

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

SOSC 313/SPOL 306

Social Inequality

Course Outline

CRN 1648/1771 : 24 POINTS : TRIM 1, 2008

COURSE COORDINATOR: DR DAVID PEARSON

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LECTURES: TUES 2 - 3PM:MY LT 220, & WED 2 -3PM: MY LT102

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Office Hours: tba

Course Objectives

The purpose of this course is to examine selected aspects of inequality in New Zealand. The first half of the course is mainly concerned with conceptual questions relating to social inequality, especially class, gender, 'racial', and ethnic divisions. The second half of the course examines these divisions in the local context drawing on historical and contemporary examples of the creation and maintenance of social inequalities in New Zealand.

By the end of the course, you should be:

1. familiar with problems of defining social inequality.
2. familiar with conceptual issues relating to class, gender, race and ethnicity.
3. aware of debates about how these different facets of social inequality are or are not inter-related.
4. able to discuss how class, gender and ethnic divisions relate to selected periods of New Zealand history and major shifts in state policy in past and present times.

Lecture Programme and Tutorials

February 26	Introduction
February 27	Conceptualising inequality and equality
March 4	Inequality, equality and egalitarianism
March 5	The state, equality and inequality
March 11	Class, hierarchy and stratification (Tutorials commence this week)
March 12	Class, hierarchy and stratification

March 18	Gender inequalities
March 19	Gender inequalities
March 26	Racial and ethnic differences
April 1	Racial and ethnic differences
April 2	Re-examining multiple inequalities
April 8	New Zealand and social inequalities
April 9	The colonial legacy (ESSAY 1 DUE)

<p>Mid-Trimester Break April 14 – April 27</p>

April 29	Enter the welfare state
April 30	The welfare state eras
May 6	Welfare state and crisis
May 7	Enter neo-liberalism
May 13	Current inequalities
May 14	Current inequalities
May 20	Current inequalities (Last tutorial this week)
May 21	Current inequalities (ESSAY 2 DUE)
May 27	Conclusion (TEST HANDED OUT)
May 28	No lecture
May 30	FINAL DATE FOR TEST HANDING IN

Tutorials

Tutorials will commence in the third week of the trimester, i.e. week beginning March 10. Tutorials are not compulsory, but you are strongly recommended to attend them. There is a separate handout relating to the tutorial programme, which is based around the Course Notes and assistance with the assignments. Please come prepared for tutorials by doing the required reading and making a contribution to discussion. NB: Tutorial groups, times and room allocations will be arranged in the first week of lectures. Once assigned a tutorial you should always attend the same one. If for some reason you have difficulties with this please discuss the problem with your tutor and the course coordinator.

Assessment and Workload

Assessment will be entirely on the basis of work completed during the course. 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 semester 24 points course.

Mandatory Course Requirements

Students will be required to complete two Essays and a Test paper in order to meet mandatory course requirements. Please note that all students in the course (whether SOSC or SPOL majors) are free to choose from any of the questions provided in the Essays and Test.

ESSAY 1 due at 4pm, Wednesday 9 April and is worth 30% of the total grade.

ESSAY 2 due at 4pm, Wednesday 21 May and is worth 40% of the total grade.

TEST internally examined and take home, is worth 30% of the total grade. Test will be handed out in last lecture on Tuesday 27 May and **must be placed into assignment box no later than 4pm on Friday 30 May**.

Relationship between Assessment and Objectives

ESSAY 1 is designed to develop your broad understanding of the concepts of equality and inequality and how they may be analysed in relation to class, gender, ethnicity and other forms of social division embraced by objective 1. See details of essay questions below.

ESSAY 2 is designed to allow you to choose topics within the course framework and to develop a fuller understanding of some aspect(s) of objective 3 on p.3.

Full details of suggested topics are provided below.

TEST is designed to examine your breadth of knowledge about the course lecture material and Course Readings as a whole, both of which embrace all objectives.

