

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*

**Sociology and Social Policy Programme**

# **SOSC 111**

*Sociology: Foundations and  
Concepts*

## **Course Outline**

**CRN 9141 : 18 points : Trimester 1, 2008**

### **COURSE COORDINATORS:**

**Dr Chamsy el-Ojeili**

Room 1016, Murphy Building

Tel: (04) 463 6740

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Room 1007/407, Murphy Building

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**LECTURES: TUESDAY & FRIDAY, 10.00 – 10.50 AM, MCLT103**

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## **SCHOOL LOCATION**

The Sociology staff location is on levels 9 and 10 of the Murphy Building. The academic staff are on level 10 and the School of Social and Cultural Studies Administration Office is on level 9. The Sociology Student notice board for items relating to Sociology courses is on level 9, although you may find other items of interest on the staff notice boards on level 10.

## **LECTURE AND TUTORIAL TIMES**

**Lectures:** Tuesday and Friday 10 am – 10:50 am in MacLaurin LT 103

**Tutorials:** Tutorials will begin in the third week of the Trimester. Students will be able to enrol online through the S-Cubed system (details available through Blackboard). Times of tutorials and names of tutors will be posted on the Sociology notice board on level 9, Murphy Building.

## **COURSE COORDINATORS**

Dr Chamsy el-Ojeili and Dr Allison Kirkman.

Dr Kirkman and Dr el-Ojeili are responsible for the administration of SOSC 111. You should direct all queries about the course to either of them. Any queries about tutorials should be addressed to Dr el-Ojeili, unless otherwise advised.

Their contact details are:

Dr Chamsy el-Ojeili

Room: Murphy 1016

Tel: 463 6740

E-mail: [chamsy.el-ojeili@vuw.ac.nz](mailto:chamsy.el-ojeili@vuw.ac.nz)

Office Hours: Thursday 2-4

Dr Allison Kirkman

Room: Murphy 1007/407

Tel: 463 5676

E-mail: [allison.kirkman@vuw.ac.nz](mailto:allison.kirkman@vuw.ac.nz)

Office Hours: Tuesday 11-1

If neither of the Course Coordinators is available and you have an urgent problem, then leave a message with one of the School Administrators in MY921.

## **INFORMATION ON SOSC 111**

This course has information on Blackboard at: <http://www.blackboard.vuw.ac.nz>

Any notices for Sociology courses are posted on the Sociology Notice Boards on levels 9 and 10 of Murphy Building.

## GENERAL UNIVERSITY STATUTES AND POLICIES

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:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

## 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>

## AIMS AND OBJECTIVES

### Sociology in Context

SOSC 111 can be seen from two points: first as a supplement to other courses in the University and secondly, and from our point of view more importantly, as the introduction to further courses in sociology.

- (i) As a supplement. We would hope that this course would be of interest irrespective of your own major subject. However, it will tie in more usefully with other social science and humanities papers (anthropology, criminology, economics, education, history, geography, political science, psychology, religious studies, and social policy) than with other course. The boundaries between these disciplines overlap and you should not be surprised if information and theories that are mentioned in one are touched on in another.
- (ii) As part of a major. Our primary concern in planning SOSC 111 is to provide an introduction to the discipline and how it can be used to explain contemporary society. If you intend majoring in Sociology you should also take SOSC 112 – New Zealand: Sociological Perspectives.

### General Objectives for SOSC 111

At the completion of this paper you will have gained knowledge and an understanding of:

1. the main theoretical and conceptual areas of contemporary sociology, with particular reference to the contributions of Karl Marx, Max Weber, and Emile Durkheim.
2. the utility of these to understanding contemporary society.
3. examples of the use of these in New Zealand research on specific topics.

## BOOKS FOR SOSC 111

**A book of readings has been prepared for SOSC 111 and should be purchased  
from the Student Notes Shop at an approx cost of \$ 15.00**

### Supplementary Texts:

Tony Bilton et al. (eds) (2002) *Introductory Sociology* (Fourth Edition) Palgrave. See also Bilton et al (1996) *Introductory Sociology* (Third Edition) Macmillan Press.

*(This text was used in previous years so you may well find second-hand copies available).*

Gregor McLennan, Allanah Ryan and Paul Spoonley (2000/ 2003) *Exploring Society: Sociology for New Zealand Students*, Pearson Education New Zealand Ltd.

