

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 112

New Zealand: Sociological Perspectives

Course Outline

CRN 9142 : 18 POINTS : TRIM 2, 2008

COURSE COORDINATORS

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LECTURES: WEDS AND FRI 11.00AM – 12.00PM, HMLT206

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School Location

The Sociology staff location is on level 9 and 10 of the Murphy Building. The staff studies are on level 10 and the office is on level 9.

Lecture and Tutorial Times - 2008

Lectures: Wednesday and Friday 11.00am – 12.00pm in HMLT 206

Tutorials: Tutorials will begin in the third week of the first term. Times of tutorials and names of tutors will be posted on the Sociology notice board on the 9th floor, Murphy Building

Course Co-ordinators

Dr. David Pearson and Dr. Rhonda Shaw

Administration and Staff Contact

The persons listed below are responsible for the administration of SOSC 112. You should direct all queries to the co-ordinators. Any queries about tutorials should be addressed to Dr. Shaw or Dr. Pearson.

If you have an urgent problem, and neither of the co-ordinators is available, then leave a message with the school administrators.

Listed below are the office location and telephone numbers of staff principally involved with SOSC 112:

| | | |
|-------------------|-------------|----------|
| Admin. Assistants | Murphy 921 | 463 5317 |
| Dr. Pearson | Murphy 1020 | 463 6748 |
| Dr. Shaw | Murphy 1022 | 463 6134 |

Other Contact People

| | |
|--|-------------------------------------|
| Head of School: | Assoc Prof Jenny Neale, Murphy 1013 |
| Liaison person for students with disabilities: | Dr Russil Durrant, Murphy 1120 |
| Liaison person for Māori and Pacific students: | Dr David Pearson, Murphy 1020 |
| Liaison person for international students | Dr Hal Levine, Murphy 1023 |

Website

Sociology and Social Policy has a website at <http://www.victoria.ac.nz/sacs/>

Additional Information for SOSC 112 is posted on VUW Blackboard.

Accommodation for Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities in examinations and other assessment procedures. Please contact the course coordinators, in the first instance, for information on how to make arrangements for this.

Aims and Objectives

Sociology in Context

SOSC 112 can be seen from two perspectives, first as a supplement to other courses in the University; 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 with its focus on New Zealand would be of interest irrespective of your own major subject. However, it will tie in more usefully with other social science and humanities courses (anthropology, criminology, economics, education, history, geography, political science, psychology, religious studies, and social policy) than with other courses. 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 112 is to provide an introduction to the discipline and how it can be used to examine New Zealand society. If you intend majoring in Sociology you should also take SOSC 111 - Sociology: Foundations and Concepts

General Objectives for SOSC 112

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

1. what is a sociological perspective;
2. how New Zealand is unique, but also displays similarities with some other societies;
3. how current social patterns in New Zealand reflect a mix of recent changes and historical continuities;
4. how class, ethnicity, gender, and age operate in New Zealand society;
5. selected aspects of major social processes, and key institutions of New Zealand society;
6. how these processes and institutions relate to social identities and inequality.

Books for SOSC 112

Each student should buy the set text since ready access to and familiarity with its contents will be required throughout the course.

Set Text

McLennan, Gregor, Allanah Ryan, and Paul Spoonley (2004) *Exploring Society: Sociology for New Zealand Students* (Second Edition), Auckland: Pearson Education.

Recommended Text

John Scott & Gordon Marshall (eds) (2005) *Oxford Dictionary of Sociology* (Third Edition), Oxford: OUP

(This dictionary will also be recommended for SOSC 111 and will be useful for other sociology papers)

Illness, Absence, Withdrawal

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.

If you decide for ANY reason at ANY stage to withdraw from SOSC 112 you should notify the Faculty Office, using the official Change of Course form, since 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 co-ordinators in advance of the due date and discuss the problem. Extensions of time are not permitted except for illness, or bereavements.

Mandatory Course Requirements

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

- a) completion of Essay 1 and 2
- b) attending at least 6 of the 9 tutorials

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>

- Student and Staff Conduct
- Academic Grievances
- Academic Integrity and Plagiarism
- 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.

Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

‘Someone else’s work’ means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

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

Find out more about plagiarism and how to avoid it, on the University’s website at: www.vuw.ac.nz/home/studying/plagiarism.html.

Assessment

The assessment for SOSC 112 involves two essays and a final examination. Both essays are planned to ensure that you have a choice of topics and that you cover at least one objective in each essay. The examination will cover all objectives for the course.