Suggested word lengths for the Essays are intended as an approximate guide to students. You will certainly not be penalised for clear, concise and logically argued essays under the number of words suggested. However, you will be marked down for undisciplined, verbose, lengthy essays.

Essay 1

Choose ONE of the following questions drawing on the course readings and other sources, and use particular forms of equality/inequality to illustrate your answer.

1. Is social inequality universal or relative to particular social, economic and political conditions? Discuss.
2. Most models of social equality still retain important aspects of social inequality. Discuss.
3. How useful is the concept of social division for describing and understanding social inequality and/or policy issues relating to it? Critically discuss.
4. The state is the key agency through which inequalities are reproduced in modern societies? Discuss.
5. Do citizenship rights and duties reduce or increase social inequalities? Discuss.

Essay 1 has a maximum length of 2,500 words.

The above essay questions are deliberately general. Questions 1 and 2 are designed to get you thinking about the meaning of aspects of social inequality and equality. Question 3 asks you to assess a central concept to be used in the course; and questions 4 and 5 look explicitly at questions bridging sociology and social policy, although all the essays can be approached in cross disciplinary ways. Several of the course readings are designed to assist answering this assignment and you should draw from them explicitly, but please feel free to move beyond them. You can certainly remain at a general theoretical level in shaping your answer, and by all means draw on comparative material, but many students may be more comfortable choosing a particular society and drawing upon a specific area(s) of inequality/equality to illustrate and support your answer. Providing a narrower focus is a good rule to follow in all the questions to make their general scope more manageable. There will be time set aside within the tutorial programme to discuss the essay and how best to tackle it.

Essay 2

Devise your own essay question drawn from one of the five themes relating to social inequality given below, using available secondary research resources to answer your question. NB You do not have to restrict yourself to the examples below, in fact I hope you will pursue your own interests, but do work within these broad topics. For example, they all have a New Zealand focus but feel free to explore comparative questions. Please check with your tutor if you think you might be departing too far from the general themes described here.

1. Select a particular time period (or periods) and examine general patterns of social inequality within it. e.g. has social inequality increased or decreased since the mid-1990s and what explains this pattern; how do we explain the reasons for high unemployment in New Zealand in the 1930s and 1980s? Is New Zealand more or less unequal because of global forces now than in the past?
2. Contrast the position of particular social groups or categories affected by social disadvantage e.g. compare and explain the position of women and men in general, or particular men and women (class or ethnic related for example) in the New Zealand labour, education or property markets.
3. Examine a particular feature of social inequality within New Zealand, e.g. the impact of changes in income and benefit levels, discrimination in the job/or property market, the influence of globalization, increases and diversification of migration, indigenous rights, including the Waitangi Tribunal.
4. Compare some aspect of inequality in two or more societies in their contemporary setting and/or within a historical perspective. e.g. examine the impact of neo-liberal philosophies and policies on some aspect of social inequalities since the 1980s; compare the effects of biculturalism/multiculturalism on ethnic and racial inequalities; have gender inequalities been reduced in the past few decades, if so, how?
5. Take one of the examples from the four themes above and examine the policy implications of these issues. For instance, what was the relationship between changes in social policy and levels of unemployment in the periods mentioned in 1 above; what policies affect the position of women and/or ethnic minorities in the labour market (2 or 3); how did State bicultural and/or multicultural ideologies/philosophies (in 4.) shape social policy change; does the idea of social integration/exclusion differ from 'older' ideas about sex or racial discrimination; did the 'Third Way' radically depart from neo-liberal ideas about social policy?

Essay 2 has a maximum length of 3,500 words.

Test

The Test is take home and will consist of two essay type questions. The paper will be in two sections. In Section A students choose one question from a selection of specific topics discussed in the course; in Section B there will be a single compulsory question relating to a key issue arising from the course as a whole.

All questions on the Test paper will be drawn solely from the lecture content and the book of Course Readings, so please ensure you have good notes and that you have read the pieces in your Course Readings.

