

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

SOSC 414

*Special Topic: Public Sociology
And Social Policy*

Course Outline

CRN 11356: 30 POINTS : TRIM 1&2/2008

Course Coordinator: Dr Patricia Nickel

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Room: Murphy Building, MY1003

Office hours: Monday 11.00am - 1.00pm

LECTURES: THURSDAY 10AM – 12NOON, MY 401

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PART A: GENERAL INTRODUCTION TO SCHOOL AND SOCIAL POLICY STAFF

COURSE COORDINATOR AND LECTURER

The staff member with overall responsibility for this course is Dr Patricia Nickel, who is available to discuss any student queries about the course and assessment.

Patricia's contact details are:

Patricia Nickel

Tel: 463 6745

E-mail: Patricia.Nickel@vuw.ac.nz

Room: Murphy Building, MY1003

Office hours: Monday 11.00am - 1.00pm

If Patricia is not available and you have an urgent problem, then leave a message with the School Administration on 463 5317 or 463 5258.

SCHOOL LOCATION

Social Policy Programme staff is located on level 10 of the Murphy Building. School notice boards are on level 9 and 10, Murphy Building. All notices concerning this course, including information about tutorials, will be posted on the level 9 notice board.

STAFF AND ADMINISTRATION CONTACT

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

WEBSITE

The School website is <http://www.victoria.ac.nz/sacs>

COURSE WITHDRAWAL PROCEDURES

If you decide for ANY reason at ANY stage to withdraw from SOSC 414 (or any other course) please see the Faculty of Humanities and Social Sciences for a Change of Course Form. Failure to do so may have consequences for enrolment, bursaries, allowances, loans, etc., i.e. you will get credited with a fail, not a withdrawal, on your record if you do not act promptly.

COURSE WORKLOAD EXPECTATIONS

This course is worth 30 points and thus the workload expectation, including scheduled contact time, is 10 hours per week during teaching and examination weeks.

This workload is in accordance with the guidelines put forward by the Faculty of Humanities and Social Sciences for courses at the 400-level.

PART B: COURSE OBJECTIVES AND LECTURE OUTLINES

COURSE OBJECTIVES

Public sociology has been a much-discussed topic in recent years, resulting in several journal symposia, books, and conferences. However, the meaning and practice of public sociology remains a contested subject. This is largely due to the fact that the concept of public sociology challenges the traditional boundaries of sociological knowledge.

In this course we will examine recent shifts in the debate about the purpose of sociological knowledge, tracing the advent of the term 'public sociology' to the work of C. Wright Mills and Alvin Gouldner. We will consider competing definitions of public sociology, particularly Burawoy's model of the division of labour for sociology and Agger's critical public sociology. With this foundation established, we will discuss changes in the theoretical formulation of, and practices for addressing, social problems.

AIMS OF THE COURSE

- ◆ To understand and critically evaluate the emergence of public sociology.
- ◆ To analyze the relevance of public sociology in New Zealand.
- ◆ To critically evaluate the foundations sociological knowledge.
- ◆ To understand the politics of knowledge.
- ◆ To understand and critically evaluate how sociological knowledge interfaces with social policy.

Within the course students will:

- ◆ Read and critically summarize the theoretical arguments influencing public sociology.
- ◆ Read and critically summarize the theoretical arguments influencing the use of knowledge in social policy.
- ◆ Engage in scholarly discussion about the issues raised in the readings.
- ◆ Construct an original scholarly essay about public sociology and social policy.

Topic Outline

- I. New Zealand Public Intellectuals
- II. Historical Foundations of Public Sociology
- III. Preface to the Current Debate: The Politics of Knowledge
- IV. The “New” Public Sociology
- V. The Debate within the Discipline
- VI. Social Policy, Political Knowledge, and Public Intellectuals

