

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



**VICTORIA**  
UNIVERSITY OF WELLINGTON

**SCHOOL OF SOCIAL AND CULTURAL STUDIES**

*Te Kura Mahinga Tangata*

# **SACS 301**

*Methods in Social and Cultural  
Research*

## **Course Outline**

**CRN 13132: 24 POINTS : TRIM 1, 2008**

**COURSE COORDINATOR: ASSOC. PROF. JENNY NEALE**

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**LECTURES: MONDAY 3-5PM, & THURSDAY, 3-4PM, HMLT 003**

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**COURSE COORDINATOR:** Assoc. Professor Jenny Neale  
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**OFFICE HOURS:** By arrangement

**LECTURES:** Monday 3 - 5 pm HMLT 003  
and Thursday 3-4pm HMLT 003

## **COURSE READINGS**

There is a set text and a book of student notes assigned to this course.

### **Set Text**

Davidson, C., and Tolich, M., (eds) 2003 *Social Science Research in New Zealand*, Pearson Education New Zealand Ltd., Auckland.

The text can be purchased from the Victoria University Book Centre in the Student Union Building. Cost \$74.95.

### **Student Notes**

The reading notes can be purchased from the Student Notes Centre in the Student Union Building. Cost: \$29.20.

## **COURSE AIMS**

- To introduce students to a range of key methodological approaches and techniques employed by social science researchers.
- To critically discuss the theoretical underpinnings of qualitative and quantitative approaches, ethics and the practice of social and cultural research.

## **COURSE OBJECTIVES**

To develop an understanding of:

- the theoretical underpinnings of social research
- the relationship between research and theory
- a range of social research perspectives
- research ethics
- the principles of quantitative and qualitative research design

- a range of quantitative and qualitative research methods
- data analysis, interpretation and presentation

## ASSESSMENT

This course is internally assessed. Three pieces of work are required.

- |   |                     |
|---|---------------------|
| 1. <i>Short Essay - 20%</i>                       | <i>Due 23 March</i> |
| 2. <i>Exercises in Statistical analysis - 35%</i> | <i>Due 2 May</i>    |
| 3. <i>Critique of Research Papers - 45%</i>       | <i>Due 30 May</i>   |

*Please note:* All assignments are due at 4pm on the day indicated. The assignment box is located next to the lifts on level 9 Murphy Building.

## EXPECTED WORKLOAD

Students should expect to set aside 18 hours per week, including class contact hours, for this course as per the faculty recommendations for a 300-level, 24 points course.

## ASSIGNMENT COVER SHEETS

All written work submitted for assessment in the School of Social and Cultural Studies must have a School Assignment Cover sheet, see sample at the back of this Course Outline. Further copies can be located on the reception counter at the Administration Office, and on the Assignment Box, on level 9 of Murphy building. You may wish to have a front sheet of your own, but a School Cover sheet must be used. This is critical for accurate identification and recording of your work.

## EXTENSIONS AND LATENESS

**No extensions will be granted** unless illness or another extreme emergency prevents you from submitting an assignment. *Any extension must be arranged with the course co-ordinator before the due date and any such extension will not be extended beyond the period of certified illness or emergency.*

*Note: Assessment work will not be accepted for marking more than 7 days after the due date or 7 days after an approved extension date. However, work must still be submitted to meet the mandatory course requirements.*

## LATE PENALTIES

Late submissions for student assignments are subject to a penalty. The exact

deduction will be calculated on the basis of one half mark per day late for each 10 marks, i.e. 1 mark will be deducted each day for an assignment worth 20% of the total course mark.

## MANDATORY COURSE REQUIREMENTS

- Completion of all assignments

Students are strongly urged to attend all the timetabled sessions as assignment work is closely related to the lecture content and required reading.

## GRADES

University policy is followed and letter grades are given for all internally assessed work. The following table sets out the range of marks within which each letter grade is assigned. Your final grade and marks for the course will be an aggregate of the grades you achieve during the course.

