' or ...a 'live-and-let-die' approach, etc. Single quotation marks are also used for a quote within a quote. For example: "It was patently obvious from the research that police officers use of force was not following the regulations. As indicated by one interviewee: '*they shoot wildly in a crime situation*'. This indicated that they needed to be trained to follow the set rules (Mistry, 2003: 6).

3. IN-TEXT REFERENCING STYLE

There are specific referencing conventions and styles for each type of publication/article/ source of information from where information is used in your assignments, research articles, portfolios, dissertations, theses or research reports.

(Note that information below in the referencing examples in square brackets [...] is not part of a reference).

You must insert references in the text when you use direct quotations from a text and when you use other information or ideas from sources (even if you paraphrase or put it in your own words).

Listing format:

In referencing you must first identify the source of the material by providing the following required referencing information:

1. the author's surname (unless it already appears in the sentence or paragraph);
 2. the year of publication followed by a colon [:]; and
 3. the page or pages referred to (unless the entire publication is to be indicated).
- Note that the above reference information that should be inserted in a sentence or end of a sentence in the text should appear in brackets (with some exceptions – see below).

For example:

Where the author's name appears in the sentence:

While it has been shown by Sandbrook (1982:132) that...

Where the author's name does not appear in the sentence:

We find it stated that... (Gouldner, 1980:85).

Where you refer to the entire work, you give no page numbers:

Some, such as Parsons (1966), go further than earlier authors (MacIver & Page, 1949; Gillin & Gillin, 1942)...

Note that multiple references in the text are in one set of brackets when listed together and separated only by a semi-colon, for example:

(Jones, 1997: 1-10; King & Brown, 2001: 40).

And not as:

(Jones, 1997: 1-10) (King & Brown, 2001: 40).

Where there are two authors in the bracketed reference, both surnames are given, joined by an ampersand (&):

We may refer to a more recent source (Giliomee & Adam, 1981:61-64)...

Where there are three or more authors or editors, the surname of the first is given followed by "et al" (which means "and others") (see later note detailing correct use of et al for three authors or more, i.e. et al used only after first time listed):

...(Alant et al, 1981:125)...

For institutional authorship, you supply minimum identification:

... (South African Institute of Race Relations (SAIR), 1998:3-18) ...or, for governmental reports... (South Africa, Dept. of Social Development, 1998:4-6)...

Where an author is responsible for more than one publication in the same year, they are distinguished by using a, b, c, ... et cetera, after the year of publication:

We learn that Davis (1963a:331)...

When you refer to several different pages in a source, if they are consecutive page numbers they are separated by dash (-), and if several non-consecutive pages by a comma and the last two by an ampersand. For example:

... (Johnson, 1961:32-35, 70, 81 & 90).

NOTES:

Source references in the text:

These are indicated by the surname(s) of the author(s) and the year of publication as well as the page number from where the reference is cited/sourced. For example: (Nkosi, 2005: 4) or Nkosi (2005: 4).

If you are referencing generally some information (ideas, concepts, interpretations, i.e. not from a specific page or a direct quote) drawn from a publication and paraphrased such, i.e. no specific page number, this can be referenced as: (cf Parsons, 2011: 34-41). It would not be acceptable merely to list this reference as (Parsons, 2011) with no page numbers. A reader must be able to go to the Parsons' publication and see where you obtained the general information being referred to, even if from a number of consecutive pages. If the information is general information extracted from a whole publication then the reference does not need to have page numbers indicated.

Comma or not after author/s name in bracket:

It is your choice of whether to insert a comma or not after an author/s name in the bracketed reference. However, whichever style you choose to implement it must be applied consistently throughout your written work. Accordingly it can be either as follows:

..... (Moffett, 2006:129). Or: (Moffett 2006:129).

Secondary referencing:

For example: ...Morrison (1998) (as cited in Prinsloo, 2001: 7)... This is generally not acceptable in academic terms. Students should go directly to the primary source, i.e. Morrison (1998), and reference the information used directly from the relevant page numbers in the Morrison publication.

NB Do not be tempted to cite sources you have not personally consulted. Examiners have a sixth sense about such things and it invalidates your claims of independent, original work.

However, sometimes in a newspaper or journal article a specific person is quoted, i.e. such person does not have a primary publication from which the information is being quoted but was interviewed by the author. In such circumstances the person so quoted can be referenced accordingly by name as, for example: ...National Police Commissioner Selebi (as cited in Mashaba, 2008) said that the SAPS must fight drug dealers on the streets.....

Use of 'et al'

The term 'et al' [although a Latin term which means 'and others' it is no longer italicised] is only used in an in-text reference listing if there are THREE or more authors linked to the publication, i.e. all authors' names to be indicated in the reference the first time it is used in the text. Thereafter only the first author name and the term 'et al' to be used. Et al is never used in the List of References listings. Also if there are only two authors both authors surnames are used for every in-text reference to them and not et al in place of the second author's name.

For example:

If there are more than two authors for a publication, then the first time they are used as a reference in text then all the authors' surnames (no initials) must be named. For example:

Gouws, Kruger and Burger (2000:53) discuss these factors...

Second and subsequent times referred to in the text only the first author and et al used:

Gouws et al (2000:53) discuss this in detail...
...is discussed in detail (Gouws et al, 2000:53).

[Because 'et al' means 'and others', we use the plural verb].

Note: No full stop is placed at the end of sentence before a bracketed reference. The full stop is inserted only after the brackets if the reference is at the end of a sentence.

Surnames like Du Plessis, De Villiers, Du Preez, Van de Merwe, Van Vuuren, etc. if used in text or as a bracketed reference without their initials will have the first letter as a cap (e.g. 'd' or 'v' would be as a cap 'D' or 'V'), e.g. (Du Preez & Van der Merwe, 2008: 4-6). Double-barrelled surnames are hyphenated with both names having first letter of the surname as a cap. For example: Baxter-Bruce or Cole-Niven. An exception to this 'hyphenated-surname' rule is a surname like Jansen Van Vuuren.

The use of a colon and not a hyphen:

The colon should ALWAYS be used in circumstances where you are listing something (e.g. in the reference bracket page numbers after the date) and not as a hyphen which indicates a break. For example: Deter: A deterrent factor is... and not as: Deter – a deterrent factor is... The colon is also used for instance: ...the following issues will be discussed, namely: ...and not as: ...the following issues will be discussed, namely – ...

Use of 'and' and Ampersand (&) for multiple authors referenced in text:

The ampersand symbol '&' is not used in the text at all.

For example:

According to Steyn and Jones (2010: 12) these types of crime were

However, if the reference is placed in brackets in the text then an ampersand (&) must be used. For example:

An analysis of incidents showed that, over the last two years, these types of crime have become more prominent (Steyn & Jones, 2010: 12).