Essay Titles and Due Dates

| |
|--|
| Essay 1: This essay is compulsory |
|--|

Due Date: Friday, 15th August 2008 **Word Limit: 1500** **20% of Final Grade**

Choose **one** essay from the following 4 topics:

1. New Zealand has been described as a settler society. Discuss what this means, providing examples to support your argument.
2. New Zealand society illustrates the meeting of modern and pre-modern worlds. Discuss, drawing on relevant examples to illustrate your answer.
3. Sociologists argue that gender is both something we do and something that is done to us. Using examples, explain how gender is imposed on individuals.

4. Discuss how heterosexuality is regulated and reproduced in Aotearoa/New Zealand through the prism of gender, class, and ethnicity.

Essay 2: This essay is compulsory

Due Date: Friday, 10th October 2008 Word Limit: 2000 30% of Final Grade

Choose *one* essay from the following 4 topics:

1. New Zealand has witnessed widening inequalities since the 1980s. Discuss whether this is likely to lead to increased levels of class consciousness, drawing on relevant sociological literature.
2. Discuss the sociological implications of New Zealand becoming an ethnically more diverse society over the past two decades.
3. What role do sport and sporting activities play in the construction of masculine identities in Aotearoa/New Zealand?
4. Discuss the social and cultural impact of assisted reproductive technologies on family life in Aotearoa/New Zealand.

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 and will be held during the examination period from 17 October – 8 November. Information about the final examination will be handed out in tutorials.

Handing in Essays and Other Written Assignments

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

Assignment Box

Assignments must be placed in the assignment box on level 9, Murphy Building. They **MUST NOT** be placed in individual staff pigeon-holes, 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. administrators will empty the box, date-stamp work and record its receipt, before handing it 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.

Cover Sheets

All written work submitted for assessment in Sociology and Social Policy courses must have a School of Social and Cultural Studies cover sheet. (see sample at back of course outlines)

These sheets are available from the School Office on 9th floor of Murphy. On the cover sheet state the following:

Full Name and Student ID Number
Course Number and Title
Assignment Number and Title
Name of Tutor
Due Date

Grades

The staff of Sociology and Social Policy 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. 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 | FAILURE: D | 40% - 49% |
| | A | 80% - 84% | E | Below 40% |
| | A- | 75% - 79% | | |
| | B+ | 70% - 74% | | |
| | B | 65% - 69% | | |
| | B- | 60% - 64% | | |
| | C+ | 55% - 59% | | |
| | C | 50% - 54% | | |

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 | Then deduct the following marks for each day it is late |
|------------------------|---|
| 10 | ½ |
| 20 | 1 |
| 30 | 1½ |
| 40 | 2 |

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

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 Dr. Rhonda Shaw.

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 handout on tutorial topics and essay writing.

You are required to attend at least 6 tutorials to meet the mandatory course requirements.

Additional Readings

Readings for Lectures 2-6

Social Foundations of New Zealand Society

Ballara, A. (1998) *Iwi*. Wellington: Victoria University Press. (3 day loan)

Bauman, Z. and May, T. (2001) *Thinking Sociologically*. Oxford: Blackwell.

Belich, J. (1996) *Making Peoples: A History Of The New Zealanders: From Polynesian Settlement To The End Of The Nineteenth Century*. Auckland: Allen Lane/Penguin.

Bilton, T. *et al* (2002) *Introductory Sociology* (4th ed.). New York: Palgrave. Chaps 1 & 2. (3 day loan)

Giddens, A. (1997) *Sociology*. Cambridge: Polity Press. Chap 2.

Hird, M. & G. Pavlich (eds) (2003) *Sociology For The Asking*. Auckland: Oxford University Press. Introduction and Chap. 13 (3 day loan)

James, B. & Saville-Smith, K. (1994) *Gender, Culture & Power* (Rev. ed.). Auckland: Oxford University Press. Chaps 1-2. (3 day loan)

Hall, S. *et al* (eds) (1992) *Modernity And Its Futures*. Cambridge: Polity. (3 day loan)

Jenkins, R. (1996) *Social Identity*. London: Routledge. Chaps 1-4. (closed reserve)

Liu, J. H. *et al* (2005) *New Zealand Identities : Departures and destinations*. Wellington: Victoria University Press.

McLennan, G. *et al* (2004) *Exploring Society: Sociology for New Zealand Students*. (2nd ed.) Auckland: Pearson Education. Chaps 1-2.

Mills, C. Wright (1959) *The Sociological Imagination*. New York: Oxford University Press.