*(This text is also recommended for SOSC 112).*

*Note: In the **Supplementary Readings** which accompany each set of lectures on pages 15 to 18 of this handout, these two texts are listed as Bilton et al - and the edition as (1996) or (2002) - and McLennan et al).*

Gordon Marshall (ed) (Second Edition) (1998) *The Concise Oxford Dictionary of Sociology*, Oxford: OUP. The first edition of this Dictionary is also useful and you may find second-hand copies.

*(This dictionary is also recommended for SOSC 112 and will be useful for other sociology courses in later years).*

## ILLNESS, ABSENCE, WITHDRAWALS

1. If you cannot attend tutorials you should inform your tutor. This is important since their approval of satisfactory attendance is necessary for meeting the mandatory course requirements. Attendance records for lectures are not maintained since lectures are optional.
2. If you decide for ANY reason at ANY stage to withdraw from SOSC 111 you should notify the FACULTY OFFICE, using the official Change of Course form. Failure to do so may have complex consequences for future enrolment, student allowances, etc. (i.e. you get credited with a fail not a withdrawal on your record).

## WORKLOAD

The workload for the course, i.e. the number of hours per week which students are expected to devote to the course in order to maintain satisfactory progress, is approximately 12 hours.

## EXTENSIONS ON DUE DATES

Essays are due on the dates stated. If for some serious reason you don't think you can get an essay in on time, see your tutor or one of the Coordinators in advance of the due date and discuss the problem. Extensions of time are not permitted except for illness, or bereavements.

## MANDATORY REQUIREMENTS

Lectures are not compulsory but, in order to meet the mandatory course requirements, students must fulfil the following requirements:

- a) completing Essays 1 and 2.
- b) attending at least 6 of the 9 tutorials.
- c) sitting the final course examination.

## ASSESSMENT

The assessment for SOSC 111 involves two essays and a final examination.

## ESSAY TITLES AND DUE DATES

**Essay 1: This essay is compulsory**

**Due Date: Friday 11<sup>th</sup> April, 4pm**

**Word Limit: 2000**

**20% of Final Grade**

One of the main objectives of this course is to introduce you to some of the main theories in Sociology. This essay is about one of the major theorists – Marx, or Weber, or Durkheim. We have given you a choice of topics plus a list of primary and secondary readings.

Choose **ONE** of the following three topics:

### EITHER **Marx**

‘Alienated labour not only separates people from the products of their work and from their true selves, it also separates them from the very essence of humanity.’ Discuss the different components of alienation and evaluate their contemporary relevance.

### OR **Weber**

Weber saw the impact of modern capitalism principally in the way it replaced traditional and mystical world views with rational calculation. How does he link this process of rationalization with the ‘Protestant ethic’?

## OR Durkheim

‘Our faith has been disturbed; tradition has lost its sway; individual judgement has become free of collective judgement.’ How does Durkheim identify anomie as an endemic feature of the transition towards modern complex societies?

### Readings

When looking at the work of, or concepts associated with any major theorist, you will find the *Concise Oxford Dictionary of Sociology* useful. A valuable and recently published source of material on all aspects of sociology is the *International Encyclopedia of the Social and Behavioral Sciences*, which is located in the Reference Room of the Library at call-mark H41 I61 E. If you go to the Library’s web-based catalogue you will also find that the *Encyclopedia* is available on-line, though only abstracts are accessible this way. There are, in addition, links to some Sociology websites under the SOSC 111 section on the Blackboard website.

### Primary Texts

The essay on **Marx** is not focused on a particular book so the following general commentaries which draw on a selection of Marx's own writings are recommended:

Bottomore, T.B. and M. Rubel (eds) *Karl Marx: Selected Writings in Sociology and Social Philosophy*

McLellan, D. *The Thought of Karl Marx*

If you choose the **Weber** or **Durkheim** essay you will find the following books most useful:

Weber, M. *The Protestant Ethic and the Spirit of Capitalism*

Durkheim, E. *The Division of Labour in Society*

### Secondary Texts

An excellent, recently updated introduction to a wide range of social theorists, including those contained in the first essay, is:

Randall Collins and Michael Makowsky *The Discovery of Society* (2005) (Seventh Edition), McGraw-Hill

There is a very large secondary literature on these three major theorists. The following suggestions are only a few useful examples. The bibliographies in these texts will lead you to other sources. Remember that all introductory Sociology texts will include a discussion of the founders of the discipline.



