

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, 2009**

(2 March – 5 June)

**COURSE COORDINATOR: DR DAVID PEARSON**

*Room 1020, Murphy Building*

*Tel: (04) 4636748*

*E-mail: [David.Pearson@vuw.ac.nz](mailto:David.Pearson@vuw.ac.nz)*

---

**LECTURES: MON & THURS 1 - 2PM: HM LT 104**

---

# Contents

# Page

Lecturer Details, Course Objectives .....	1
Tutorials .....	1
Workload, Assessment .....	2
Relationship between Assessment and Objectives .....	4
Mandatory Course Requirements .....	5
Lecture Programme .....	5
Academic Integrity and Plagiarism .....	7
Assignments and Assessment Procedures .....	7
General University Policies and Statues .....	9
Recommended Texts.....	10
General Texts (by topic) .....	11
Aotearoa/New Zealand Texts .....	14
Assignment Cover Sheet (sample) .....	19

**Lecturer:** Dr David Pearson  
Murphy Building, MY 1020  
Tel: 463 6748  
E-mail: [David.Pearson@vuw.ac.nz](mailto:David.Pearson@vuw.ac.nz)

**Office Hours:** tba

## Learning 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.

## Tutorials

Tutorials will commence in the third week of the trimester, i.e. week beginning March 16. 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.

## Workload

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.

## Assessments

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

**ESSAY 2** due at 4pm, Monday 25 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 Thursday 28 May and **must be placed into assignment box no later than 4pm on Thursday 4 June**

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

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

1. Social inequality is an entirely relative concept. Discuss.
2. All models of social equality still retain aspects of social inequality. Discuss.
3. How useful is the concept of social division for describing and understanding social inequality? Discuss.
4. The state is the most important institution influencing levels of social inequality in modern societies? Discuss.
5. Does the concept of citizenship 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, or different ethnic groups, 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 to be taken 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.

## **Relationship between Assessment and Learning 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.

## **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!

## **Mandatory Course Requirements**

Students will be required to complete:

- Essay I
- Essay II
- Take Home Test

in order to meet mandatory course requirements.

## **Lecture Programme**

March 2	Introduction
March 5	Conceptualising inequality and equality
March 9	Inequality, equality and egalitarianism
March 12	The state, equality and inequality
March 16	Class, hierarchy and stratification <b>(Tutorials commence this week)</b>
March 19	Class, hierarchy and stratification
March 23	Gender inequalities
March 26	Gender inequalities

March 30	Racial and ethnic differences
April 2	Racial and ethnic differences
April 6	Re-examining multiple inequalities
April 9	New Zealand and social inequalities <b>(ESSAY 1 DUE)</b>
April 27	The colonial legacy

<b>Mid-Trimester Break April 13 – April 26</b>
--

April 30	Enter the welfare state
May 4	The welfare state eras
May 7	Welfare state and crisis
May 11	Enter neo-liberalism
May 14	Current inequalities
May 18	Current inequalities
May 21	Current inequalities <b>(Last tutorial this week)</b>
May 25	Current inequalities <b>(ESSAY 2 DUE)</b>
May 28	Conclusion <b>(TAKE HOME TEST HANDED OUT)</b>
June 1	No Lecture - <b>Queen's Birthday</b>
June 4	No lecture <b>(FINAL DATE FOR SUBMITTING TAKE HOME TEST)</b>



## **Academic Integrity and Plagiarism**

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as 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, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

## **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:		FAILURE:	
A+	85% or over	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	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.

## 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* or go to the Academic Policy and Student Policy sections on: <http://www.victoria.ac.nz/home/about/policy>

This website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates.

## Other Contact Information

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

## **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, 2<sup>nd</sup> 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, 2<sup>nd</sup> 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, Citizenship Studies, Ethnic and Racial Studies, Gender and Society, 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.	<u>Citizenship</u>
*Best, S.	<u>Understanding Social Divisions</u>
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 (and others)</u>
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, and Class and 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, and others</u>
Marshall, G.	<u>Repositioning Class</u>
Pakulski, J., Waters, M., Saunders, P.	<u>The Death of Class</u>
Scott, J.	<u>Social Class and Stratification</u> 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)
<u>Sociology</u>	see special issues on class, culture and identity, vol 39 (5) 2005; and vol 42, 2008.
Svallfors, S.	<u>The Moral Economy of Class</u>
*Turner, B.S.	* <u>Equality; Citizenship and Capitalism: The Debate Over Reformism</u> , see others
Waters, M.	<u>Class and Stratification</u>
Wright, E. O.	<u>Class Counts, and Classes</u> ; see also his website

## **Gender Inequalities**

Abbott, P.	Gender, in G. Payne (ed) <u>Social Divisions</u>
------------	--

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

Smith, A. Inclusive Society  
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 2<sup>nd</sup> 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 3<sup>rd</sup> 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 New Zealand Now series, see Maori, Women, Income, etc.
- \*O'Brien, M., Wilkes, C. The Tragedy of The Market
- O'Hagan, M. Social Capital: Annotated Bibliography
- \*Patman, R. & Rudd, C. (eds) Sovereignty under Siege?
- \*Pearson, D. The Politics of Ethnicity in Settler Societies States of Unease; and A Dream Deferred
- \*Pearson, D., Thorns, D. Eclipse of Equality
- Royal Commission Royal Commission on Social Policy Vols I-IV, April 1988
- \*Roper, B, Rudd, C., State & Economy in New Zealand
- \*Rudd, C., Roper, B., The Political Economy of New Zealand
- Sharp, A. (ed.) Leap into the Dark, see others
- Simpson, T. A Vision Betrayed
- Stenson, M. The Treaty
- Tennant, M. Paupers and Providers, see others
- Thomson, D. A World Without Welfare; and Selfish