Note: In the List of References either 'and' or '&' can be used in the full reference listing. Again, whichever form you decide it must be applied consistently throughout the List of References section.

Page numbers:

These are indicated in in-text listing in bracketed references merely as the number/s after the colon after the date. The same is applicable in the List of References if the in-text listing method used.

Page numbers in references in the text are indicated as, for example: ...(Webber, 2008:47) and not as p47 or p.47 or Pp47-49, i.e. lose the 'p' or 'Pp' (for multiple pages).

Nor are any page numbers below double digits (e.g. 1-9) have a zero (0) inserted before them. For example incorrect page numbering would be: ...(Moffet, 2008: 06-09). In other words DO NOT insert a zero symbol in such cases for any page numbers that are between 1 and 9.

Use of abbreviations: General rules

Titles of persons:

If part of a person's name they should be abbreviated in the text and in your reference listings (i.e. in list of interviews). For example: Maj-Gen. Smith, and not as Major-General Smith. Note the hyphen and the full stop at the end of the abbreviation. For abbreviations a full stop is always used unless the abbreviation ends in the same letter as the long version. E.g. Dr for Doctor; Mr for Mister; etc. Other examples: Prof. = Professor; Dir = Director; Capt. = Captain; Maj. = Major. One exception to this rule is the abbreviation for 'edition' which is edn. With the 'n' being added to distinguish it from the abbreviation for editor = ed.

Use of abbreviations and acronyms:

When used in the text for the first time they are placed in brackets after the full term, e.g. The South African Police Service (SAPS); The South African Revenue Service (SARS); The Private Security Regulatory Authority (PSIRA), Automated Teller Machines (ATMs), etc. Thereafter the abbreviation or acronym can be used on its own. All abbreviations or acronyms are uppercase. Each letter in the abbreviation or acronym does not have a full stop in between or after each letter.

For example: Not P.S.I.R.A. but as PSIRA. Also note the small 's' in the last example which indicates plural. This usage is also applicable to in text referencing: For example: ...(South African Police Service (SAPS), 2008: 12) when used for the first time and thereafter as: ...(SAPS, 2008: 12)...

[An aside on] Use of the apostrophe 's':

There is much confusion about the use of the apostrophe (single inverted comma) before an 's'. For example: ...it was the company's vehicle that was being used. In this example the apostrophe before the 's' indicates possession. The apostrophe is NOT used when it indicates numbers or plural. For example: ...in the 1980s and 1990s it became common to....;many ATMs were robbed... And NOT as: ...in the 1980's and 1990's it became common to....;many ATM's were robbed...

Encyclopaedias or dictionaries

When you refer to encyclopaedias or dictionaries, you follow these in-text examples:

...(EB, 1964: sv optics)... [Here, EB refers to Encyclopaedia Britannica].

Or

...(Collins, 2003: sv custom)...

[Here Collins refers to the Collins Dictionary].

Note: 'sv' is an abbreviation of the Latin expression '*sub verbo*', which means 'under the word'.

4. LIST OF REFERENCES

In the list of works at the end of the written work, each publication consulted and referred to in the text (as above) must be identified fully. (We prefer not to use the term 'Bibliography' together with the terms 'List of References', since a Bibliography is strictly speaking a list of all known publications on a specific subject or merely a 'reading list', while a 'List of References' indicates all written works (and other sources of information, e.g. interviews) that you have consulted and out of which you have referenced information in your text.

Accordingly you must provide a list of references at the end of your written work consisting of all the sources (e.g. books, journal articles, study guides, reports, newspaper articles, internet sources, and interviews (you may have done) that you personally consulted (read) and from where you obtained all the information referred to in the text. There must be proof in the text of your written work that you did in fact refer to the sources contained in the list of references that is inserted at the end. Do not be tempted to list publications (to try and impress) that you have not used, your lecturers check every in-text reference and compare such with the listed references at the end of your written work.

Sources in general

The sources in the list of references must be listed in alphabetical order according to the surnames of the authors. They are NEVER numbered.

Note that all the details of a source are given **in the language of the source** itself. If you were to use a German book, for instance, its title would be in German and the place of publication might be München, not Munich.

If multiple entries for the same author, i.e. different publications/articles etc. then the author must be listed by date (oldest first) of the publication/article. If there are two or more from the same year they are indicated (again first in the year by month). For example: Jones, A. 2004a; Jones, A. 2004b; and Jones, A. 2004c... etc. In the text such additions of a, b, c ... would then also occur in the text reference accordingly.

If authors surnames are the same then the author listed first is the one with the first alphabetic initial. For example: Brown, B. comes before Brown, D.

Your **List of References** not only appear alphabetically but to the exact full stop, comma, colon, etc. AND each and every listing must be in the same format, i.e. be accurate and consistent throughout.

No page numbers are given in the case of books in the list of sources EXCEPT when listing a separate chapter in an edited book or anthology and an article in a journal or newspaper.

If you have a long List of References the convention is to divide it up into its component parts with sub-headings. For example:

1. Books/Monographs
2. Chapters in books
3. Research reports/Unpublished works
4. Journal articles
5. Newspaper articles
6. Dissertations/Theses
7. Legislation
8. Case Law (Court cases/Judgements)
9. Internet
10. Interviews
11. Other

4.1 BOOKS/MONOGRAPHS

Listing format:

Author's surname, initial(s). Date of publication. *Title of publication* [*italicised* or underlined if handwritten]. Place of publication: [which has a colon and not a full stop after it] Publisher's name.

Alternate option: Date in bracket. You can place the year date in brackets, but this is your choice. Remember, whichever choice you make to apply it consistently throughout.

Example:

Jones, A.M. 2012. *Perspectives from the community: Case studies in offender rehabilitation*.
London: Sage

Or

Jones, A.M. (2012). *Perspectives from the community: Case studies in offender rehabilitation*.
London: Sage

NOTE: the following specific details with reference to the above listings.

1. Start with the author's surname as references are always listed alphabetically.
2. Also the author's surname has a comma after it before the initial/s and then followed by initial/s (and NOT their first names in full) and if multiple initials each initial must have a full stop after it. There is NO space between the initials (if there are multiple initials).
3. If multiple authors, then the last full stop after initial/s of the first author is followed by a comma. But if there is only a second author this comma is dropped and replaced by an 'and'. (An ampersand (&) can be used in the List of references but as noted above, whichever format you choose stick to it throughout). However, the comma after the initials of the FIRST listed author is retained if there is a third (or more) authors listed. The rule is then that before the last listed author's surname there is no comma but an 'and' (or '&') is inserted.

For example:

Boshoff, H., Botha, A. and Schönteich, M. 2001. *Fear in the city: Urban terrorism in South Africa*. ISS Monograph Series No. 63. Pretoria: Institute for Security Studies.