Olssen, E. (1995) *Building the New World*. Auckland: Auckland University Press.

Payne, G. (ed) (2006) *Social Divisions*. Basingstoke: Palgrave.

Pearson, D. (2001) *The Politics of Ethnicity in Settler Societies States of Unease*. Basingstoke: Palgrave.

Pearson, D. & Thorns, D. (1983) *Eclipse of Equality: social stratification in New Zealand*. Sydney: Allen & Unwin. Chaps 2 & 9. (closed reserve)

Salmond, A. (1991) *Two Worlds: First Meetings between Maori and Europeans, 1642-1772*. Auckland: Viking.

Stasiulis, D. & Yuval-Davis, N. (eds) (1998) *Unsettling Settler Societies*. London: Sage. See Introduction and Chap 2. (3 day loan)

Readings for Lectures 7-12

Gender, sexuality, and identities

Alice, L. & L. Star (eds) (2004) *Queer in Aotearoa New Zealand*. Palmerston North: Dunmore Press. (3 day loan)

Bird, L. & Drewery, W. (2000) *Human Development in Aotearoa: A journey through life*. Auckland: McGraw-Hill. (3 day loan)

Connell, R. W. (2002) *Gender*. Cambridge, U.K.: Polity Press. (3 day loan)

Cranny-Francis, A. et al (2003) *Gender Studies: Terms and Debates*. Great Britain: Palgrave MacMillan. Pp. 1-7.

Davis, P. (ed) (1996) *Intimate Details and Vital Statistics. AIDS, Sexuality and the Social Order in New Zealand*. Auckland University Press.

Du Plessis, R. (1994) 'Gender'. In P. Spoonley et al. (eds) *New Zealand Society*. Palmerston North: Dunmore. (3 day loan)

Du Plessis, R. & L. Alice (eds) (1998) *Feminist Thought in Aotearoa/ New Zealand: Connections and Differences*. Auckland: Oxford University Press. (3 day loan)

Du Plessis & G. Fougere (eds) (1998) *Politics, policy and practice: Essays in honour of Bill Willmott*. Christchurch: University of Canterbury Press. (3 day loan)

Davey, J. A. (2003) *Two decades of change in New Zealand: From birth to death 5*. Wellington: Institute of Policy Studies, Victoria University of Wellington.

Goffman, E. (1969) *The Presentation of Self in Everyday Life*. Harmondsworth: Penguin

Keeling, S. (1999) 'Ageing in (a New Zealand) place: Ethnography, policy and practice.' *Social Policy Journal of New Zealand*, 13: 95-114.

Habgood, R. (2001) Negotiating Housework. In *Sociology of Everyday life in New Zealand* edited by C. Bell. Palmerston North: Dunmore.

Hawkes, G. & J. Scott (Eds) (2005) *Perspectives in human sexuality*. South Melbourne, Victoria: Oxford University Press.

Jackson, S. (2004) 'Measuring up to Barbie? Young women negotiating representations of femininity in heterosexual relationships', pp. 107-124. In A. Potts, N. Gavey & A. Weatherall (eds) *Sex and the Body*. Palmerston North, New Zealand: Dunmore Press.

Jordan, J. (2005) *The Sex Industry in New Zealand: A Literature Review*. Ministry of Justice, Wellington, pp. 27-47, 51-62. ISBN 0-478-20198-2

Kirkman, A. & P. Moloney (eds) (2005) *Sexuality Down Under: Social and Historical Perspectives*. Dunedin, New Zealand: University of Otago Press.

Phillips, J. (1996) *A Man's Country? The Image of the Pakeha Male: A History* (Rev. ed) Auckland: Penguin. Chap 6.

Plumridge, L. & G. Abel (2001) 'A "segmented" sex industry in New Zealand: Sexual and personal safety of female sex workers', *Australian and New Zealand Journal of Public Health*, Vol. 25, No. 1, pp. 78-83.

Toynbee, C. & Jamieson, L. (1990) 'Shifting patterns of parental control in Scotland and New Zealand, 1900-1980'. In *Politics of Everyday Life*, edited by H. Corr & L. Jamieson. London: Macmillan.

Women's Studies Journal (2005) Full issue on 'Women and Violence', Vol. 19, No. 2. (3 day loan)

Worth, H., A. Paris & L. Allen (eds) (2002) *The Life of Brian: Masculinities, Sexualities and Health in New Zealand*. Dunedin, New Zealand: University of Otago Press. (3 day loan)

Readings for Lectures 13-16

Class, Racial and Ethnic Social Divisions

Bottero, W. (2005) *Stratification : Social Division and Inequality*. London: Routledge.