<b>Pass</b>	A+	85% or over	Evidence of familiarity with relevant reading, sound understanding of relevant theoretical/methodological issues, plus individual interpretation and insights of a higher order. An A grade will not be achieved without such insight. Work well presented with logical structure that includes an introduction and a conclusion in addition to clarity of expression.
	A	80%-84%	
	A-	75%-79%	
	B+	70-74%	As above, but less individual insight and preparation. High level of understanding exhibited. Assignment well presented.
	B	65%-69%	
	B-	60%-64%	
	C+	55%-59%	Work lacks originality, individual insights and not strong on understanding. However, material used is relevant and presentation is satisfactory.
	C	50%-54%	
<b>Fail</b>	D	40%-49%	Little evidence of reading or comprehension. No insight. Poor presentation.
	E	Below 40%	A clear failure to reach an adequate standard on the criteria set out.

## COURSE TIMETABLE 2008

Week	Date	Topic	Lecturer	Reading
1	25.02 28.02	<b>Introduction &amp; film and discussion</b>	AP Jenny Neale (JN)	Davidson & Tolich (D&T) chaps 1&2 Campbell, R. (2002)
2	03.03 06.03	<b>Theory and research Critical research</b>	Lizzy Stanley(LS)	D&T Chapt 3 Walters, R. (2003)
3	10.03  13.03	<b>Maori Research Perspectives</b>  <b>Minority Research perspectives</b>	Dr Lynne Pere  JN	D&T Chaps 4 &5  D&T Chapt 6, Stanley, L., & Wise, S. (1993) Beatson & Perry (2002)
4	17.03 20.03	<b>Ethics &amp; Research Workshop</b>	Dr Allison Kirkman	D&T Chapt 7 Wilkinson T (2001) Denzin N (1968) Wallis R (1977)
5	27.03	<b>Research Design</b> Developing Research Questions & Hypotheses	JN	D&T Chapt 8 & 9 Bouma, G.D. (1996), de Vaus, D. (1995)
6	31.03 03.04	<b>Data Collection &amp; Surveys</b> Choice of methods for data collection, Sampling	JN	D&T Chapt 10, Appendix 1 &2 Fink, Arlene (2006)
7	07.04  10.04	<b>*Room KK216*</b>  <b>Data Sources</b>	Leah Cammell StatsNZ  JN	<b>Workshop session</b>  D&T Chapt 25
<b>Mid Trimester Break</b>				
8	28.04 01.05	<b>Data Collection &amp; Surveys</b> Questionnaire design, Survey analysis	JN	D&T Chaps 11, 13 & 26 Bryman, A. (2001) Gobo, G (2001)
9	05.05 08.05	<b>Qualitative methods (includes analysis)</b> Semi and unstructured interviews & Focus Groups	LS	D&T Chaps 17, 18, 22 Leibrich, J (1993)
10	12.05 15.05	<b>Fieldwork &amp; ethnography</b>	AP Jeff Sissons	D&T Chapt 20 Geertz, C (1993)
11	19.05 22.05	<b>Policy &amp; Research Evaluation</b>	JN Dr Venezia Kingi,CJRC	D&T Chapt 16
12	28.05 29.05	<b>Writing reports Mixed Methods</b>	JN	D&T Chapt 12 Neale(2004) Wallis, R. (1977)

## EXTRA READINGS FROM BOOK OF READINGS

### *Quantitative Examples*

- Callister, P. (2003). Maori/Non-Maori Ethnic Inter-marriage. *New Zealand Population Review*, 29(2), 89-106.
- Choy, W. K., & Glass, H. (2002). Brain Drain in New Zealand: Fact or Fiction. *New Zealand Population Review*, 28(2), 275-296.
- Field, A., & Casswell, S. (2000). Perspectives on Marijuana Policy in New Zealand: 1990 and 1998. *Social Policy Journal of New Zealand*(14), 104-113.
- McGregor, J., & Gray, L. (2002). Stereotypes and Older Workers: The New Zealand Experience. *Social Policy Journal of New Zealand*(18), 163-177.
- Mayhew, P & Reilly, J, (2007) The New Zealand Crime and Safety Survey 2006  
Ministry of Justice, Wellington
- Worth, H. B., & McMillan, K. E. (2004). Ill-prepared for the Labour Market: Health Status in a Sample of Single Mothers on Welfare. *Social Policy Journal of New Zealand*(21), 83-97.

