

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 305**

***Social Organisation***

**Course Outline**

**CRN 1641 : 24 POINTS : TRIMESTER 2, 2008**

**COURSE COORDINATOR: PROFESSOR KEVIN DEW**

*Room 1001, Murphy Building*

*Tel: (04) 463-5291*

*Email: [Kevin.Dew@vuw.ac.nz](mailto:Kevin.Dew@vuw.ac.nz)*

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**LECTURES : Wed 11am – 1pm & Thurs 11am – 12noon : Easterfield LT206**

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**COURSE COORDINATOR**

Kevin Dew  
Murphy building, MY 1001  
Tel: 04 463-5291  
E-mail: [kevin.dew@vuw.ac.nz](mailto:kevin.dew@vuw.ac.nz)

**OFFICE HOURS**

Friday 11am -1pm

**LECTURES**

Wednesday, 11am -1pm, Easterfield LT206  
Thursday, 11am -12noon, Easterfield LT206

**COURSE CONTENT AND OBJECTIVES**

This course examines different sociological and social policy theoretical positions on social order, social change and social organisation and the organisation and consequences of knowledge production.

The term 'social organisation' can be viewed as a motif for what sociology is about. The word 'social' refers to joint activity; the word 'organisation' refers to anything that has a systematic structure, whether inherent to it, or imposed upon it. Thus, this course is about different perspectives on how activities are shaped by systematic structures and in turn shape systematic structures. The course will explore both "macro" and "micro" sociological perspectives on the relationship between organisation and activity.

The second part of the course focuses on knowledge production, in particular, science and technology. This part of the course more specifically draws on debates from the sub discipline of the sociology of science. The focus on science and technology acts as a focus for grounding the more abstract debates about social organisation in particular cases, but in so doing, enables an in-depth exploration of the social bases of knowledge production.

The course aims to:

- Introduce theories of social order, social change and social organisation
- Examine science and technology as social outcomes in relation to these theories
- Encourage students to think critically about sociological arguments in relation to the production of knowledge

## LECTURE PROGRAMME

|                |   |
|----------------|---|
| <b>Part I:</b> | <b>Organisation, order and change</b>                       |
| July 9         | Introduction to the course                                  |
| July 10        | Ideology and class  |
| July 16        | Foucault and Critical discourse analysis                    |
| July 17        | Global Regimes and Social Order (TN)                        |
| July 23        | Discourse analysis and interpretive repertoires             |
| July 24        | Structuralist and Functionalist accounts: Durkheim, Parsons |
| July 30        | The Interaction order: Garfinkel and Goffman                |
| Tutorial 1     |   |
| July 31        | The Conversational Order (AW)                               |
| Aug 6          | Doing Transcription (AW)                                    |
| Tutorial 2     |   |
| Aug 7          | Sociology of translation: Latour and post ANT               |
| Aug 13         | Complexity theory   |
| Tutorial 3     |   |
| Aug 14         | <i>In Class Test</i>  |

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### AUG 18 – AUG 31 MID TRIMESTER BREAK

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|                 |  |
|-----------------|--|
| <b>Part II:</b> | <b>Knowledge Production</b>              |
| Sep 3           | From positivism to constructionism       |
| Tutorial 4:     | Assignment one                           |
| Sep 4           | Deviant science, ethics and fraud        |
| Sep 10          | Surveillance and the information society |
| Tutorial 5      |  |
| Sep 11          | New technologies and social change       |
| <b>Sep 12</b>   | <b>Assignment one due</b>                |
| Sep 17          | Science and the media                    |
| Tutorial 6      |  |
| Sep 18          | Science and women                        |

|              |                             |
|--------------|-----------------------------|
| Sep 24       | Non-western knowledge       |
|              | Tutorial 7                  |
| Sep 25       | Science and the environment |
| Oct 1        | The spatial organisation    |
| Oct 2        | Risk and Trust              |
| Oct 8        | Science and controversies   |
| Oct 9        | Policing science            |
| <b>Oct 9</b> | <b>Assignment two due</b>   |

### **TUTORIAL PROGRAMME**

There are seven tutorials for this course. They revolve around practical interpretation of documents in light of the lecture material.