Bulmer, M. & Solomos, J. (eds) (1999) *Racism*. Oxford: Oxford University Press.

Cornell, S. & Hartmann, D. (1998) *Ethnicity and Race Making Identities in A Changing World*. Thousand Oaks: Pine Forge Press. (3 day loan)

Crompton, R. (1993) *Class and Stratification*. Cambridge: Polity Press. (any edition) (3 day loan)

Duncan, G. (2004) *Society and Politics*. Auckland: Pearson Education. Pp. 242-255.

Fenton, S. (2003) *Ethnicity*. Cambridge: Polity. (closed reserve)

Fleras, A. & Spoonley, P. (2000) *Recalling Aotearoa: Indigenous Politics and Ethnic Relations in New Zealand*. Auckland: Oxford University Press. (3 day loan)

Liu, J. H. et al (2005) *New Zealand Identities: Departures and destinations*. Wellington: Victoria University Press.

Macpherson, C. Spoonley, P. & Anae, M. (eds.) (2001). *Tangata O Te Moana Nui: The Evolving Identities of Pacific Peoples in Aotearoa/New Zealand*, Palmerston North: Dunmore Press. (3 day loan)

McLennan, G. et al (2000) *Exploring Society*, Auckland: Pearson Education. Chaps 8 & 11

Olssen, E. & Hickey, M. (2005) *Class and Occupation : The New Zealand reality*. Dunedin: Otago University Press.

Pearson, D. (2001) *The Politics of Ethnicity in Settler Societies States of Unease*. Basingstoke: Palgrave.

Rattansi, A. (2007) *Racism : a very short introduction*. Oxford: Oxford University Press.

Roper, B. (2005) *Prosperity For All?: Economic, Social and Political Change in New Zealand since 1935*. Southbank, Vic.: Thomson, Dunmore Press. (3 day loan).

Spoonley, P. *et al* (eds) (2004) *Tangata Tangata: The Changing Ethnic Contours of New Zealand*. Southgate, Vic.: Thomson/Dunmore Press. (3 day loan)

Wilkes, C. (1994) Class. In *New Zealand Society: A Sociological Introduction*, edited by P. Spoonley, D. Pearson & I. Shirley. Palmerston North: Dunmore Press. (any ed.) (3 day loan)

Readings for lectures 17-19

Families, identities, and sport

Cameron, J. (1990) *Why have children?* Christchurch: Canterbury University Press. (3 day loan)

Cameron, J. (1997) *Without issue: New Zealanders who choose not to have children*. Christchurch: Canterbury University Press.

Daniels, K. (2004) *Building a family with the assistance of donor insemination*. Palmerston North: Dunmore Press.

Fleming, R. *et al* (1997) *The Common Purse: Income sharing in New Zealand families*. Auckland: Auckland University Press/ Bridget Williams Books.

Fleming, R. (1999) *Families of a different kind: life in the households of couples who have children from previous marriages or marriage-like relationship*. Waikanae: Families of Remarriage Project. (3 day loan)

Fougere, G. M. (1987) Sport, culture and identity: The case of rugby football. In *Culture and Identity in New Zealand*, edited by D. Novitz & B. Willmott. Wellington: Government Print.

Glover, M. & Rousseau, B. (2007) “Your Child Is Your Whakapapa”: Maori Considerations of Assisted Human Reproduction and Relatedness’, *Sites: A Journal of Social Anthropology & Cultural Studies*, Vol. 4 (2): 117: 136.

Poole, M. (Ed.) (2005) *Family: Changing families, changing times*. NSW: Allen & Unwin.

Readings for Lectures 20-23

Globalisation, identities, and diversity

Bauman, Z. (1998) *Globalization: The Human Consequences*. Cambridge: Polity.

