

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 Programme

SOSC 111

*Sociology: Foundations and
Concepts*

Course Outline

CRN 9141 : 18 POINTS : TRIM 2, 2009

COURSE COORDINATORS:

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Murphy Building, MY 1001

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LECTURES: MON & FRI 9-10AM: MC LT101

CONTENTS

PAGE

School Location	2
Lecture and Tutorial Times	2
Course Coordinators.....	2
Other Contact Information	3
Course Content.....	3
Learning Objectives	3
Course Materials	4
Information on SOSC 111.....	4
General University Policies and Statues	5
Academic Integrity and Plagiarism.....	5
Illness, Absence, Withdrawals	5
Workload.....	6
Extensions on Due Dates	6
Mandatory Requirements	6
Assessment.....	6
Final Examination	8
Sociology Policy on Submitting Essays.....	8
Grades and Late Submissions.....	9
Tutorials	10
Notes on Essay Writing.....	11
SOSC 111 - Lecture Outline	14
Assignment Cover Sheet.....	22

SCHOOL LOCATION

The Sociology staff location is on levels 9 and 10 of the Murphy Building. The staff studies are on level 10 and the School of Social and Cultural Studies Administration Office is on level 9. The Sociology Student notice board for items relating to Sociology courses is on level 9, although you may find other items of interest on the staff notice boards on level 10.

WEBSITE

The School website can be found at: <http://www.victoria.ac.nz/sacs>.

On the same page you can also find **Sociolog**, a chronicle of reflections written by SOSOC/SPOL/SSRE staff and postgraduate students.

TRIMESTER DATES

Teaching dates: 13 July to 16 October
Study week: 19 to 23 October
Examination period: 27 October to 15 November

LECTURE AND TUTORIAL TIMES

Lectures: Monday and Friday 9 – 9:50am in MacLaurin LT 101

Tutorials: Tutorials will begin in the fourth week of the trimester starting August 3rd. Students will be able to enrol online through the S-Cubed system (details available through Blackboard). Times of tutorials and names of tutors will be posted on the Sociology notice board on level 9, Murphy Building. Students are expected to attend at least 5 of the 7 tutorials.

COURSE COORDINATORS

Professor Dew and Dr el-Ojeili are responsible for the administration of SOSOC 111. You should direct all queries about the course to either one of them. Any queries about tutorials should be addressed to Dr el-Ojeili, unless otherwise advised.

Their contact details are:

Dr Chamsy el-Ojeili

Room: Murphy 1016

Tel: 463 6740

E-mail: chamsy.el-ojeili@vuw.ac.nz

Office Hours: Thursday 2-4

Professor Kevin Dew

Room: Murphy 1001

Tel: 463 6741

E-mail: kevin.dew@vuw.ac.nz

Office Hours: Monday 1-2

If neither of the Course Coordinators is available and you have an urgent problem, please leave a message with one of the School Administrators in MY921.

OTHER CONTACT INFORMATION

Head of School:	Dr Allison Kirkman, MY1013 Tel: 463 5676 E-m: Allison.Kirkman@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 Trevor Bradley, MY1101 Tel: 463 5432 E-m: Trevor.Bradley@vuw.ac.nz
Students with Disabilities Liaison:	Dr Carol Harrington MY1006 Tel: 463 5233 E-m: Carol.Harrington@vuw.ac.nz
School Manager:	Carol Hogan, MY918 Tel: 463 6546 E-m: Carol.Hogan@vuw.ac.nz
School Administrators:	Monica Lichti, Alison Melling, Heather Day MY921, Tel: 463 5317; 463 5258; 463 5677 E-m: sacs@vuw.ac.nz

COURSE CONTENT

This course provides an introduction to the foundations of sociological thought and their application and relevance to contemporary society. It explores key sociological concepts and debates, such as globalisation, inequality, risk, social movements, medicalisation, and technology.

LEARNING OBJECTIVES

By the end of this course, you should:

- recognise the main theoretical and conceptual areas of contemporary sociology, with particular reference to the contributions of Karl Marx, Max Weber, and Emile Durkheim.
- comprehend the role of institutions in our lives
- be able to apply central sociological concepts to everyday issues

SOSC 111 can be seen as either a supplement to other courses in the University or, and from our point of view more importantly, as the introduction to further courses in sociology.