Thorns, D. C. Generations?  
 Webster, A. Fragmenting Societies  
Spiral of Values: An Interpretation of the NZ  
Study of Values

## **Class and Stratification**

Bedggood, D. Rich and Poor in New Zealand  
 Eldred-Grigg, S. New Zealand Working People 1890 - 1990;  
The Rich; see other titles

Jones, F., Davis, P. Models of Society  
 Krishnan, V. 'Modest but adequate: An appraisal of  
 changing household income and  
 circumstances in New Zealand', Social Policy  
Journal of New Zealand, 4, 1995:76-97

Millen, J. Colonial tears and sweat : the working class in  
nineteenth-century New Zealand

NZ Planning Council For Richer For Poorer; Who Gets What; see  
 other reports

O'Brien, M., Briar, C. (eds) Beyond Poverty  
 \*Olssen, E. Building The New World  
 Pearson & Thorns Eclipse of Equality

Roper, B. 'The Changing Class Structure', in C, Rudd  
 and B. Roper (eds) The Political Economy of  
New Zealand

\*Stephens, R. see several articles on poverty, listed on his VUW  
 Public Policy web site, inc. in New Zealand Social  
Policy Journal

Waldegrave, C., Coventry, R. Poor New Zealand  
 Wilkes, C. 'Class' in P. Spoonley et al, New Zealand  
Society (1<sup>st</sup> or 2<sup>nd</sup> ed.)

## **'Race' and Ethnicity**

Fleras, A. 'Working Through Differences: The Politics of  
 Isms in Aotearoa', New Zealand Sociology  
 1998, 13 (1):62-96

\*Fleras, A., Spoonley, P.,  
 \*Greiff, S. (ed.) Recalling Aotearoa  
 Havemann, P. (ed.) Immigration & National Identity in New Zealand  
Indigenous People's Rights in Australia,  
Canada and New Zealand

Hill, R. State Authority, Indigenous Autonomy  
 Krishnan, V. *et al* The Challenge of Change: Pacific Island  
Communities in New Zealand, 1986-1993.

Levine, H.	<u>Constructing Collective Identity</u>
*Liu, J. et al	<u>New Zealand Identities Departures and Destinations</u>
*McKinnon, M	<u>Immigration and Citizens</u>
Macpherson, C. et al	<u>Tangata o Te Moana Nui: The Evolving Identities of Pacific in Aotearoa</u>
Mulholland, M. (ed)	<u>State of the Maori nation; in twenty-first century</u>
Rata, E.	<u>A Political Economy of Neotribal Capitalism</u>
*Rata, E. & Openshaw, R	<u>Public Policy and Ethnicity: The Politics of Ethnic Boundary Making</u>
Spoonley, P.	<u>Racism and Ethnicity</u> , 1 <sup>st</sup> and 2 <sup>nd</sup> eds, see other titles
*Spoonley, P. et al	several texts, see * <u>Tangata, Tangata (2004); Tauwiwi; Nga Take; Nga Patai,</u>
Trlin, A. et al	<u>New Zealand and International Migration No 4,</u> see others
Vasil, R, Hoon, H-K.	<u>New Zealanders of Asian Origin</u>
*Walker, R.	<u>Nga Papa A Ranginui; Nga Tau Tohetohe</u>
	<u>Years of Anger and Ka Whawhai Tonu Matou</u>
	<u>Struggle Without End</u>
Ward, A.	<u>An Unsettled History: Treaty Claims in New Zealand</u>
Wilson, M. ,Yeatman, A. (eds)	<u>Justice and Identity. Antipodean Practices</u>

### **Gender Inequalities**

Briar, C., et al (eds)	<u>Superwoman Where Are You? Social Policy and Women's Experience.</u>
Britton, S. et al	<u>Changing Places in New Zealand</u>
Brookes, B. et al	<u>Sites of Gender</u>
Brookes, B. et al	<u>Women in History</u> 2 vols.
Bunkle, P.	<u>New Zealand Women 1985-1995 Markets and Inequality</u>
Coney, S.	<u>Standing in the Sunshine</u>
Daley, C. , Montgomerie, D.,	<u>The Gendered Kiwi</u>
Du Plessis, R. et al (eds)	<u>Feminist Voices</u> , see other titles
Herd, J.	<u>Cracks in a Glass Ceiling</u>
Horsfield, A., Evans, M.	<u>Women in the Economy</u>
	<u>Maori Women in the Economy</u>
*Hyman, P.	<u>Women and Economics</u> , see other titles
Law, R. et al (eds)	<u>Masculinities in Aotearoa/New Zealand</u>
Lovell-Smith, M.	<u>The Woman Question</u>
MacDonald, C.	<u>A Woman of Good Character</u> ; see other titles
Madden, R.	<u>Dynamic and Different : Mana Wahine</u>
*NZ Min of Women's Affairs	<u>The Status of Women in New Zealand 2002</u>
*Nolan, M.	<u>Breadwinning: NZ Women and the State</u>

Olsson, S. (ed)

\*Phillips, J.

Rei, T.

The Gender Factor: Women in Organisations

A Man's Country (1<sup>st</sup> or 2<sup>nd</sup> ed.)

Maori Women and The Vote

Office use only

Date Received:

(Date Stamp)

# School of Social and Cultural Studies

Te Kura Mahinga Tangata

CULTURAL 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: \_\_\_\_\_