The Test has a maximum length of 2,500 words (i.e. the total *combined* words for both answers)

The course coordinator, David Pearson, will mark all Test papers. Your tutor will mark both your essays.

Planning and Assignments

Given the constraints of time and the competing demands of assignments over a range of courses, students should start planning their assessed work as soon as possible, and should consult the lecturers at the earliest opportunity if they have any difficulties. It is strongly recommended that you choose your second essay topic no later than the mid-trimester break and, ideally, you do not leave all your revision for the Test until the last few days of the course.

Students who have problems in planning essays are strongly encouraged to discuss this with your tutor. There is no objection to discussing a draft outline of your assignment, although no indication of grade will be given at this time. If students are experiencing other problems with their assignments and can foresee difficulties in completing work by a due date they should make every effort to discuss this as soon as possible. Hurriedly asking for an extension at the beginning of the lecture period on the day when the essay/project is due is not what we have in mind!

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

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.vuw.ac.nz/home/studying/plagiarism.htm

Other Contact Information

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
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School Manager:	Carol Hogan, MY918

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Monica Lichti, Adam Meers, MY921

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Assignment and Assessment Procedures

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 for accurate identification and recording of your work.

Handing in Essays and Other Written Assignments

Students should note that late work will normally be accepted only in the case of illness or other unavoidable emergencies.

Assignments handed in after due dates without an extension will only be accepted on the basis of the departmental policy on late submission.

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. Assignments must be placed in the assignment box opposite the School office on level 9 Murphy.

Assignments **MUST NOT** be placed in individual staff pigeon-holes, or under staff office doors, or emailed 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 Administration will empty the box, date-stamp your work and record its receipt, before passing it on to the appropriate markers.

STUDENTS MUST KEEP A PHOTOCOPY OF EVERY WRITTEN ASSIGNMENT

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

Grades

The Sociology and Social Policy Programmes 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 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.

mark out of maximum of	10	deduction per day	.5
	20	deduction per day	1
	30	deduction per day	1.5
	40	deduction per day	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 courses.

Recommended Texts

There is a very large literature on social inequalities, including class and stratification in general, and gender, 'race' and ethnicity in particular. It is therefore difficult to recommend specific texts that will fully embrace the range of topics covered in this course. But the following recommended books should prove useful background for particular sections of the lecture programme. Treat this list, and those mentioned under other headings, as an introductory, selective guide to further reading, not the last word on the subject. Please read as widely as you can, following your own interests.

Introductory Texts

All these texts are on Closed Reserve in the library.

Bottero, W. Stratification: Social Division and Inequality.

This recent book looks at the relationship between social stratification and social inequality and discusses the theoretical and empirical links between class, gender and ethnic/racial inequality

Cheyne, C., O'Brien, M and Belgrave, M. Social Policy in Aotearoa New Zealand, 2nd ed.

A text that provides a very good overview of past developments in social policy and a detailed analysis of post-1980s changes, drawing on all the key areas of social inequality touched on in the course.

Duncan, G., Society and Politics, 2nd ed.

A recent, local text, that appraises many of the issues addressed in this course.

Fitzpatrick, T. Welfare Theory

A text, using sociological and social policy perspectives, that looks at theoretical and practical issues relating to inequality in modern welfare states.

Payne, G. (ed) Social Divisions (2 editions)

An introductory text that includes useful overview introductory and concluding chapters on social inequality (included in Student Notes) and specific chapters on class, gender, race and ethnicity and various other forms of inequality.

Roper, B. Prosperity for All? The Keynesian Era, Neoliberal Restructuring and the Third Way in New Zealand

A recent local book that looks at various aspects of post Second World War social inequality from a critical political economy perspective.

General Texts (by topic)

The following are general references organised according to the lecture format, although note many books cross subject headings. All texts listed below are in the library. Remember the invaluable Current Contents and Social Citation Indexes in the library, and use the Electronic Databases that the library provides. Please also note the Studies on Women Abstracts and the Sage Race Relations Abstracts. If you are unfamiliar with these sources ask the reference staff for assistance. All the key international Sociology and Social Policy journals have innumerable articles on aspects of social inequality.