<b>Marx</b>	Avineri, S.	<i>The Social and Political Thought of Karl Marx</i>
	Craib, I.	<i>Classical Social Theory</i>
	Elster, J.	<i>An Introduction to Karl Marx</i>
	Giddens, A.	<i>Sociology</i>
	Giddens, A.	<i>Capitalism and Modern Social Theory</i>
	Hughes, J.A., Martin, P.J. & Sharrock, W.W.	<i>Understanding Classical Sociology</i>
	Lichtheim, G.	<i>Marxism: An Historical and Critical Study</i>
	McLellan, D.	<i>Marx</i>
	Worsley, P.	<i>Marx and Marxism</i>
<b>Weber</b>	Bendix, R.	<i>Max Weber: An Intellectual Portrait</i>
	Collins, R.	<i>Max Weber: A Skeleton Key</i>
	Craib, I.	<i>Classical Social Theory</i>
	Eldridge, J.	<i>Max Weber: The Interpretation of Social Reality</i>
	Gerth, H. and Mills, C.W.	<i>From Max Weber</i>
	Giddens, A.	<i>Capitalism and Modern Social Theory</i>
	Giddens, A.	<i>Sociology</i>
	Hughes, J.A., Martin, P.J. & Sharrock, W.W.	<i>Understanding Classical Sociology</i>
	Parkin, F.	<i>Max Weber</i>
Wrong, D.	<i>Max Weber</i>	
<b>Durkheim</b>	Craib, I.	<i>Classical Social Theory</i>
	Giddens, A.	<i>Sociology</i>
	Giddens, A.	<i>Durkheim</i>
	Giddens, A.	<i>Capitalism and Modern Social Theory</i>
	Hughes, J.A., Martin, P.J. & Sharrock, W.W.	<i>Understanding Classical Sociology</i>
	Lukes, S.	<i>Emile Durkheim</i>
	Lukes, S.	<i>Emile Durkheim: His Life and Work</i>
	Thompson, K.	<i>Emile Durkheim</i>
	Tiryakian, E.	'Emile Durkheim', in T. Bottomore and R. Nisbet (eds) - <i>A History of Sociological Analysis</i>

<b>Tutorial – Essay 2 : This essay is compulsory.</b>
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**Due Date: Friday 30<sup>th</sup> May, 4pm      Word Limit: 2000-2500      30% of Final Grade**

The tutorial essay is a piece of individual work that each student is encouraged to choose according to interest. The purpose of this essay is to assess how you use sociological concepts to analyse a specific issue. This means that you are expected to gather material and then interpret this using a sociological approach. Students must discuss their essays with tutors before embarking on them. This is to ensure that the topic to be studied is feasible in the time available.

## Choosing a Topic

You may choose a topic you are interested in and one that is suitable for sociological study. We do, however, suggest that it would be best for you to choose some aspect of a topic covered in the lectures for socs 111 – i.e., religion, inequality, deviance, or globalization.

It is important that you discuss your proposed essay topic with your tutor.

## Carrying out your study

For this essay you should use sociological material (books and journal articles from the library) but you may also use a variety of other sources (articles from newspapers and magazines, census data, pamphlets).

*You are not permitted to carry out research which involves human subjects (e.g. you are not permitted to interview people, send questionnaires to people, or engage in participant observation). All research projects involving these methods require ethical approval from the School Ethics Committee, and because of the difficulty in monitoring these requirements in a large class, the Programme has decided that SOSC 111 students will not undertake these methods of research. Failure to adhere to this requirement will result in a fail grade.*

## THE FINAL EXAMINATION

**The Final Examination: This is compulsory.**

**The final examination counts towards 50% of the final grade and is 2 hours in length.**

This is a ‘closed-book’ examination. Information about the final examination will be handed out in tutorials.

## AEGROTAT PROVISIONS

See the Assessment Statute in the 2008 *Victoria University Calendar* pp. 99-103.

## SOCIOLOGY POLICY ON SUBMITTING ALL ESSAYS

It is the policy of the Sociology and Social Policy programmes that all written assignments must be **handed in by 4 pm on the due date.**

### Assignment Box

Assignments must be placed in the assignment box on level 9, Murphy Building, to the side of the lifts. They **MUST NOT** be placed in individual staff pigeonholes, or under staff office doors, or handed to lecturers or tutors.

This is to ensure that all work is properly recorded when submitted, and to avoid problems that have arisen in the past, when work has “gone missing”.

The Assignment Box is cleared at 4.00 pm on the due date, all work is date-stamped, its receipt recorded, and then handed on to the appropriate markers.