4. The date of the publication CAN BE placed in brackets [YOUR CHOICE] but if this convention chosen it must be applied consistently throughout.
5. The title of the publication is *italicised* with only proper nouns in the title having capital letters. If there is a sub-title to the main title this is indicated by means of a colon and NOT a comma or a dash, with the first letter of the first word after the colon in the title also having a capital letter (see above example).
6. This whole format must be consistently (i.e. absolutely accurately down to each full stop, comma and caps with EACH reference being – format wise – exactly the same) used THROUGHOUT your List of References.
7. Place of publication. This is followed by a colon. For example: ...New York:
8. Little known places of publication. Sometimes the place of publication is not a well-known city/town, so either the country or state is inserted after it. For example:

Cullompton, Devon, UK
 Baton Rouge, FL.
 Seven Oaks, CA.
 Aberdeen, Scotland.

The acronym for the American states is usually given in such cases. FL = Florida; CA = California.

Sometimes because a city or town occurs in two or more countries, in which country it occurs would also be provided. For example: Albany, NY, USA and Albany, UK.

9. Publishers: You only need to give the publishers name and not for instance 'Pty Ltd', or 'Inc.' or 'Books' or even 'Publishers'. (There are a few exceptions to this rule, namely Oxford University Publishers but 'Publishers' would not be added to a publishing company, since that is their only business. For example it would only be 'Sage' and not 'Sage Publishers').

NOTE: In the example above:

Boshoff, H., Botha, A. and Schönteich, M. 2001. *Fear in the city: Urban terrorism in South Africa*. ISS Monograph Series No. 63. Pretoria: Institute for Security Studies.

1. The abbreviation for number is No. (a full stop at the end) and not 'No' without a full stop.
2. The publisher (organisation/university/institution etc.) is not an abbreviation, e.g.

Institute for Security Studies and not ISS; (or University of South Africa and not UNISA).

3. Also note the colon in the title to indicate a sub-title and the cap (uppercase) first letter of the first word of the sub-title.
4. Note also that the kind of publication of this reference is indicated (and not italicised), namely: ... ISS Monograph Series No. 63....

No date or place of publication:

If the date of the publication is unknown, the abbreviation of the Latin expression '*sine anno*' (without a year): sa, is used in square brackets. If the place of publication is unknown, the abbreviation of the Latin expression '*sine loco*' (without place): sl, is used in square brackets.

For example:

According to Smith ([sa]: 12) there are...

... in that regard (Smith, [sa]: 9).....

Note:

1. In the list of reference sources, the 'S' of both *sine anno* and *sine loco* is capitalised (upper case) because it introduces a new element of the entry. In the text reference, however, the 's' is written with a small letter (lower case).

Use of 'Anon' as author's name:

1. If no author or authoring organisation can be discerned from any publication or report (this often occurs on internet websites) the author's name must be indicated by the use of the term: Anon. (for Anonymous).

Example:

Anon. 2006. *Fusion Centre guidelines: Developing and sharing information and intelligence in a new era*. Independent Information Research Associates. 6 April. Available at: www.iir.com/global/products/fusion_center_executive_summary.pdf (accessed on: 24 July 2009).

NOTE:

1. Full stop after the abbreviation: Anon. (abbreviation for the term: 'Anonymous').

4.2 CHAPTER IN A PUBLICATION

The same as above with some additions and minor differences for example:

Gallinetti, J., Muntingh, L. and Skelton, A. 2004. Child justice concepts (Pp. 87-104). In J. Sloth-Nielsen and J. Gallinetti. (Eds). *Child justice in Africa: A guide to good practice*. Community Law Centre, University of the Western Cape, Cape Town.

NOTES:

1. The title of the chapter is neither italicised or placed within single quotation marks (inverted commas) (the exception being if there is a quote or a commonly used phrase in the title) and is followed by the page numbers of the chapter in the publication. The page numbers must also be indicated in brackets immediately after the chapter title and preceded by the letters 'Pp.' The page numbers bracket is then closed and followed by a full stop, hence the 'In' (in which publication the chapter appears) has a capital letter.
2. In the title of the chapter and of the publication only the first letter of the first word and of the first word after the colon are CAPS (uppercase). The only exception to this rule being if there is a proper noun in the title, e.g. Africa or Cape Town.
3. Also the editor(s)' initial(s) (of the publication) are placed BEFORE their surname(s).
4. The editors of the publication (as in the above example) in which the chapter appears are indicated as such in brackets after their names as (Eds)., and followed by a full stop OUTSIDE of the brackets, (the reason for no full stop after 'Eds' – see notes on abbreviations), whereas if there is only one editor, the singular (Ed.). is used. Note the cap 'E' in both usages and a full stop inside the bracket (for Ed.) and after the last bracket.
5. In the example above if it was a regular publisher the order would be: place of publication first followed by a colon and then the publisher's name. The example used above is that of a research centre at a university so the order is listed as the first source organisation, its affiliation (university) and place/location of the university. If it was say Oxford University Press – a recognised commercial publisher run by a university – the listing reverts to the standard listing sequence for a publication, e.g. place of publication (city or town), colon, and the publisher's name. For example:

Leedy, P.D. and Ormrod, J.E. 2005. *Practical research: Planning and design*. (8th edn.). Upper Saddle River, NJ: Pearson Prentice Hall.
6. Note the edition number is not written out as 'eighth' but as 8th. Also that it is in brackets after the title full stop, as well as the closing bracket is followed by another full stop.
7. **Rule:** The abbreviation of 'edition' is 'edn.' to distinguish it from the abbreviation for 'editor' which is 'ed.'. Also a capital letter for the abbreviation for editor or editors, i.e. Ed. or Eds. Use lower case for edition, i.e. 2nd edn.

4.3 DISSERTATION/THESISListing format example:

Dos Reis, K.M. (2007). *The Influence of gangsterism on the morale of educators on the Cape Flats, Western Cape*. Unpublished MEd Dissertation, Cape Peninsula University of Technology, Cape Town.

NOTE:

1. An acronym is supplied for the specific degree, e.g. MTech, MA, MCom, MEd, MPhil or LL.M, etc. 'Dissertation' would be replaced by the word 'Thesis' if it is a doctorate (e.g. PhD, DLitt et Phil, LLD, etc.). The full institution name is given AND not an acronym, For example: not UCT or UNISA. The place where the institution is sited is also given – all in that order.
2. Note, that although a dissertation/thesis is not published as a commercial or formal publication the title should still be *italicised*.

4.4 JOURNAL ARTICLE

Listing format:

Author's name, initials. Date of publication. Title of article but not italicised or underlined nor placed in single inverted commas (quotation marks). *Title of Journal*, which is *italicised*. Followed by volume number followed in brackets by the issue number (if there is one), followed by a colon and the page numbers of the article in the specific journal.