There are also a number of specialist journals on aspects of this course (e.g. see Race, Class and Gender, Signs, Ethnic and Racial Studies, Feminist Review, etc.) but given the broadness of the subject matter most social science journals will have articles of interest. Do not neglect other magazines, novels, biographies, newspapers etc.. The Internet should be used with caution. Check all electronic sources as if they were hard texts.). An * denotes that this title is on Three Day Loan.

Theorising Equality and Inequality

Barbalet, J.

Citizenship

*Best, S.

Understanding Social Divisions

Bourdieu, P.	<u>Distinction</u> , see others
Braham, P., James, J. (eds)	<u>Social Differences and Divisions</u>
*Bulmer, M., Rees, A. (eds)	<u>Citizenship Today</u>
Byrne, D.	<u>Social Exclusion</u>
*Callinicos, A.	<u>Equality</u>
Cavanagh, M.	<u>Against Equality of Opportunity</u>
Dench, G.	<u>Rise and Rise of Meritocracy</u>
*Dwyer, P.	<u>Understanding Social Citizenship</u>
Giddens, A. & Diamond, P.	<u>The New Egalitarianism</u>
Held, D. & Kaya, A. (eds)	<u>Global Inequality</u>
Jacobs, L.	<u>Pursuing Equal Opportunities</u>
Miliband, R.	<u>Divided Societies</u>
*Oxley, H.G.	<u>Mateship in Local Organisation: Egalitarianism and Stratification</u>
Payne, G. (ed)	<u>Social Divisions</u> (both editions useful)
Scott, J.	<u>Poverty and Wealth</u>
Sennett, R.	<u>Respect</u>
Sowell, T.	<u>Quest For Cosmic Justice</u>
Tilly, C.	<u>Durable Inequality</u>
Touraine, A.	<u>Can We Live Together? Equality and Difference</u>
*Turner, B.S.	* <u>Equality, Citizenship and Social Theory</u> , see others
White, S. G.	<u>Equality</u>

The State, Equality and Inequality

Castles, F.	<u>Future of the Welfare State</u>
Clarke, J., James, J. (eds)	<u>Changing Welfare, Changing States</u>
*Esping-Andersen, G.	<u>Three Worlds of Welfare Capitalism</u>
Evans, P. et al	<u>Bringing the State Back In</u>
Fairbrother, P. and Rainnie, A. (eds)	<u>Globalisation, State and Labour</u>
Frankel, B.	<u>Beyond the State?</u>
*Held, D. et al (eds)	<u>States and Societies</u>
Jamrozick, A.	<u>Class, Inequality and the State</u>
Jessop, B	<u>Future of Capitalist State</u> (and others)
Kennett, P. (ed)	<u>Handbook of Comparative Social Policy</u>
*Nelson, B.	<u>Making of the Modern State: A theoretical evolution</u>
Pierson, C.	<u>Beyond the Welfare State</u>
Rapley, J.	<u>Globalization and Inequality: Neoliberal ideas' downward spiral</u>
Therborn, G.	<u>Inequalities of the World</u>

Class and Stratification

*Crompton, R.	* <u>Renewing Class Analysis</u> , and <u>Class and</u>
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	<u>Stratification</u>
Bottero, W.,	'Class Identities and the Identity of Class', <u>Sociology</u> , 38 (5), 2004
*Devine, F.	<u>Rethinking Class</u>
Edgell, S.	<u>Class</u> , and others
Marshall, G.	<u>Repositioning Class</u>
Pakulski, J., Waters, M.,	<u>The Death of Class</u>
Saunders, P.	<u>Social Class and Stratification</u>
Scott, J.	Class and Stratification, in G. Payne, (ed) <u>Social Divisions</u> ; see also his article on class analysis in <u>Acta Sociologica</u> , 2002, 45(1) see special issue on class, culture and identity, vol 39 (5) 2005
<u>Sociology</u>	
Svallfors, S.	<u>The Moral Economy of Class</u>
*Turner, B.S.	* <u>Equality; Citizenship and Capitalism: The</u> <u>Debate Over Reformism</u> , see others
Waters, M.	<u>Class and Stratification</u>
Wright, E. O.	<u>Class Counts</u> , and <u>Classes</u> ; see also his website