July 30

Aug 6 and 13

Sep 3, 10, 17, and 24

### **WORKLOAD AND MANDATORY COURSE REQUIREMENTS**

Mandatory course requirement is completion of the test and two assignments. While attendance at lectures is not compulsory, students are expected to regularly attend lectures, and will be advantaged if they do so. University guidelines stipulate that a half year stage three course should require between 16 to 18 hours per week of student work (this includes class time).

## ASSESSMENT

Assessment is internal and involves three pieces of work. The first is a test, the second and third are essays.

*In Class Test, Weighting: 25%*

*Date: Thursday Aug 14*

A guidance statement on the test will be handed out at least two weeks before the date of the test.

*Essay 1, Weighting: 35%*

*Due date: 4pm, Friday Sept 12*

Write a 2500 word essay in which you compare the strengths and limitations of two theoretical perspectives in relation to the way in which they account for social order (For example, accounts derived from the perspective of Marx, Durkheim, complexity theory, conversation analysis etc.). The starting point of your essay will be lectures 1-10 and readings 1-9 of the Student Notes.

Tutorial 4 on Sept 3<sup>rd</sup> will be used to clarify ways of approaching this assignment.

*Essay 2, Weighting: 35% plus 5% for completing a 200 word commentary*

*Due: 4pm, Tuesday Oct 9*

Write a 2500 word essay on a topic of specific interest to you that relates to the knowledge production and the sociology of science and technology. In this assessment you will illustrate the social dimensions of an issue, phenomena, event or development in science and technology. Before commencing this you need to discuss your proposed topic with Kevin Dew. Tutorial support will be provided for this purpose. Possible ways to approach this essay include:

- Discuss how social and cultural factors influence the development of a particular technology or scientific concept e.g. the pill, the bicycle, DDT, socio-biology.
- Discuss how scientific ideas or a particular technology have affected the social arrangements and circumstances of a particular group or institution e.g. the elderly, pregnant women, infants, clerical workers, the university.
- Take a particular scientific event or technology and examine the way it has been received by the media e.g. climate change, mad cow disease, social networking, technology transfer. A useful resource here is *New Scientist*.

In addition you will be asked to complete a 200 word commentary on the issues that were raised for you during the process of completing the essay.

## **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.*

## **TEXT BOOK FOR SOSC 305**

Each student should buy a copy of the Student Notes from the Student Notes Centre since ready access to and familiarity with its contents will be required throughout the course.

## **ADDITIONAL READINGS**

The following list provides further readings for the lectures and the essay assignments. Some of these readings are collected in the SOSC 305 Student Notes.

### **Organisation, Order and Change**

General introductions to sociology will include relevant material related to the first part of the course – organization, order and change.

Specific readings include:

#### **Ideology:**

Eagleton, T. (2007) *Ideology: an introduction*. London: Verso.

Herman, E. & Chomsky, N. (1994) *Manufacturing consent: the political economy of the mass media*. London: Vintage

Mészáros, I. (2005) *The power of ideology*. London: Zed.

Thompson, J.B. (1990) *Ideology and modern culture: critical social theory in the era of mass communication*. Cambridge: Polity.

#### **Foucault and Critical Discourse Analysis:**

Fairclough, N. (2003) *Analysing discourse: textual analysis for social research*. New York: Routledge.

Foucault, M. (2006) The incitement to discourse. In A. Jaworski & N. Coupland (Eds.). *The discourse reader*. London: Routledge.

Foucault, M. (1991) Politics and the study of discourse. In G. Burchell et al (eds.) *The*

*Foucault effect: studies in governmentality*. London: Harvester Wheatsheaf, pp. 53-72

### **Discourse Analysis and interpretive repertoires**

Gray, D. (2001) Accommodation, resistance and transcendence: Three narratives of autism. *Social Science and Medicine* 53(9): 1247-57.

Potter, J. (1996) *Representing reality: discourse, rhetoric and social construction*. London: Sage.