Journal article listing example:

Moffett, H. 2006. 'These women, they force us to rape them': Rape as narrative of social control in post-Apartheid South Africa. *Journal of Southern African Studies*, 32(1): 129-135.

NOTE: The following in the above example:

1. The abbreviation 'Vol.' (for Volume) is no longer used here nor the word 'No.' (Number). In the example above the volume is 32 and issue is (1) – note no space between volume number and issue number in brackets – followed by a colon and the page numbers – these are all the page numbers of where the article appears in the specific journal (if the footnote referencing technique used then obviously only the page numbers for the specific reference are inserted, so too for in-text referencing. In the example above all the pages it occupies in the journal are indicated: ...:129-135.
2. Title of the article in a journal – same usage of caps as in a book title BUT an article title is NOT italicised.
3. In contrast the journal title has caps for first letter of each word in the journal title except for pronouns (e.g. 'for' or 'of').
4. Journal titles are not abbreviated or given acronyms in first time reference listing. For example: SAJCJ is written out as: *South African Journal of Criminal Justice*, the first time it is used as a reference in the text (and in the List of References) with the acronym in brackets after the full title (when used in the text), and thereafter you can use the acronym in the subsequent in-text reference listings to this journal.
5. No quotation marks (inverted commas) at all (whether single or double) are used to indicate an article title except, as in the example above, the title contains a quote in which case it is indicated by SINGLE quotation marks (inverted commas).

6. Also all the pages of the article are indicated after the colon (after volume and issue numbers). The use of a single 'p' to indicate 'pages' is reserved for a reference when using the footnote referencing style – see below (and this is also optional in the footnoting reference style). In other words NO letter/s 'p', 'pg', or 'Pp' is used in the in-text referencing style used by students in the School of Criminal Justice departments.

4.5 NEWSPAPER ARTICLES

When a newspaper article is used as a reference source of information the author must be cited as well. An author's name is sometimes not after the heading but at the end of the article or another source is indicated. For example: 'SAPA', 'AFP', 'BBC News' or even 'Own Correspondent' or 'Parliamentary Reporter' – these must then be indicated as the 'author/s' and the listing is then the same as for a journal article with some variations.

Example:

Spence, C. (2009). Cops arrest smuggling syndicate at border. *The Star*. 24 May: 3.

If your information is from an 'Editorial' in a newspaper, the source author will then be listed as 'The Editor'. If no author or news agency can be discerned then again the use of the term 'Anon.' to be inserted in place of an author's name (see Notes on use of Anon.). If it is from a letter written to the editor then the letter writer's name to be used as author (in most cases these letters are listed as 'Anon.'). In addition, if from such letter then the explanation information is added after the title of the letter and in square brackets [...] (because it is a piece of additional information).

Examples:

The Editor. 20012. Cops need further specialised training. *Pretoria News*, 10 July: 10.

Frustrated. 2009. Nobody cleans up after fans. [Letter to the Editor]. *The Star*, 4 June: 9.

NOTES:

1. The title of the newspaper article is not in quotation marks (inverted commas) at all.
2. The *name* of the newspaper is *italicised*.
3. The year of publication comes after the author's name while the month date of the edition is inserted at the end of the reference, followed by the newspaper page number (if available) where the cited article appeared.
4. If this newspaper article was found online then the reference is still as above but with the article web address added with the date retrieved/accessed as well (see notes on internet reference listing).

Example:

Spence, C. 2009. Cops arrest smuggling syndicate at border. *The Star*. 24 May. Available at: http://www.iolonline/news/TheStar/1059/9de2069ebbb/25-05-2009/Cops_arrest_smuggling_syndicate_at_border (accessed [or retrieved] on: 7 July 2009).

Take note in the above example that there is no page number (from the webpage) to be inserted.

Take note of all examples above: Titles of articles in journals or chapters in publications are not italicised – only the journal's name or publication title (book/monograph/published report) are *italicised*. A newspaper's name is also *italicised*.

Note:

In the past the use of underlining in reference listings was only for handwritten work. Underlining is no longer used in work that is electronic. The use of italics now indicates the former use of underlining in handwritten work.

4.6 CONFERENCE PAPERS

Conference papers (i.e. presented by author/s at a conference) are treated like any other publication but they are often 'published' or made available in different ways.

If you are referencing a paper presentation at a conference and have accessed the text of such paper (possibly obtaining a text hardcopy from the author presenter or loaded on the conference host's website) it would simply be referenced as follows (following the standardised reference listing formats of above):

Roberts, D. 2011. *Best practices in police performance measurement and management*. Paper presented to the 21st Annual Meeting of the International Police Executive Symposium (IPES): ***Contemporary issues in public safety and security***. Karlskrona, Sweden, 10-14 August.

NOTES:

1. Title of the paper presented is *italicised*, as the conference theme as well. The conference details are also provided, where it was held and the month date/s.
2. However, some conferences subsequently publish papers delivered in a special ***Conference Proceedings*** publication or a book publication where the papers appear as chapters. You might then only have accessed the publication, so using the above example it would appear as the following in your list of references:

Roberts, D. 2012. Best practices in police performance measurement and management. (Pp. 43-63). In S.C. Taylor, D.J. Torpy and D.K. Das (Eds). ***Contemporary issues in public safety and security***. Boca Raton, FL: International Police Executive Symposium/CRC Press-Taylor & Francis Group.

3. In this example the state where Boca Raton is sited is given (FL = Florida). Also the conference organisers partnered with a professional publisher so both are mentioned as 'publishers'.

4.7 LISTING OF LEGISLATIVE ACTS/BILLS

Legislation is listed for example as follows:

Department of Justice, South Africa. 2008. Criminal Procedure Amendment Act 65 of 2008. *Government Gazette*, 524(31911). Pretoria: Government Printers. 18 February

Explanatory notes:

Note how legislative Acts (and 'Act' always has a cap 'A' even when used on its own in a sentence in the text, i.e. without the title of the specific piece of legislation to which is being referred) are listed with the provision of as much detail as possible.

Example:

Department of Justice, South Africa. [as the authoring government department and country of origin of this particular Act.] The title of the Act [note insertion of the Act's number in title], *Government Gazette*, [which is *italicised* – treated like a journal publication]. 524(31911). [the GG volume and issue no]. Pretoria: [place of publication] Government Printers [as the publishers/printers]. 18 February [date of GG and/or date Act assented to by the State President].

All this information is available on the actual published Act document in the *Government Gazette*. If no department is linked to the Act please use: Republic of South Africa, as the author.

If the Act is also available on the internet (see how to reference from the internet below) it would then be referenced accordingly as per an internet accessed source as follows:

Department of Justice, South Africa. 2008. Criminal Procedure Amendment Act 65 of 2008. *Government Gazette*, 524(31911). Pretoria: Government Printers. 18 February. Available at: <http://www.justice.gov.za/legislation/acts/2008-065.pdf> (retrieved on: 25 July 2013).