***Students must keep a photocopy of every written assignment.***

Unless students have followed this procedure, the staff will accept **no** responsibility for pieces of written work claimed to have been handed in.

### **Assignment Cover Sheets**

All written work submitted for assessment in Sociology and Social Policy papers must have a School Assignment Cover sheet. A sample is to be found 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 to accurate identification and recording of your work.

## **GRADES AND LATE SUBMISSIONS**

### **Grades**

The staff of Sociology and Social Policy follow University policy in giving letter grades for all internally assessed work instead of giving numerical marks. 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.

PASS:	A+	85% or over
	A	80% - 84%
	A-	75% - 79%
	B+	70% - 74%
	B	65% - 69%
	B-	60% - 64%
	C+	55% - 59%
C	50% - 54%	
FAILURE:	D	40% - 49%
	E	Below 40%

### **Late Penalties**

Late submissions for student assignments in all Sociology and Social Policy undergraduate papers 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.

Mark out of maximum of	Then deduct the following marks for each day it is late
10	$\frac{1}{2}$
20	1
30	1 $\frac{1}{2}$
40	2

Where the due date is a Friday, any written work not handed in by 4 pm will be liable to a two-day penalty. To be effective, this policy will be consistently applied in all papers.

## TUTORIALS

Tutorials commence in the third week of term. You will be asked to nominate a tutorial time during the first lecture period. Once assigned a tutorial you should always attend the same one. If for some reason you have difficulties with this you should discuss this matter with Chamsy el-Ojeili.

The tutorial programme is designed to complement the lecture series and is an opportunity for student discussion. You will also be provided with advice on essay writing in your tutorials sessions. Further information on essay writing is provided in the appendix *Essay Writing*.

### Tutorials will be held in weeks beginning:

- (1) 10 March – Introduction: Foundations
- (2) 17 March – Social Change
- (3) 24 March – Essay 1 Preparation
- (4) 31 March – Crime and Deviance
- (5) 7 April – Stratification and Inequality

<b><i>Mid-Trimester Break 14 April –25 April</i></b>
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- (6) 28 April – Essay 2 Preparation
- (7) 5 May – Religion and Ideology
- (8) 12 May – Globalization
- (9) 19 May – Examination Preparation

<b>You are required to attend at least 6 tutorials to meet the mandatory course requirements.</b>
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## NOTES ON ESSAY WRITING

One of the main purposes of this course is to help you to develop the skills involved in writing a good essay in Sociology. The techniques are broadly similar to those you will need for your work in other courses, so we are not suggesting an entirely different approach, but there are a number of things to bear in mind when writing essays which we especially emphasise.

Tutorials are intended as the basic teaching aid in essay writing, and you can expect your tutor, for whom you will write several essays and assignments during the course, to advise on this and to provide you with feedback. If you would like extra help, please ask your tutor or one of the other staff involved in the course, because we are readily available and have special contact hours when students are welcome to see us individually (see section on Administration and Staff Contact in Paper Handout).

The most important points in writing an essay are these:

1. Take care to write on the topic set.
2. Wide reading is essential – you can't write a satisfactory essay by simply putting together material from your textbooks.
3. While reading make notes on the topic, review your notes and decide how to organise the main themes of your essay; produce a rough draft; check the draft carefully against the topic set and make sure it is really relevant. Check also for errors of style, grammar, spelling and punctuation - reading the essay aloud will often assist in this.
4. Learn the difference between analysis and expression of your opinion - and between intellect and emotion. 'I feel...' should never be used in reference to you as the author - it is appropriate only if you are writing specifically about someone's feelings. You argue, contend, assert, and suggest...
5. Although it is important in essay-writing to express yourself in your own words you will undoubtedly find that the occasional passage in one of the books or articles you are reading says something so clearly that you decide to quote it. Usually, you would do this to clinch an argument or to draw attention to a crucial piece of evidence. Never use too many quotations, and avoid very long ones, but used selectively they are extremely valuable.
6. Quotations must fit grammatically, as well as substantively into an essay. Indicate deleted words with ellipses (...), and added words are placed in brackets [ ]. Do not 'strand' quotes at the ends of paragraphs. A quotation cannot replace *your* discussion or analysis. Quotations longer than a few words should be indented from the margin.
7. You must indicate all quotes. **Both direct quotes and ideas taken from other authors must be referenced giving full details including the page number of the book or journal.** You should do this by including after a quotation the author's name, the date of publication and the page reference as follows... (Giddens 1982: 121). Then the full

reference should be in your bibliography at the end of your essay. When in doubt it is safer to give a reference than to omit it. **Advice on preparing your bibliography appears in the section on the 'Harvard system'.**