Course Outline

DATE	TOPIC AND ASSIGNED READINGS
28 February	Introduction
6 March	Simmons, Laurence 2007. “Introduction: Why I am Not a Public Intellectual.” In <i>Speaking Truth to Power: Public Intellectuals Rethink New Zealand</i> . Ed. Laurence Simmons. Auckland University Press, pp. 1-21.
13 March	Horrocks, Roger 2007. “A Short History of ‘the New Zealand intellectual.’” In <i>Speaking Truth to Power: Public Intellectuals Rethink New Zealand</i> . Ed. Laurence Simmons. Auckland University Press, pp. 25-67.
	Historical Foundations of Public Sociology
20 March	Mills, C. Wright 1959. “The Promise.” In <i>The Sociological Imagination</i> , New York: Oxford University Press. Mills, C. Wright 1959. “On Politics.” In <i>The Sociological Imagination</i> , New York: Oxford University Press.
27 March	Gouldner, Alvin. W. 1970. “Introduction: Toward a Critique of Sociology.” <i>The Coming Crisis of Western Sociology</i> , New York: Basic. Gouldner, Alvin. W. 1970. “Sociology and Sub-Sociology.” <i>The Coming Crisis of Western Sociology</i> , New York: Basic.
3 April	Jacoby, Russell. 2000. “Missing Intellectuals?” <i>The Last Intellectuals: American Culture in the Age of Academe</i> . New York, NY: Basic Books. Reading Summary One due

10 April	<p>Editors, 1987, "Introduction." <i>Berkeley Journal of Sociology: A Critical Review</i>, Vol. 32: 1-8.</p> <p>Burawoy, 1989, "Marxism, Philosophy and Science." <i>Berkeley Journal of Sociology: A Critical Review</i>, 34: 223-249.</p> <p>Agger, Ben. 1989. "Is Wright Wrong (or Should Burawoy be Buried)?: Reflections on the Crisis of the 'Crisis of Marxism.'" <i>Berkeley Journal of Sociology</i> 34: 187-207.</p>
14 – 27 April	Mid Trimester Break
	Preface to the Current Debate: The Politics of Knowledge
1 May	<p>Agger, Ben. 1989. "Reading Writing Differently." <i>Reading Science: A Literary, Political, and Sociological Analysis</i>. Dix Hills, NY: General Hall, Inc.</p> <p>Agger, Ben. 1989. "Scripting Causality." <i>Reading Science: A Literary, Political, and Sociological Analysis</i>. Dix Hills, NY: General Hall, Inc.</p> <p>Reading Summary Two Due</p>
8 May	<p>Agger, Ben. 1989. "Durkheim's Discipline." <i>Socio(onto)logy</i>. Urbana and Chicago: University of Illinois Press.</p>
	The "New" Public Sociology
15 May	<p>Agger, Ben. 2000. "Was Sociology Always Like This?" <i>Public Sociology: From Social Facts to Literary Acts</i>, Edition, New York: Rowman and Littlefield.</p> <p>Burawoy, Michael. 2005. "2004 American Sociological Association Presidential Address: For Public Sociology." <i>American Sociological Review</i> 70: 1: 4-28.</p>
22 May	<p>Burawoy, Michael, William Gamson, Charlotte Ryan, Stephen Pfohl, Diane Vaughn, Charles Derber, and Juliet Schor. 2004. A Symposium from Boston College. <i>Social Problems</i> 51: 103-130.</p>
29 May	<p>Agger, Ben. 2007. "Has Mainstream Sociology Gone Public?" <i>Public Sociology: From Social Facts to Literary Acts</i>, 2nd Edition, New York: Rowman and Littlefield.</p> <p>Reading Summary Three due</p>
	End of Trimester One
10 July	<p>Calhoun, Craig. 2005. "The Promise of Public Sociology." <i>British Journal of Sociology</i> 56 (3): 355-363.</p> <p>Scott, John. 2005. "Who Will Speak, and Who Will Listen? Comments on Burawoy and Public Sociology." <i>British Journal of Sociology</i> 56 (3): 403-409.</p>
	The Debate within the Discipline
17 July	No meeting