### *Qualitative Examples*

- Ang, E.K & Briar, C (2005) Valuing Motherhood? Experiences of Mothers Returning to Paid Employment. *Women's Studies Journal* 19, 1: 11-24  
ISBN 1-877372-11-0
- Baker, M., & Tippin, D. (2004). More than just another obstacle: Health, Domestic Purpose Beneficiaries, and the Transition to Paid Work. *Social Policy Journal of New Zealand*(21), 98-120.
- Eggleston, E. J. (2000). New Zealand Youth Gangs: Key Findings and Recommendations from an Urban Ethnography. *Social Policy Journal of New Zealand*(14), 148-163.
- Humpage, L., & Fleras, A. (2000). Systematic Bias and the Marginalisation of Somali Refugee Adolescents with New Zealand Education. *New Zealand Sociology*, 15(1), 46-74.
- Keeling, S. (1999). Ageing in (a New Zealand) place: Ethnography, Policy and Practice. *Social Policy Journal of New Zealand*(13), 95-114.
- Plumridge, L (2001) Rhetoric, reality, and risk outcomes in sex work. *Health, Risk & Society* 2,2: 199-215
- Schoeffel, P., Meleisea, M., & al, e. (1996). Pacific Islands Polynesian Attitudes to Child Training and Discipline in New Zealand. *Social Policy Journal of New Zealand*(6), 134-147.

### *Mixed Methods*

- Jordan, J. (2004). Beyond belief? Police, rape and women's credibility. *Criminal Justice*, 4(1), 29-59.

## **ASSIGNMENT 1**

### **Short Essay**

**Due: 4pm, Friday, 23 March**

**Percentage of final grade: 20%**

**Word Count: 1500 words**

Submit a fully referenced short essay on one of the following titles:

1. What are the main principles of positivism, and how can this methodology be applied in your discipline area?
2. What is an interpretivist methodological approach?
3. How does a critical methodology differ from other methodological approaches?
4. Tolich and Davidson (1999, *Starting Fieldwork*, Melbourne University Press) argue that the attitudes of Maori individuals towards past social science research has been uniformly negative. What are the reasons for this and how can researchers address this problem?
5. Critically evaluate the main principles of feminist research. How might they apply to either criminological or sociological or anthropological or social policy research?

## **ASSIGNMENT 2**

### **Exercises in Statistical Analysis**

**Due: 4pm, Friday, 2 May**

**Percentage of final grade: 35%**

This assignment will build on the workshop with Statistics New Zealand. You will be provided with several research questions. You will be required to choose one of the questions and find the relevant empirical data from official statistical sources, analyse this information, provide some commentary on it and integrate what you present to provide the answers to your chosen research question.

The information for this assignment will be handed out in class on 10 April or is available to be collected from the SACS admin office on level 9 Murphy Building from 9am on 11 April.



## ASSIGNMENT 3

### Critique of Research Papers

Due: 4pm, Friday, 30 May

Percentage of final grade: 45%

Word length: maximum 2500 words

#### Objective

*An important task for social researchers is the analysis of completed research papers and reports. This final assignment encourages you to apply what you have learnt to produce a critical review of two **contrasting** research studies. They can be in the same general topic area or cover two different topic areas.*

**Choose TWO titles from the research articles in your course handbook.** Write an abstract and prepare an analysis of each paper following the guidelines in Parts 1 and 2 below. Then compare the methods used in the two papers, as outlined in Part 3.