4.8 WORKS UNIVERSALLY KNOWN BY THEIR TITLES: DICTIONARIES AND ENCYCLOPAEDIAS

Certain reference works are universally known by their titles and it makes things considerably easier for the reader if these works are listed under their titles in the List of References.

Examples:

Collins English dictionary. 2003. (6th edn.). Sv "custom". Glasgow: HarperCollins.

Encyclopaedia Britannica. 1964. Sv "optics". London: Benton.

4.9 INFORMATION SOURCES FROM THE WEB/INTERNET

Referencing information from the internet:

Sources of information found on the internet need to be treated exactly the same as if it is a publication. In other words, look for an author. Sometimes this is merely the organisation on whose website such information has been found. Then try and establish a date for when the downloaded document was placed on the website or the report (often if in pdf format) published. If the date of the publication is unknown, then use the abbreviation 'sa' (see notes above). You must indicate a title for the document – this can be the first heading of the document. Then a publisher, usually the website organisation, e.g. Consumer Goods Council of South Africa (CGCSA). If no place of publication indicated then the abbreviation 'sl' (as above example) needs to be inserted (unless this is indicated in the report/document downloaded). Then the use of the terms: 'Available at:' followed by the URL web address for the downloaded document. This is followed (in brackets) with the terms: 'accessed on:' or alternately the term 'retrieved on:' (again your choice of which term to use); followed by the date when such internet document was downloaded. The date should be written out as 6 March 2012 (required date format to be: dd-mm-yy) but the format 06/03/2012 or 06-03-2012 can also be used. Whichever form used that must be applied throughout your written work.

Example:

Braun, C. 2008. *School safety: A Western Cape case study*. Briefing Paper 183. Southern African Catholic Bishops' Conference. Available at:
www.cplo.co.za/site/index.php?option=com_docman&task-54 (accessed on: 15 January 2010).

NOTES:

1. A title must also be inserted in the reference listing for the document consulted on a webpage even if this is only indicated as a subject heading.
2. Title of e-doc retrieved/accessed is *italicised*.
3. The organisation/institution on which website this document was found is indicated as well.

Example:

Anon. 2006. *Fusion Centre guidelines: Developing and sharing information and intelligence in a new era*. Independent Information Research Associates. 6 April. Available at: www.iir.com/global/products/fusion_center_executive_summary.pdf (accessed on: 24 July 2009).

4. In the above example the website organisation (as publishers) is indicated as: Independent Information Research Associates.
5. Date indicated in the pdf document or date when it was loaded on the website (if able to be found) must be indicated, as in the example above: 6 April 2006, so listed like a newspaper article would be, i.e. year date after the author/s name, and month and day date indicated in the reference after the organisation's name.

6. The term 'accessed on:' (sometimes the alternate term 'retrieved on:' is used in this context – whichever ('retrieved' or 'accessed') you choose must thereafter be used consistently throughout your List of References) and the date accessed are placed in round brackets and not square brackets. (Square brackets denote something completely different.) However, the brackets are also optional these days. Note that both 'Available at' and 'accessed on' are followed by a colon:

Note that 'Available' has a cap but 'accessed' lower case used – and that there is no full stop after the URL web address before the bracket (accessed...). But if you choose to drop the brackets for 'accessed on:', then a CAP 'A' and a full stop after the web address to be inserted.

7. Use of dates in text as follows: 11 September 2001 and not September 11, 2001. Also no use of: 1st, 2nd or 3rd in dates, just 1, 2, 3,... etc. In the text do not use the date format of 11-09-2001 or 11/09/2011 but write out as 11 September 2001.

NB: You ARE NOT to use the URL web address as the source reference in the text – only an author/s surname plus date and page numbers for any internet sourced references.

NOTE:

Wikipedia references **ARE NOT** a primary or original information source for referencing and are not academically acceptable in any written work in the School of Criminal Justice. If information is used from a Wikipedia article it should be referenced from the original information source/publication as listed in the Wikipedia article. These primary (original) sources are usually listed in the footnote/endnote references and can then be tracked and found and consulted directly (see notes on secondary referencing above).

A reference to a Wikipedia article is not academically acceptable in any research article/dissertation/thesis.

4.10 REFERENCING OF UNISA STUDY GUIDES

When the author of the study guide is known, list it by author.

Example:

Gouws, F.E. 2002. *Guidance, counselling and life skills development: Only Study Guide for ETH203-Q (Educational themes: intermediate and senior phases)*. Pretoria: University of South Africa.

When the author of the study guide is unknown, list it under UNISA as follows:

UNISA, vide University of South Africa.

University of South Africa. Department of Nursing Science. 1985. *Nursing administration: Study Guide 1 for NUA201-Q*. Revised edition. Pretoria: University of South Africa.

And not in either case merely as ...(Study Guide, 2002: 18)... in the text or in the List of References. The two above examples would be listed in the text as (for example): ...(Gouws, 2002: 18; UNISA, 1985: 5).

4.11 CASE LAW (COURT CASES/JUDGEMENTS)

[For more detail on the information in this section see: School of Law. 2014]

In your research or studies you might make use of information from court cases or judgements in court cases (also known as Case Law). Over the years academics and students in the Law discipline have standardised (as social sciences disciplines have similarly done) a specific reference style when using information from these sources.

Case law (cases and judgments) are usually reported in various so-called Law Reports. For example:

All SA All South African Law Reports: 1996-Current. Four volumes a year, three monthly issues making a volume, covering decisions of the Constitutional Court, the Supreme Court of Appeal, the divisions of the High Courts of South Africa and the superior courts of Botswana, Lesotho, Namibia and Zimbabwe.

Example: *Holomisa v Argus Newspapers Ltd* [1996] 1 All SA 478 (W)

BCLR Butterworths Constitutional Law Reports: 1994-Current. Reporting of judgments dealing with constitutional issues, particularly from the Constitutional Court.

Example: *S v Makwanyane and another* 1995 (6) BCLR 665 (CC)

SA South African Law Reports 1947-Current. Initially published in four volumes per year, it now includes six volumes a year, two monthly issues making a volume. It covers decisions of the South African Constitutional Court, the Supreme Court of Appeal, the High Courts, the Labour Court, the Labour Appeal Court, the Competition Appeal Court, the Land Claims Court; the superior courts of Namibia, Zimbabwe and their predecessors; and the previously independent states of Transkei, Bophuthatswana, Ciskei and Venda.

Example: *S v Soci* 1986 (2) SA 14 (A)

Explanatory Notes:

The examples above, if you were referencing information from them, would be listed in your List of References, as exactly as they appear above (under the heading: Case Law in your List of References and listed alphabetically).