8. As an aid to efficient handling, essays should be:
- typed or written neatly and legibly on one side of the page;
  - a copy should be made in case of mishap;
  - they should be stapled so that sheets cannot be mislaid;
  - submitted with full details of the essay, the name of your tutor and your name attached.
  - In giving your name please give full initials and don't use abbreviated first names, as these do not correspond with the records, which we have to use in identifying students.

If these instructions are not followed we cannot accept responsibility for parts of essays/complete essays being mislaid (*see also section on submission of essays in Paper Outline*).

9. Since it is intended that you should build on your own experience, you may well want to include your own observations in essays as well as the material that you find in books. Such observations are extremely valuable and very often show how well you have grasped some topic. Make sure when they are included that you **give evidence** for your statements. Become critical, think about what you have observed, and avoid statements such as 'In my opinion it is obvious that...' and 'It is deplorable that...'

#### **Common mistakes to be aware of – and to avoid:**

- excessively long, and one-sentence paragraphs
- incomplete comparisons (both things being compared must be stated)
- use of abbreviations, colloquialisms, and slang
- use of vague phrases ('sort of', 'kind of')
- use of sweeping and unsupported generalisations ('everybody')
- failure to distinguish between the following words: its and it's, affect and effect, there and their.

#### **The Harvard reference system:**

This is a simple referencing system which is easy to use for author and reader and is the one preferred by the Sociology section. If you use this system, you cite the author's surname, the year of publication and the page reference immediately after the quoted material, e.g. 'Many composers ... have attempted to return to this state of childhood grace' (Swanwick 1988: 56). With this system it is essential that the bibliography lists every work cited by you in the text. Where there are two or more works by one author in the same year, distinguish them as 1988a, 1988b. etc. Type the bibliography in the order and format of: author. initials, date, title, place of publication and publisher.

Examples of bibliography using Harvard system:

Bannan, N. (1981) 'Anglo-Scandinavian structures in northern England', unpublished M.Phil. Thesis, University of Cambridge.

Beast, I. (1989) 'The Roman theatre at Colchester', in E. Willis (ed.) *Roman Colchester*, London: Routledge.

Bickley, AR. (1988) *Septimus Severus*, London: Hutchinson.

-- (1990) 'Septimus Severus: the later years', *Antiquity* 24, 2: 12-19.

-- (forthcoming) *The Roman Town of Calleva*, London: Routledge.

Bickley, A.R. and Cobb. S.I. (eds) (1985) *Roman Exeter*, Newton Abbot: David & Charles.

Bickley, AR. and Gibbs, U. (1987) *Life in Roman York*, Cambridge: Cambridge University Press.

Bickley, A.R., Cobb. S.I. and Gibbs, U. (1984) *The Roman City*. London: Routledge & Kegan Paul.

Bisset, G. (1991) *Roman France*, trans. D. Sheldon, London: Batsford.

Brown, I.M. (1990) *Fortress into City*, Cambridge, Mass.: Harvard University Press.

Byatt, AY. (1989) 'Colchester's town wall'. in E. Willis (ed.) *Roman Colchester*. London: Routledge.

**A final piece of advice:**

*Always keep a photocopy of any work submitted.*

**If you work on a computer, keep a backup copy on a separate disc. Time extensions will not be granted for 'losing' the only copy of your essay when your computer 'eats' it.**

# **SOSC 111 – LECTURE OUTLINE 2008**

## **Introduction**

26 February	(1) Introduction to SOSC 111 – Administration & Overview (AK and CeO)
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## **Foundations of Sociology**

29 February	(2) Approaches to Sociology (AK)
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4 March	(3) Images of Humanity and Sociology's Origins (AK)
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7 March	(4) The Classical Traditions (AK)
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### ***Readings for Lectures 1 - 4***

Bilton et al. (1996) Chapters 1, 4 and 17; (2002) Chapters 1, 17

McLennan et al. Chapters 1, 2, 3

Lee, David and Newby, Howard (1983) Parts 1, 4, 5, 6 *The Problem of Sociology*

## **Social Change: The Great Transformation**

11 March	(5) Background (CeO)
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14 March	(6) Marx's theory of historical change (CeO)
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18 March	(7) Weber's explanation of modernity (CeO)
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28 March	(8) Durkheim's theory of social order in a changing society (CeO)
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### ***Readings for Lectures 5 - 8***

Bilton et al. (1996) Chapter 4; (2002) Chapter 2

McLennan et al. Chapters 2 and 3

Craib, I (1997) *Classical Sociological Theory*, Oxford University Press

Swingewood, A. (1991) *A Short History of Sociological Thought*, 2<sup>nd</sup> ed., McMillan.