Gender Inequalities

Abbott, P.	Gender, in G. Payne (ed) <u>Social Divisions</u>
*Acker, J.	<u>Class Questions: Feminist Answers</u>
Adkins, L. and Skeggs, B.	<u>Feminism after Bourdieu</u>
Anderson, M.	<u>Thinking About Women: Sociological</u> <u>Perspectives on Sex and Gender</u> 2 nd ed.
Blau, F. et al (eds)	<u>Declining Significance of Gender?</u>
Brittan, A.	<u>Masculinity and Power</u>
Browne, J.	<u>The Future of Gender</u>
Connell, B.	<u>Gender and Power</u> , <u>Masculinities</u> , and others
Cotter, A.M.	<u>Gender Injustice</u>
Dempsey, K.	'Who gets the best deal from marriage: women or men?' <u>Journal of Sociology</u> , 38(2), 2002.
Fenstermaker, S., West, C. (eds)	<u>Doing Gender, Doing Difference</u>
Inglehart, R., Norris, P	<u>Rising Tide: Gender Equality and Cultural</u> <u>Change Around the World</u>
Jacobs, J.	<u>Time Divide: Work, Family and Gender Inequality</u>
Kimmel, M.	<u>The Gendered Society</u>
Phillips, A.	<u>Feminism and Equality; Divided Loyalties:</u> <u>Dilemmas of Sex and Class</u>
Pringle, R., McDowell, L	<u>Defining Women: Social Institutions and Gender</u> <u>Divisions</u> , (see other titles by Pringle)
Sullivan, O.	'The division of domestic labour: Twenty years of

change?', *Sociology*, 34, 2000
*Walby, S. *Gender Transformations; Theorising Patriarchy, see others

'Race' and Ethnicity

*Anthias, F. The concept of 'social division' and theorising social stratification: Looking at ethnicity and class, *Sociology*, 34, 2000
Brubaker, R. Ethnicity without Groups
Cashmore, E. Dictionary of Race and Ethnic Relations, see others
*Cornell, S., Hartmann, D. Ethnicity and Race: Making Identities in a Changing World
Eriksen, T.H. Small Places, Large Issues, see others
*Fenton, S. *Ethnicity, and Ethnicity: Racism, Class and Culture
Jenkins, R. Rethinking Ethnicity
Kivisto, P. Multiculturalism in a Global Society
Malik, K. The Meaning of Race
Mason, D. Ethnicity, in G. Payne (ed) Social Divisions.
*Ratcliffe, P. Race, Ethnicity and Difference: Imagining the Inclusive Society
Smith, A. Nationalism and Modernism; and The Ethnic Origins of Nations, (see others)

Class, Gender, Race and Ethnicity

*Anderson, M., Collins, P. (eds) Race, Class and Gender: An Anthology
Anthias, F. 'The material and the symbolic in theorizing social stratification: issues of gender, ethnicity and class', *British Journal of Sociology*, (2001), 52(3):367-90
Anthias, F., N Yuval-Davis Women, Nation, State; Racialized Boundaries
*Brittan, A., Maynard, M, Sexism, Racism and Oppression
Bryson, V. Feminist Debates. See Chap. 3
Cheyne, C. et al Social Policy in Aotearoa New Zealand 2nd ed. Chap. 5
Phillips, A. Which Equalities Matter?
Ramazanoglu, C. Feminism and the Contradictions of Oppression
Weber, L. Understanding Race, Class, Gender and Sexuality
*Williams, F. Gender, Race and Class in British Welfare Policy, in A. Cochrane and J. Clarke (eds) Comparing Welfare States