24 July	<p>Quah, Stella R. 2005. "Four Sociologies, Multiple Roles." <i>British Journal of Sociology</i> 56 (3): 395-400.</p> <p>Burawoy, Michael. 2006. "A Public Sociology for Human Rights." <i>Public Sociologies Reader</i> edited by Judith Blau and Smith, Keri E. Iyall Smith. Lanham, MD: Rowman & Littlefield Publishers, Inc. pp. 1-18.</p> <p>Paper abstracts due</p>
31 July	<p>Glenn, Evelyn Nakano. 2007. "Whose Public Sociology? The Subaltern Speaks, but who is Listening?" In Clawson, Dan, Robert Zussman, Joya Misra, Naomi Gerstel, Randall Stokes, Douglas L. Anderton, and Michael Burawoy, eds. 2007. <i>Public Sociology: Fifteen Eminent Sociologists Debate Politics and the Profession in the Twenty-first Century</i>. Berkeley: University of California Press, 213-229.</p> <p>Piven, Frances Fox. 2007. "From Public Sociology to Politicized Sociologists." In Clawson, Dan, Robert Zussman, Joya Misra, Naomi Gerstel, Randall Stokes, Douglas L. Anderton, and Michael Burawoy, eds. 2007. <i>Public Sociology: Fifteen Eminent Sociologists Debate Politics and the Profession in the Twenty-first Century</i>. Berkeley: University of California Press, 158-166.</p>
7 August	<p>Holmwood, John. 2007. "Sociology as Public Discourse and Professional Practice: A Critique of Michael Burawoy." <i>Sociological Theory</i> 25(1), 46-66.</p>
14 August	Reading Summary Four due
21 August	Break
28 August	Break
4 September	Paper outlines due
11 September	No meeting
18 September	<p>Stacey, Judith. 2007. "If I Were the Goddess of Sociological Things." In Clawson, Dan, Robert Zussman, Joya Misra, Naomi Gerstel, Randall Stokes, Douglas L. Anderton, and Michael Burawoy, eds. 2007. <i>Public Sociology: Fifteen Eminent Sociologists Debate Politics and the Profession in the Twenty-first Century</i>. Berkeley: University of California Press, 91-100.</p> <p>Ericson, Richard. 2005. "Publicizing Sociology." <i>British Journal of Sociology</i> 56 (3): 365-372.</p>
25 September	No meeting
	Political Knowledge, Social Policy, and Public Intellectuals
2 October	<p>Stone, Deborah. 2002. "Numbers." <i>Policy Paradox: The Art of Political Decision Making</i>. New York, NY: W.W. Norton and Company.</p>

9 October	O'Connor, Alice. 2001. "Introduction." <i>Poverty Knowledge: Social Science, Social Policy, and the Poor in Twentieth-Century U.S. History</i> . Princeton and Oxford: Princeton University Press. O'Connor, Alice. 2001. "The End of Welfare and the Case for a New Poverty Knowledge." <i>Poverty Knowledge: Social Science, Social Policy, and the Poor in Twentieth-Century U.S. History</i> . Princeton and Oxford: Princeton University Press.
16 October	No meeting
23 October	Schram, Sanford F. 2002. "What Accessibility Can't Do: The Politics of Welfare Scholarship." <i>Praxis for the Poor: Piven and Cloward and the Future of Social Science in Social Welfare</i> . New York, NY: New York University Press. Reading Summary Five due
30 October	Final Papers Due
6 November	No meeting
	End of Trimester Two

ILLNESS AND MEETING THE ASSESSMENT REQUIREMENTS OF THE COURSE

If illness or bereavement prevents you from submitting an assignment by the due date, then you may be given an extension of time. Extensions on the basis of personal circumstances will also be considered. Any requests for extension must be discussed with Patricia Nickel. Note however, that extensions must be applied for before the date on which the assignment is due, and that the period of extension will not exceed the period of illness. You may be asked to produce a medical certificate.

PART C: COURSE ASSESSMENT REQUIREMENTS

COURSE ASSESSMENT

Reading summaries: Your ability to understand and critically evaluate the assigned readings will be demonstrated in five assigned reading summaries. Your reading summaries must compare, contrast, and synthesize the texts related to a given topic, as well as offer your own criticism of the authors' arguments. While you must summarise the readings, you are encouraged to integrate your summary around your own original stance on the topic.