Holomisa v Argus Newspapers Ltd [1996] 1 All SA 478 (W)

S v Makwanyane and another 1995 (6) BCLR 665 (CC)

S v Soci 1986 (2) SA 14 (A)

However, in your in-text referencing they would appear as follows (shortened):

....(*Holomisa v Argus Newspapers Ltd* [1996]). (If you have a page number from the court records – usually the judgement/decision document as appearing in the specific Law Report, then it can be inserted as part of your reference.)

Note the following: The names of the litigants in the examples of cases are *italicised*. Only first respondents surname is given. Other parties to the case are indicated as ‘and another’ or ‘and others’.

The date of the above *Holomisa*... example is in square brackets – only to indicate that 1996 was when the case was first lodged in court and also indicates that [1996] is not the date – which might be a few years after – when the case was finalised and judgement given.

Specific **sections** of a case are referred to with reference to either the page(s), for example 263H, where it is indicated in the reported volume, or a paragraph(s) of the judgment (as has become customary for judges in their judgements nowadays). The paragraph is identified by way of square brackets, for example [137].

‘S’ stands for ‘State’.

Other terms appearing in Case Law Reports:

‘*Ex parte*’ means ‘by (from) only one party’, or as the ‘sole interested party’;

‘*In re*’ means ‘in the matter of’;

‘NO’ ‘(NNO)’ stands for ‘*nomine officii*’ – in his/her (their) official capacity or by virtue of his/her office (say, as trustee in insolvency);

‘R’ stands for ‘*Rex*’ or ‘*Regina*’ – the Crown (King or Queen) in a prosecution before South Africa became a republic, after which the State (‘S’) prosecuted.

The letters after the date indicate in which Law Report (e.g. Butterworths Constitutional Law Reports = BCLR) the case was reported, followed by page numbers of that specific Law Report edition followed in brackets by the Court Division in which the case was heard. The reference to the court is in the letter or letters in the last parenthesis of the citation.

For example:

Courts with the highest authority:

(CC)	Constitutional Court (KH: Konstitusionele Hof)
(SCA)	Supreme Court of Appeal (HHA: Hoogste Hof van Appèl)

High Court of South Africa:

(C)	Cape Provincial Division (K)
(D)	Durban and Coast Local Division (D)
(E)	Eastern Cape Division; prior to 28 June 1957, the Eastern Districts Local Division (E)

- (GW) Griqualand West Local Division (31 May 1910-30 April 1969; succeeded by the Northern Cape Division) (GW)
- (N) Natal Provincial Division (N)
- (NC) Northern Cape Division (from 1 May 1969) (NK)
- (O) Orange Free State Provincial Division (O)
- (SE) South-Eastern Cape Local Division (SO)
- (T) Transvaal Provincial Division (T) (School of Law, 2014).

4.12 INTERVIEWS

The convention in listing the persons you interviewed (one-on-one interviews) is as follows:

1. Alphabetically by interviewee surname (followed by the interviewee initial/s)
2. Date (year)
3. Position/job
4. Company/organisational affiliation
5. Place where interview took place
6. Day date and month of interview

For example:

Abbot, G. 2008. Crime analyst and GIS Specialist. Risk Diversions Pty Ltd. Pretoria. 5 May
 Byleveld, P. 2008. Superintendent. Serious Violent Crime Unit, South African Police Service, Johannesburg. Personal communication via e-mail. 26 March.

In the in-text referencing format they would then be referred to by name. For example:(Abbot, 2008). Note that there is no need for a page number in these references to interviews.

However, if your interviewees/respondents wish to remain anonymous their names are simply replaced by the following:

Interview No 1. 2008. Crime analyst and GIS Specialist. Risk Diversions Pty Ltd. Pretoria. 5 May.
 Interview No 2. 2008. Superintendent. Serious Violent Crime Unit, South African Police Service, Johannesburg. Personal communication via e-mail. 26 March.

And in the in-text referencing their names would be replaced by 'Interview No. 1' in the source reference bracket.

If it was a series of focus group interviews it would be listed as follows:

Example:

Focus group interviews with various SAPS units in Gauteng:

1. 19 January 2001: Johannesburg Dog Unit, Langlaagte
2. 23 January 2001: Johannesburg Central Detectives
3. 24 January 2001: Brixton Flying Squad, Johannesburg
4. 29 January 2001: Brakpan Crime Prevention

5. 30 January 2001: Germiston Murder & Robbery Unit & Katlehong Detectives
6. 1 February 2001: Van der Bijl Park Murder & Robbery Unit & Flying Squad/Highway Patrol
7. 5 February 2001: North Rand Flying Squad/Highway Patrol, Benoni
8. 6 February 2001: Murder & Robbery Unit, Kempton Park
9. 7 February 2001: West Rand Flying Squad, Krugersdorp
10. 8 February 2001: Dog Unit, Vereeniging
11. 16 February 2001: West Rand Dog Unit, Dobsonville
12. 19 February 2001: Germiston Flying Squad

Use of footnotes/endnotes

If necessary, content references in the form of footnotes/endnotes may be used to provide additional information or explanation of a fact, which footnoted information does not fit into your text discussion. In other words a piece of extra information not necessarily part of the flow of your writing. But all source referencing in the School of Criminal Justice follows the 'in-text' referencing style.

Below is a list of references in a List of References as examples of all the examples outlined above. Note the alphabetical listing as well as the technical format of indenting of second and subsequent lines of a single listing with no line space between each listed reference.

LIST OF REFERENCES [EXAMPLES]

- African Charter on the Rights and Welfare of the Child. 1999. Available at: <http://www.umn.edu/humanarts/africa/afchild.htm> (accessed [or retrieved] on: 14 January 2005).
- Alberts, C. & Meyer, J.C. 1998. The relationship between Marcia's ego identity status and selected variables in an African context. *International Journal for the Advancement of Counselling*, 20(4): 277-288.
- Ammaniti, M., Van Ijzendoorn, M.H., Speranza, A.M. & Tambelli, R. 2000. Internal working models of attachment during late childhood: An exploration of stability and change. *Attachment and Human Development*, 2(3): 328-346.
- Anon. 2005. Worry over training of police units. *Eastern Province Herald*, 26 August: 3.
- Arndt, H. 1989. *Children and juveniles in prisons of South Africa*. Heidelberg: Sached/Ravan.
- Babbie, E. 1990. *Survey research methods*. (2nd edn.). Belmont, CA: Wadsworth.
- Dos Reis, K.M. 2007. *The influence of gangsterism on the morale of educators on the Cape Flats, Western Cape*. Unpublished MEd dissertation, Cape Peninsula University of Technology, Cape Town.
- Gallinetti, J., Muntingh, L. & Skelton, A. 2004. Child justice concepts (Pp. 24-38). In J. Sloth-Nielsen (Ed.). *Child justice in Africa: A guide to good practice*. Community Law Centre, University of the Western Cape, Cape Town.
- Mashaba, S. 2008. State intensifies war against drug abuse. *Sowetan*, 23 June: 5. Available at: <http://www.sowetan.co.za/PrintArticle.aspx?ID=1147429> (accessed on: 25 June 2008).
- Moffett, H. 2006. 'These women, they force us to rape them': Rape as narrative of social control in post-Apartheid South Africa. *Journal of Southern African Studies*, 32(1): 129-135.
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5. FOOTNOTE/ENDNOTE REFERENCING STYLE

This information is given here merely to alert you to the substantial differences in these two methods/styles of referencing, as well as to prevent you mixing or combining the two styles in your written work. In addition, you might want to publish in a journal, whose house style makes use of the footnote/endnote referencing style.