Bell, C. (1996) *Inventing New Zealand: Everyday Myths of Pakeha Identity*. Auckland: Penguin. (3 day loan)

- Billington, R. et al (1998) *Exploring Self and Society*. Basingstoke: Macmillan. Chap 8. (3 day loan)
- Brickell, C. & B. Taylor (2004) What It Means to Be a Gay Man, pp. 145-164. In *Queer in Aotearoa New Zealand*, edited by L. Alice & L. Star. Palmerston North: Dunmore Press. (3 day loan)
- Castles, S. and Miller, M.J. (2004) *The Age of Migration*. Basingstoke: Palgrave Macmillan. (3 day loan)
- Cohen, R. & Kennedy, P. (2000) *Global Sociology*. Basingstoke: Macmillan. (3 day loan)
- Cohen, S. (2002) *Folk Devils and Moral Panics*. 3rd Ed. London: Routledge.
- Connell, R. W. (2000) *The Men and the Boys*. Berkeley: University of California. (3 day loan)
- Fleras, A. & Spoonley, P. (2000) *Recalling Aotearoa: Indigenous Politics and Ethnic Relations in New Zealand*. Auckland: Oxford University Press.
- Griffith, R. (2004) Wicked Wardrobes: Youth and Fashion in Aotearoa New Zealand, pp. 229-250. In C. Bell & S. Matthewman (eds) *Cultural Studies In Aotearoa New Zealand: Identity, Space and Place*. South Melbourne, Victoria: Oxford University Press.
- Held, D. & McGrew, A. (eds.) (2003) *The Global Transformations Reader*. Cambridge: Polity Press. (3 day loan)
- Hopper, P. (2007) *Understanding Cultural Globalization*. Cambridge: Polity Press.
- Jagose, A. (1996) *Queer Theory*. Dunedin: University of Otago Press. (3 day loan)
- Kelsey, J. (1999) *New Zealand and the Global Economy*, and *At The Crossroads* (2000). Wellington: Bridget Williams Books.
- McRobbie, A. (2000) *Feminism and Youth Culture*. United Kingdom: McMillan. (3 day loan)
- McLennan, G. et al (2004). *Exploring Society: Sociology for New Zealand Students*. (2nd ed.) Auckland: Pearson Education. Chaps 9, 11 & 14.
- Patman, R & Rudd, C. (eds) (2005) *Sovereignty Under Siege?: Globalisation and New Zealand*. Aldershot: Ashgate.
- Pearson, D. (2003) Am I a New Zealander? In Hird, M. & Pavlich, G. (2003) *Sociology For The Asking*. Auckland: Oxford University Press.
- Yska, R. (1993) *All shook up: the flash bodgie and the rise of the New Zealand teenager in the Fifties*. Auckland: Penguin. (3 day loan)
- Zemke-White, K. (2004) Keeping it Real (Indigenous): Hip Hop in Aotearoa as Community, Culture, and Consciousness, pp. 205-228. In C. Bell & S. Matthewman (eds) *Cultural Studies In Aotearoa New Zealand: Identity, Space and Place*. South Melbourne, Victoria: Oxford University Press.

SOSC 112 – Lecture Outline – 2008

9 Jul (1) Introduction to SOSC 112 (DP and RS)

Social foundations of New Zealand society

| | |
|--------|--|
| 11 Jul | (2) What is sociology? (DP) |
| 16 Jul | (3) Exploring New Zealand society (DP) |
| 18 Jul | (4) Origins of sociology and European modernity (DP) |
| 23 Jul | (5) Aotearoa/New Zealand as a settler society (DP) |
| 25 Jul | (6) Inequalities, divisions and diversity (DP) |

Gender, sexuality, and identities

| | |
|--------|--|
| 30 Jul | (7) Identities and diversity (RS) |
| 1 Aug | (8) Becoming masculine and feminine (RS) |
| 6 Aug | (9) Is gender done to us? (RS) |
| 8 Aug | (10) Sociological perspectives on sexuality (RS) |
| 13 Aug | (11) Men, women and the labour market (RS) |
| 15 Aug | (12) Implications of Ageing (Allison Kirkman) |

18 August – 29 August Mid trimester break

Class, racial, and ethnic divisions

| | |
|---------|--|
| 3 Sept | (13) Class, status and stratification (DP) |
| 5 Sept | (14) Racial and ethnic differences (DP) |
| 10 Sept | (15) Majorities and minorities (DP) |
| 12 Sept | (16) Ethnicity, class and inequality (DP) |

Families, identities, and sport

| | |
|---------|----------------------------------|
| 17 Sept | (17) Families and identity (RS) |
| 19 Sept | (18) Families and diversity (RS) |
| 24 Sept | (19) Sport and gender (RS) |

Globalization, identities, and diversity

| | |
|---------|---|
| 26 Sept | (20) Postmodern identities (RS) |
| 1 Oct | (21) Contemporary youth culture (RS) |
| 3 Oct | (22) What is Globalization? (DP) |
| 8 Oct | (23) Globalization and national identity (DP) |
| 10 Oct | (24) Conclusion (DP and RS) |

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's name: _____

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: _____