Final paper: You will be required to conceptualise and compose a final paper on a topic of your choice. Your final paper should contribute an original argument to the debates covered in the course. Your topic must be approved by the Course Coordinator.

Regular attendance and participation: This course will involve extensive class discussion of the readings. You are required to read the assigned texts, regularly attend class, and be prepared for an active discussion. You will be granted two excused absences; any further absences must be discussed with the Course Coordinator.

Reading Summary 1	Due: 3 April	Word count: 600	6%
Reading Summary 2	Due: 1 May	Word count: 600	6%
Reading Summary 3	Due: 29 May	Word count: 600	6%
Reading Summary 4	Due: 14 August	Word count: 600	6%
Reading Summary 5	Due: 23 October	Word count: 600	6%
Final Paper	Due: 30 October	Word count: 7000	70%

MANDATORY COURSE REQUIREMENTS

Students must fulfill the following requirements:

- Complete five 600-word reading summaries.
- Complete one 7000-word paper.
- Attend and participate in 16 of 18 scheduled course meetings.

PART D: COURSE ASSESSMENT PROTOCOLS AND PROCEDURES

HANDING IN ESSAY AND OTHER WRITTEN ASSIGNMENTS

When?

It is the policy of the School of Social and Cultural Studies that all written assignments must be handed in by **4 pm** on the due date.

Where?

Assignments must be place in the assignment box located to the side of the lifts on level 9, Murphy Building.

Assignments **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".

At 4 pm the assignment box is emptied, the work date-stamped and its receipt recorded, and then handed to the appropriate markers.

SCHOOL ASSIGNMENT COVER SHEET

Please include a School Assignment Cover sheet when submitting your assignments. You may wish to have your own front sheet, but please ensure you place the School's cover sheet on the top as this ensures critical identifying information is provided. A sample School Assignment Cover sheet is at the end of this Outline. Further copies may be found at the School Administration office, and on the Assignment Box, on level 9 of Murphy building.

Students MUST keep a photocopy of every written assignment

Unless students have followed this procedure, the School will not accept responsibility for pieces of written work claimed to have been handed in.

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

GRADES

The Sociology Programme follows 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. Please also see Appendix B. 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	Evidence of familiarity with relevant reading and sound understanding of concepts, 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 and 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%	Work lacks originality, individual insights and not strong on understanding. However, material used is relevant and presentation is satisfactory.
	C+	55%-59%	
	C	50%-54%	

Fail	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.

Good expression (spelling, grammar, punctuation and sentence construction) and accurate referencing are considered important for this course. Consequently, **10% of the mark** for each assignment will be allocated according to the standard of expression and referencing.

Appendix A (page 12) includes information about the preferred format for referencing and bibliographies for this course.

LATE PENALTIES

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

Note that assessment work will not be accepted for marking more than 7 days after the due date or 7 days after an approved extension date. Work must still, however, be submitted to meet the mandatory course requirements.

EXTENSIONS

If you are given an extension, a new submission date will be identified and you will have to submit the work in the same manner as above by 4 p.m. on that day. Failure to do so will result in penalties being applied in the same manner as those for the original submission date.

Also, see information on requesting extensions on page 4 of this Outline.

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

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

PART E: COURSE READING

SET TEXTS

There are prepared Student Notes available from the Student Notebook Shop. Please ensure that you have purchased the readings by the second course meeting.

APPENDIX A

REFERENCES

The preferred style of referencing for this course is in-text rather than footnotes, i.e. information about the source of the reference is added into the text. This includes the author, date of publication and, where appropriate, the page number. For example:

A study of organisational behaviour showed (Howat 1985) a link between...

Clerehan (1989) showed in her study...

In a study of gender differences ... (Mills 1988:22).

You may use footnotes instead, but make sure you are consistent with format.

Full details of all references are to be listed in the bibliography at the end of the assignment.

Please make sure you reference not only direct quotes and statistics, but also all ideas and information sourced from other material.

BIBLIOGRAPHIES

A bibliography is a list of all the references and sources you have used in preparation for the assignment, including those not directly cited in the essay. The references should be listed in alphabetical order by the author's surname.