## Social Control, Crime and Deviance

1 April	(9) Crime and Deviance (AK)
4 April	(10) Moral Panics and Deviance (AK)
8 April	(11) The Social Construction of Deviance (AK)

### ***Readings for lectures 9 - 11***

Bilton et al. (1996) Chapter 14; (2002) Chapter 14

Downes, David and Rock, Paul (3rd edition 1998, 4<sup>th</sup> Edition 2003) *Understanding Deviance*, Oxford University Press

Marshall, Helen, Douglas, Kathy, and McDonnell, Desmond (2007) *Deviance and Social Control: Who Rules?* Oxford University Press

Roach Anleu, Sharon (3rd edition 1999) *Deviance, Conformity and Control*, Longman Cheshire

Traub, Stuart and Craig Little (1999) *Theories of Deviance*, (5th edition), F.E. Peacock

Gelder, Ken and Sarah Thornton (1997) *The Subcultures Reader*, Routledge

Critcher, Chas (ed) (2005) Critical readings : Moral Panics and the Media Maidenhead, Open University Press.

## Stratification and Inequality

11 April	(12) Marx (CeO)
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**Mid-trimester break April 14 – April 25**

## Stratification and Inequality Continued

29 April	(13) Weber (CeO)
2 May	(14) Durkheim (CeO) 29 April

### ***Readings for Lectures 12– 14***

Bilton et al. (1996) Chapters 6 and 7; (2002) part 2

McLennan et al. Chapters 8 and 9

Kelsey, J. (1995) *The New Zealand Experiment*, Auckland University Press/ Bridget Williams

Wilkes, C. (1994) *Class* in Spoonley, P. et al (eds) *New Zealand Society: A Sociological Introduction*, Dunmore Press.

### **Religion and Ideology**

6 May	(15) The Place of Religion in Sociology (AK)	
9 May	(16) Major Sociological Theories of Religion: Marx (AK)	
13 May	(17) Major Sociological Theories of Religion: Weber and Durkheim	(AK)
16 May	(18) New Religious Movements and Secularization (AK)	

### ***Readings for Lectures 15 - 18***

Bilton et al. (1996) Chapter 16; (2002) Chapter 15

Aldridge, Alan (2000) *Religion in the Contemporary World: A Sociological Introduction*, Polity

Barker, E. (1990) *New Religious Movements. A Practical Introduction*, HMSO

Dawson, Lorne. L (1998) *Comprehending Cults: The Sociology of New Religious Movements*, Oxford University Press

Hamilton, Malcolm (1994) *The Sociology of Religion*, Routledge

Heelas, Paul (1996) *The New Age Movement*, Blackwell

Hill, Michael (1973/ 1986) *A Sociology of Religion*, Heinemann/ Avebury

Meredith B. McGuire (1996) *Religion: The Social Context* (4th edition), Wadsworth

## Contemporary Globalisation

20 May (19) Globalisation as Imperialism (CeO)
23 May (20) Contemporary Globalisation I (CeO)
27 May (21) Contemporary Globalisation II (CeO)

### ***Readings for Lectures 19 – 21***

Bilton: (1996) Chapters 3 and 17; (2002) Chapter 3

Kelsey, J. (2002) *At the Crossroads: Three Essays*, Bridget Williams Books, Wellington

McLennan: Chapter 16

Frank A.G. (1971) *The Sociology of Development and the Underdevelopment of Sociology* in

A.G. Frank, *Capitalism and Underdevelopment in Latin America*, Monthly Review Press

Ritzer, G (1993) *The McDonaldization of Society*, Pine Forge Press, California

## Conclusion

30 May (22) Conclusion: Overview
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# 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: \_\_\_\_\_  
*(Last name)* *(First name)*

Student ID: \_\_\_\_\_ Course (eg ANTH101): \_\_\_\_\_

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

Tutor (if applicable): \_\_\_\_\_

Assignment 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: \_\_\_\_\_