Reissman, C. Kohler (1993) *Narrative analysis*. Newbury Park: Sage.

Wooffitt, R. (2005) *Conversation analysis and discourse analysis: A comparative and critical introduction*. London: Sage.

### **Sociology of translation and Actor-Network Theory**

Mol, A. (2002) *The body multiple: ontology in medical practice*. Duke: Duke University Press

Law, J., & Hassard, J. (1999) *Actor Network Theory and after*. Oxford: Blackwell.

Latour, B. (1987) *Science in action: how to follow scientists and engineers through society*. Cambridge, Mass., Harvard University Press.

### **Complexity Theory:**

Walby, S. (2007) Complexity theory, systems theory and multiple intersection social inequalities. *Philosophy of the social sciences* 37: 449-470

Gatrell, A. (2005) Complexity theory and the geographies of health: a critical assessment. *Social Science and Medicine* 60(12): 2661-2671

*Theory culture and society* 2005 22(5) (a range of articles on complexity theory)

### **Knowledge Production:**

Some useful journals to look at include:

*Social Studies of Science* and *Public Understanding of Science*

The following is a selection of books and articles that relate to lecture sessions:

Beck, U. (1995) *Ecological politics in an age of risk*. Cambridge: Polity Press.

Brante, T. et al (eds.) (1993) *Controversial science: from content to contention*. Albany: State University of New York Press

Collins, H. & Pinch T. (1993) *The golem: what everyone should know about science*. Cambridge: Cambridge University Press.

Feenberg, A. & Hannay, A. (eds.) (1995) *Technology and the politics of knowledge*.

Bloomington & Indianapolis: Indiana University Press

Fleck, L. (1979) *Genesis and development of a scientific fact*. University of Chicago Press, Chicago.

Hannigan, J. (2006) *Environmental Sociology 2<sup>nd</sup> edition*. London: Routledge.

Harding, S. (1991) *Whose science? Whose knowledge: thinking for women's lives*. Ithaca: Cornell University Press.

Hilgartner, S. (1990) The Dominant View of Popularization: Conceptual Problems, Political Uses. *Social Studies of Science* 20:519-39

Irwin, A. (1995) *Citizen science: a study of people, expertise and sustainable development*. London: Routledge.

Jasanoff, S. et al (eds) (1995) *Handbook of science and technology studies*. Thousand Oaks (CA): Sage

Kuhn, T. (1970) *The structure of scientific revolutions*. Chicago: University of Chicago Press.

Livingstone, D. (2003) *Putting science in its place: Geographies of scientific knowledge*. Chicago: Chicago University Press

Nelkin, D., and Tancredi, L. (1994) *Dangerous diagnostics: the social power of biological information*. Chicago: University of Chicago Press.

Porter, T. 1995) *Trust in numbers: the pursuit of objectivity in science and public life*. Princeton: Princeton University Press.

Poster, M. (2006) *Information please: culture and politics in the age of digital machines*. Durham: Duke University Press.

Ross, A. (1991) *Strange weather: culture, science and technology in the age of limits*. London & N.Y.: Verso.

Silverstone, R. & Hirsch, E. (eds.) (1994) *Consuming technologies: media and information in domestic spaces*. London: Routledge.

Webster, A. (2007) *Health, technology and society: a sociological critique*. Basingstoke: Palgrave Macmillan.

Yearley, S. (2005) *Making sense of science: understanding the social study of science*. London: Sage.



## GENERAL UNIVERSITY POLICIES AND STATUTES

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

Information on the following topics is available electronically under "Course Outline General Information" at: <http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- 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. 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.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html)

## OTHER CONTACT INFORMATION

Head of School: Assoc. Professor Jenny Neale, MY1013  
Tel: 463 5827 E-m: [Jenny.Neale@vuw.ac.nz](mailto:Jenny.Neale@vuw.ac.nz)

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School Manager: Carol Hogan, MY918  
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School Administrators: Monica Lichti, Adam Meers, Alison Melling  
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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: \_\_\_\_\_  
(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: \_\_\_\_\_