This method of referencing IS NOT TO BE USED in your written work submitted to any of the School of Criminal Justice Departments at UNISA.

Referencing in footnotes/endnotes

When a reference is listed in the footnote/endnote referencing technique (i.e. not in the text and/or in brackets) then when the reference is footnoted/endnoted for the first time it must in fact be a full reference, i.e. as if it is being listed in the List of References at the end of the written work.

For example (1st footnote/endnote reference):

- ¹ Boshoff, H., Botha, A. and Schönteich, M. 2001. *Fear in the city: Urban terrorism in South Africa*. ISS Monograph Series No. 63. Pretoria: Institute for Security Studies, p5

Then if referred to later in the text in a subsequent footnote it is abbreviated to (for e.g.)

- ¹⁵ Boshoff, *Fear in the city*, p 46

or

- ¹⁵ Boshoff et al, 2001: 46

(3rd time in a footnote as):

- ¹⁸ Boshoff et al. (n15)

Use of 'op cit', 'ibid.', 'supra', 'Note', and page number/s

'Op cit'

This is the abbreviation for the Latin term '*opus citatum*' / '*opere citato*', meaning 'the work cited/from the cited work'. The term, '*op cit*', is used specifically in a footnote or an endnote in order to refer the reader to an earlier citation/reference in a previous footnote/endnote. (Accordingly these terms are NOT used in in-text referencing style).

Example:

- ¹ Boshoff, H., Botha, A. and Schönteich, M. 2001. *Fear in the city: Urban terrorism in South Africa*. ISS Monograph Series No. 63. Pretoria: Institute for Security Studies, p 5
- ² Moffett, H. 2006. 'These women, they force us to rape them': Rape as narrative of social control in post-Apartheid South Africa. *Journal of Southern African Studies*, 32(1), p 129.
- ³ Boshoff et al, op cit., p 6
- ⁴ Moffet, op cit, p. 130

NOTE:

1. From the example above you can see that Footnote 3 is referring to the same publication (even if the page number is different) as in Footnote 1, i.e. there is a reference in between.

Current use in the social sciences has dropped 'op cit' from footnote/endnote referencing although in legal research it is still widely being used.

Ibid

This is the abbreviation for the Latin term '*ibidem*', meaning 'the same place'. Ibid is the term used in a footnote and/or endnote referencing for a source reference that was cited in the immediately preceding endnote or footnote. It is similar in meaning to the Latin word '*idem*', meaning something that has been mentioned previously; 'the same'.

Example:

- ⁸ Boshoff et al, op cit., p 6
- ⁹ Ibid., p 7
- ¹⁰ Ibid.
- ¹¹ Ibid., p 9

NOTE:

1. 'Ibid.' is always followed by a full stop since it is in itself an abbreviation. Ibid is never used in in-text (brackets) referencing but only in footnotes/endnotes referencing.
2. In the example above each footnote reference follow on each other as Ibid since it is the same source. The second example, however, has a different page number, while example three is the same as example two, i.e. same page number but example four again has a different page number. All, however, are the Boshoff... publication.
3. If, however, example 2 was a different author it would be listed as follows:

- ⁸ Boshoff et al, op cit., p 6
- ⁹ Ibid., p 7
- ¹⁰ Moffet, op cit, p. 130
- ¹¹ Boshoff et al, op cit., p 8.
- ¹² Ibid., p 9

Supra

This IS the Latin for 'above' and used when a writer wants to refer a reader to an earlier-cited authority. For example, an author wanting to refer to a source in his or her third footnote would cite: See ***supra*** note 3. Or for text in that note: See ***supra*** text accompanying note 3.

Supra can also be used to provide a short form citation to an earlier (but not immediately preceding) reference.

For example:

¹⁶² Stephen J. Legatzke, Note, The Equitable Recoupment Doctrine in United States v. Dalm: Where's the Equity, 10 Va. Tax Rev. 861 (1991).

²⁴⁷ Legatzke, *supra* at 862.

In this example, the second citation refers the reader to page 862 in the journal in which the article by Legatzke appears.

NOTE:

1. This use (in the example above) refers to the first footnote listing of this reference where the full reference information is inserted. That is, subsequent references to this first reference listing do not have to include all the detailed information (as in the first reference listing).
2. 'Note' can also be indicated by the single letter 'n' followed by the number of the footnote being referred to.

Page numbers

Page numbers are indicated in in-text listing in brackets reference merely as the number/s after the colon after the date. The same in the List of References if the in-text listing method used.

However, if the footnote reference listing method used then it can be indicated by the use of a single lower case 'p' letter (no full stop) and the number. E.g. p 7.

All the above are largely only used when the footnote technique used.

For example:

¹⁵ Boshoff et al (n 12) p 28-29.

¹⁶ Ibid.

¹⁷ Ibid.

¹⁸ Ibid, p 30.

¹⁹ Cooper and Ward (n 9) p 5.

²⁰ Ibid.

²¹ Ibid., p 6

¹⁵ Boshoff et al (n 12) p 28-29.

¹⁶ Ibid.

NOTE the following:

1. 'n 12' refers to the number of the footnote where this specific reference was listed for the first time in the footnotes.

Accordingly footnote number 12 would (as in the example used above) read as follows:

- ¹² Boshoff, H., Botha, A. and Schönteich, M. 2001. *Fear in the city: Urban terrorism in South Africa*. ISS Monograph Series No. 63. Pretoria: Institute for Security Studies, p 27

Furthermore, in the example above footnote 15 is followed by two 'ibids' for footnotes numbers 16 and 17, since these references are to the exact same page as in footnote number 15 whereas footnote 18 has a new page number but the reference is still the same, i.e. to Boshoff et al. You do not need to repeat Boshoff et al etc. simply because it is merely a new page number being referred to in Boshoff et al. NOTE that all the 'ibids' have a full stop but that the one with a new page number has a comma after the full stop.