Aotearoa/New Zealand Texts

Useful bibliographies of New Zealand literature on social inequality may be found in the local recommended core texts. However, the following selections are good general sources. There are many other possibilities, particularly in local academic journals like New Zealand Sociology, Sites and the Social Policy Journal of New Zealand. Government Reports, from the Ministries of Social Policy, Te Puni Kokiri, Statistics and Women, for example, provide essential background information. Much of this information is available on the Internet. Local magazines and newspapers are also an important source of information and comment. For example, Metro, North and South and New Zealand Listener frequently have articles of interest. An * denotes that this title is on Three Day Loan.

- Basset, M. The State in New Zealand 1840-1984: Socialism without Doctrines.
- *Belich, J. Making Peoples; and Paradise Reforged, see other titles
- Birks, S. et al The New Zealand Economy 3rd ed. (see esp. chaps. by Buurman; and Buurman and Chatterjee)
- Boston, J., Stephens, R. The State under Contract; Redesigning the Welfare State in New Zealand (see esp. chaps. by Boston); and others Reshaping The State; see other titles
- *Castles, F. G. The Working Class and Welfare: The Welfare State in Australia and New Zealand
- Daly, B. and Tennant, M. Past Judgement: Social Policy in New Zealand History
- Davey, J. From Birth To Death I, II and III, and others
- Davidson, A. Two Models of Welfare
- Du Plessis, R., Fougere, G. (eds) Politics, Policy & Practice
- Easton, B. The Whimpering of the State; In Stormy Seas; see other titles
- Green, P (ed) Studies in New Zealand Social Problems
- James, C. The Quiet Revolution; New Territory.
- Jesson, B. Only Their Purpose is Mad; Behind the Mirror Glass; Fragments Of Labour; see other titles
- *Kelsey, J. * At the Crossroads; A Question of Honour; Rolling Back The State; see other titles
- King, M A History of New Zealand
- Larner, W. 'Sociologies of Neo-Liberalism: Theorising the New Zealand Experiment', Sites, 1998. 36:5-21. 'The "New Boys": Restructuring New Zealand, 1984-94', Social Politics, 1996.3(1):32-56. NZ Dept of Statistics New Zealand Now

	series, see Maori, Women, Income, etc.
NZ Dept of Statistics	<u>New Zealand Now</u> series, see Maori, Women, Income, etc.
*O'Brien, M., Wilkes, C.	<u>The Tragedy of The Market</u>
O'Hagan, M.	<u>Social Capital: Annotated Bibliography</u>
*Patman, R. & Rudd, C. (eds)	<u>Sovereignty under Siege?</u>
*Pearson, D.	<u>The Politics of Ethnicity in Settler Societies</u>
	<u>States of Unease; and A Dream Deferred</u>
*Pearson, D., Thorns, D.	<u>Eclipse of Equality</u>
Royal Commission	Royal Commission on Social Policy Vols I-IV, April 1988
*Roper, B, Rudd, C.,	<u>State & Economy in New Zealand</u>
*Rudd, C., Roper, B.,	<u>The Political Economy of New Zealand</u>
Sharp, A. (ed.)	<u>Leap into the Dark</u> , see others
Simpson, T.	<u>A Vision Betrayed</u>
Stenson, M.	<u>The Treaty</u>
Tennant, M.	<u>Paupers and Providers</u> , see others
Thomson, D.	<u>A World Without Welfare; and Selfish</u>
	<u>Generations?</u>
Thorns, D. C.	<u>Fragmenting Societies</u>
Webster, A.	<u>Spiral of Values: An Interpretation of the NZ</u>
	<u>Study of Values</u>

Class and Stratification

Bedggood, D.	<u>Rich and Poor in New Zealand</u>
Eldred-Grigg,S	<u>New Zealand Working People 1890 - 1990;</u>
	<u>The Rich; see other titles</u>
Jones, F., Davis, P.	<u>Models of Society</u>
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