An acceptable format is: Author's surname, initials (date of publication) *Title of book* (in italics) Publisher: place published. See the list of recommended readings in this course outline for examples of references in this format.

For information sourced from websites, the format is: Name of website, author (if given) *title or heading of article* (if given), full web address, the date (day/month/year) you accessed the information.

The main thing to remember is to be consistent and careful with your presentation, particularly with punctuation. Depending on the type of reference source used, a different format may be required.

Student Learning Support Services has an excellent on-line guide to references and bibliographies at

www.victoria.ac.nz/st_services/slss/resources/writingskills/refandbib.htm.

APPENDIX B

ASSIGNMENT MARKING SHEET (SAMPLE ONLY)

STUDENT:	<i>Assignment Received:</i>
<i>Due Date:</i>	<i>Word Length:</i>
Comments	

Description & Coverage of Essay Topic	Excellent (Range: A+ to A; 80-100): Concise and thorough description of key themes; synthesizes across readings where appropriate.	Very Good (Range: A- to B; 65-79): Concise and thorough description of key themes; occasional synthesis across readings.	Satisfactory (Range: B- to C; 50-64): Adequate description of key themes; misses opportunities for synthesis across readings.	Unsatisfactory (Range: D to E; 0-49): Insufficient description of key themes; not an appropriate topic for the assigned essay; no synthesis across readings.
Organisation	Excellent (Range: A+ to A; 80-100): Clear outline of essay including a thesis statement and organisational sentences; follows organisational plan through to the end of the essay.	Very Good (Range: A- to B; 65-79): Clear outline of essay including a thesis statement and organisational sentence; carries the majority of the organisation through to the end of the essay.	Satisfactory (Range: B- to C; 50-64): An outline of the essay including a thesis statement and organisational sentences are present, but demonstrates difficulty pulling the organisation through to the end of the essay.	Unsatisfactory (Range: D to E; 0-49): Inadequate organization of ideas and arguments.
Expression & Argumentation	Excellent (Range: A+ to A; 80-100): Makes an argument clearly supported by appropriate evidence.	Very Good (Range: A- to B; 65-79): Makes an argument and attempts to support with evidence.	Satisfactory (Range: B- to C; 50-64): The argument is not clear OR the argument is not supported adequately with evidence.	Unsatisfactory (Range: D to E; 0-49): No argument made AND there assertions made are not supported with evidence.
Insight & Interpretation	Excellent (Range: A+ to A; 80-100): Logical interpretation or application of themes in context of real world examples or theoretical frameworks/course concepts and readings.	Very Good (Range: A- to B; 65-79): Logical interpretation or application of themes, but not adequately discussed in context of real world examples or theoretical frameworks/course concepts and readings.	Satisfactory (Range: B- to C; 50-64): Logical interpretation or application of themes, but not discussed in context of real world examples or theoretical frameworks/course concepts and readings.	Unsatisfactory (Range: D to E; 0-49): Insufficient interpretation or application of themes; AND fails to set the essay in context of examples or theoretical frameworks/ concepts and readings.
Style	Excellent (Range: A+ to A; 80-100): Clear and accurate writing; error free.	Very Good (Range: A- to B; 65-79): Minor writing problems that do not interfere with comprehension of the essay; minor typographical, spelling, and punctuation errors.	Satisfactory (Range: B- to C; 50-64): Writing problems that distract from comprehension of the essay; minor typographical, spelling, and punctuation errors.	Unsatisfactory (Range: D to E; 0-49): Writing problems inhibit comprehension of the essay; significant typographical, spelling, and punctuation errors.
Bibliography & Referencing	Excellent (Range: A+ to A; 80-100): Contains proper and consistent citation and a complete bibliography.	Very Good (Range: A- to B; 65-79): Contains proper citation and a complete bibliography; some consistency errors.	Satisfactory (Range: B- to C; 50-64): Contains references to authors, but not proper citations. Complete bibliography; some errors in consistency and format.	Unsatisfactory (Range: D to E; 0-49): No references are used and no bibliography is included.

Based on rubric by Angela M. Eikenberry, 2006; Modified by Patricia Nickel and Sandra Grey, 2008

Office use only

Date Received:

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 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: _____