#### Part 1 - Abstract (8%)

For each of the papers you have chosen, write an abstract of up to 150 words, **in your own words**, giving a brief account of the scope of the study, research methods and main findings.

#### Part 2 - Write a review of each paper under the following headings -

##### **Aims (3%)**

What are the aims of the paper?

##### **Purpose (3%)**

Does the paper address a significant issue or problem, and is it likely to contribute to an understanding of some practical or theoretical issues?  
Outline this issue/problem.

##### **Literature review (5%)**

Is the relationship to previous research made clear? How?

##### **Design and methodology (6%)**

Is the research design and methodology fully described?  
Are limitations in the study acknowledged?  
How have ethical issues been handled?

##### **Analysis and Interpretation (6%)**

Are the conclusions of the study valid and reliable and substantiated by the evidence?  
Comment on the presentation of the research results.

### Part 3 - Comparison of the two papers (6%)

Compare the data-gathering and analysis methods used for the two papers. Comment on their appropriateness to the research question(s) being examined?

#### Conclusions (8%)

From your reading of the two papers, discuss the key issues that would need to be considered if you were to research a similar area.

**In marking this assignment, special credit will be given where there is evidence of the application of principles learned during the course and from the book of readings.**

## GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hardcopy or under "about Victoria" on the Victoria homepage at: [http://www.victoria.ac.nz/home/about\\_victoria/calendar\\_intro.html](http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html)

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

### Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

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

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

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

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

Find out more about plagiarism, and how to avoid it, on the University's website: [www.victoria.ac.nz/home/studying/plagiarism.html](http://www.victoria.ac.nz/home/studying/plagiarism.html)

## **OTHER CONTACT INFORMATION**

Head of School:	Assoc. Professor Jenny Neale, MY1013 Tel: 463 5827 E-m: <a href="mailto:jenny.neale@vuw.ac.nz">jenny.neale@vuw.ac.nz</a>
International Student Liaison:	Dr Hal Levine MY1023 Tel: 463 6132 E-m: <a href="mailto:hal.levine@vuw.ac.nz">hal.levine@vuw.ac.nz</a>
Maori and Pacific Student Liaison	Dr David Pearson, MY1020 Tel: 463 6748 E-m: <a href="mailto:david.pearson@vuw.ac.nz">david.pearson@vuw.ac.nz</a>
Students with Disabilities Liaison:	Dr Russil Durrant, MY1120 Tel: 463 9980 E-m: <a href="mailto:russil.durrant@vuw.ac.nz">russil.durrant@vuw.ac.nz</a>
School Manager:	Carol Hogan, MY918 Tel: 463 6546 E-m: <a href="mailto:carol.hogan@vuw.ac.nz">carol.hogan@vuw.ac.nz</a>
School Administrators:	Monica Lichti, Adam Meers, MY921 Tel: 463 5317, 463 5258 E-m: <a href="mailto:sacs@vuw.ac.nz">sacs@vuw.ac.nz</a>

**Office use only**

Date Received:

(Date Stamp)

# **School of Social and Cultural Studies**

Te Kura Mahinga Tangata

**ANTHROPOLOGY**

**CRIMINOLOGY**

**SOCIOLOGY & SOCIAL POLICY**

**SOCIAL SCIENCE RESEARCH**

## **Assignment Cover Sheet**

*(please write legibly)*

Full Name: \_\_\_\_\_

Student ID: \_\_\_\_\_ Course (eg SACS 301): \_\_\_\_\_

Tutorial Day: \_\_\_\_\_ Tutorial Time: \_\_\_\_\_

Tutor's Name (if applicable): \_\_\_\_\_

Assignment No.: \_\_\_\_\_ Due Date: \_\_\_\_\_

### **CERTIFICATION OF AUTHENTICITY**

*I certify that this paper submitted for assessment is the result of my own work, except where otherwise acknowledged.*

Signed: \_\_\_\_\_ Date: \_\_\_\_\_