Footnote 15 can also be listed with some variations in line with the conventions above:

- ¹⁵ Boshoff et al (supra note 12) p 28-29

Or

- ¹⁵ Boshoff et al (Note 12) p 28-29

Or

- ¹⁵ Boshoff et al (Note 12): 28-29

But increasingly 'Supra Note', 'Note' and 'p' are being simply replaced by shortened versions by simply using 'n' for 'Supra Note' or 'Note', and a colon ':' instead of 'p'

For example:

- ¹⁵ Boshoff et al (n 12): 28-29.

When making use of the footnote/endnote referencing style for instance in articles and short research reports usually no List of References' is inserted at the end of the written work. However, for longer publications such as a book the tendency is still to retain a full list of references at the end of such publications.

6. WHERE CAN YOU FIND RESEARCH INFORMATION?

These days much of the published information is available (full text) online for downloading or accessing via the UNISA library website:

For example:

Legislation

(Full text): Websites of: Acts Online; Jutastat; My LexisNexis; Sabinet.

Case Law

(Full judgements/court documents)

Court websites; Jutastat; My LexisNexis; SAFLII.

Book publications

Google Books (Index of books, but also full access or limited access in some cases.

SACat (Index of books available in South Africa).

Unisa Library catalogue (Index of books available in the Unisa Library. All these books can be requested if needed for your research and the Unisa library will post it to you)

Journal articles

1. ISAP (Index of journal articles in South Africa. These articles can also be requested from the Unisa library.)
2. HeinOnline (Index and full access to international law journals (including certain South African law journals).
3. SA ePublications (Index and full access to South African journals (including certain South African law and criminal justice journals).
4. Google Scholar (Index of journal articles internationally (including South
5. Africa), but also full access or limited access in some cases.)
6. Unisa e-journals (Links to electronic journals (by name).)

7. NOTES ON PLAGIARISM

7.1 Introduction

Plagiarism is increasingly becoming a problem within the University. You must note that **plagiarism** is an offence in terms of the Student Disciplinary Code and should you be found guilty of transgressing the code, you may be expelled from the University and will, therefore, have to put a stop to your studies (or if the sanction is in the form of 'no further studies allowed at UNISA for a period of (number) years'). Furthermore, other universities might well be reluctant to take you on as a student to further your studies since your academic records and a certificate of good conduct from other universities are required by an admitting university.

7.2 What is plagiarism?

Plagiarism manifests itself in various ways but basically it occurs where you take or use another person's thoughts or work as your own. For example, you submit the same assignment, either because you copied it from another student or, as is frequently the case, students' claim that they have worked together and therefore submitted identical assignments. Plagiarism also occurs where you copy the work word-for-word from the study material (without properly referencing the information or indicating the words taken from the Study Guide/manual by putting them into double inverted commas (quotation marks (e.g. ".....").

Doing research and writing of research reports (in this case answering your assignments) with **integrity** and **honesty** also means that when you quote from a textbook, article or report you must acknowledge (list as a reference) the source of your information. In other words there is an obligation on the user(s) to acknowledge from where they get their information and insights.

This is what we mean by academic integrity: The duty on all students, academics and researchers to acknowledge their sources in their references (whether in-text, in footnotes/endnotes and in your List of References). It does not matter whether you are a first year student doing an assignment or a doctoral student writing a ground-breaking thesis or a professor publishing an academic article – all researchers **MUST** acknowledge their sources. Failure to do so constitutes plagiarism! (School of Law, 2014).

This applies even if you formulate the information obtained from publications or reports in your own words. Furthermore, if you use the information from someone else's work (publication, article, book or research report) with their identical words this must be indicated as such by the use of quotation marks ("....."). If you fail to acknowledge the source of your information this is generally considered to be **plagiarism**.

In other words, this is the use, word for word, of other people's written work without acknowledging where you got the information from, literally 'stealing' (the theft of) other people's words, information or ideas (concepts, theories, research findings). In essence this amounts to **academic fraud** (passing off information as your own).

Plagiarism is a serious offence and is harshly dealt with in most circumstances. Briefly stated, plagiarism is committed when you take someone else's ideas, thoughts, words, insights or information and present them as your own. Therefore, in any research, if you use someone else's ideas and facts and you fail to give a reference to that person, you are committing plagiarism. Not giving credit to someone is as bad as pretending that the relevant ideas are your own. It does not matter where you get information from. Whether you are getting it from a website, a court case, legislation, articles (both journals, magazines/newspapers), conference proceedings, books **or your study guide** – you must **ALWAYS** give a reference to the relevant source. Failure to do so will be penalised and disciplinary action might be taken against you (School of Law, 2014).

In all these cases you may be found guilty of plagiarism with dire consequences for your academic career. **You are therefore strongly advised to ensure that you submit only your own work and with other people's work/information properly acknowledged (referenced).**

At postgraduate level UNISA have also made a principled decision that all dissertations and theses be put through the 'Turn-it-in' software programme which essentially searches all electronic databases worldwide for any textual similarities in such dissertation/thesis that is matched in any published work which includes not only book and/or chapter publications, journal, magazine or newspaper articles but also dissertations/theses stored at other university libraries.

7.3 Forms of plagiarism

The simplest form of plagiarism is where you literally cut-and-paste information from a source into your assignment or dissertation. Usually this is taken from the internet, but you can also write up your work word-for-word from a book or article. This is the easiest form of plagiarism to detect. If you want to use someone else's words directly, you need to quote it in the prescribed manner and indicate where you found the quote.

Linked to the previous it is important to point out that too many quotes in your work is also a form of plagiarism. If more than about 15% of your work consists merely of long paragraphs of quotes, you are not really indicating that you understood the material well enough to put it in your own words.

Sometimes individuals try to hide the fact that they are copying word-for-word by changing a word here and there. This is still plagiarism and most plagiarism detecting software packages will pick it up.

Another form of plagiarism is referencing a source used in someone else's work and pretending that you have read the original source. If you have not read the original source, your reference should be to the source you actually read. As a general rule, nothing should be in your footnotes that you have not personally read.

Additionally, every source in your text should be in your List of References and every source in the List of References should feature somewhere in your text. Making the list of sources appear more comprehensive than it really is, is also dishonest.

As a general rule-of-thumb an essay, article, dissertation or thesis that contains NO references is prima facie a case of plagiarism. By not adding any references the author is claiming that he/she alone thought of EVERYTHING in that piece of work. That is highly unlikely! The original part of such an essay will in all likelihood be minimal.

Finally, handing in the same assignment or portfolio as another student will be regarded in a serious light. Even if students work together in a study group, they must hand in individual assignments or portfolios, showing that they have personally mastered the work produced (School of Law, 2014).

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NOTE:

Some information used in compiling this Tutorial Letter has been sourced from the following: School of Law. 2014. *Tutorial Letter 102/2014: LLB Research Methodology (HMLLB80)*. Pretoria: University of South Africa.