1. As a supplement. We hope that this course would be of interest irrespective of your own major subject. However, the course will tie in particularly well with other social science and humanities courses such as Anthropology, Criminology, Economics, Education, History, Geography, Political Science, Psychology, Religious Studies, and Social Policy. 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.
2. As part of a major. Our primary concern in planning SOSC 111 is to provide an introduction to the discipline and how it can be used to explain contemporary society. If you intend majoring in Sociology you should also take SOSC 112 – New Zealand: Sociological Perspectives.

COURSE MATERIALS

Essential Text:

Student Notes are available from Student Notes distribution Centre, Student Union building for approximately \$15.

For the first two weeks of trimester all undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer, while postgraduate textbooks and student notes will be available from the top floor of VicBooks in the Student Union Building, Kelburn Campus. After week two all undergraduate textbooks will be sold from VicBooks and student notes from the Student Notes Distribution Centre on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Supplementary Texts:

Tony Bilton et al. (eds) (2002) *Introductory Sociology* (Fourth Edition) Palgrave. See also Bilton et al (1996) *Introductory Sociology* (Third Edition) Macmillan Press.

(Bilton (2002) was used in previous years so you may well find second-hand copies available).

Gregor McLennan, Allanah Ryan and Paul Spoonley (2000/ 2003) *Exploring Society: Sociology for New Zealand Students*, Pearson Education New Zealand Ltd.

(This text is also recommended for SOSC 112).

*Note: In the **Supplementary Readings** which accompany each set of lectures on pages 13 to 20 of this handout, these two texts are listed as Bilton et al - and the edition as (1996) or (2002) - and McLennan et al.*

Gordon Marshall (ed) (Second Edition) (1998) *The Concise Oxford Dictionary of Sociology*, Oxford: OUP. The first edition of this Dictionary is also useful and you may find second-hand copies.

(This dictionary is also recommended for SOSC 112 and will be useful for other sociology courses in later years).

ADDITIONAL INFORMATION ON SOSC 111

This course has information on Blackboard at: <http://www.blackboard.vuw.ac.nz>

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>

The AVC (Academic) 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. This website can be accessed at: <http://www.victoria.ac.nz/home/about/avcademic/Publications.aspx>

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>

ILLNESS, ABSENCE, WITHDRAWALS

If you are unable to 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 111 you should notify the Faculty Student Academic Services Office, using a Course Add/Drop Form. 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. This will vary by week but should average out as 6 hours of reading and 6 hours of revision and research (for your assignments and for the final examination).

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 Coordinators *prior* to the due date and discuss the problem. Extensions of time are not permitted except for illness, or bereavements.

MANDATORY REQUIREMENTS

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

- a) completing Essays 1 and 2.
- b) sitting the final course examination.

ASSESSMENT

The assessment for SOSC 111 involves two essays and a final examination.

Essay Details

Essay 1: This essay is compulsory

Due Date: Friday, August 21 Word Limit: 2000 20% of Final Grade

One of the main objectives of this course is to introduce you to some of the main theories in Sociology. This essay is about one of the major theorists – Marx, or Weber, or Durkheim. We have given you a choice of topics plus a list of primary and secondary readings.

Choose **ONE** of the following three topics:

EITHER Marx

'Alienated labour not only separates people from the products of their work and from their true selves, it also separates them from the very essence of humanity.' Discuss the different components of alienation and evaluate their contemporary relevance.

OR Weber

Weber saw the impact of modern capitalism principally in the way it replaced traditional and mystical world views with rational calculation. How does he link this process of rationalization with the 'Protestant ethic'?

OR Durkheim

'Our faith has been disturbed; tradition has lost its sway; individual judgement has become free of collective judgement.' How does Durkheim identify anomie as an endemic feature of the transition towards modern complex societies?

Readings

When looking at the work of, or concepts associated with any major theorist, you will find the *Concise Oxford Dictionary of Sociology* useful. A valuable and recently published source of material on all aspects of sociology is the Blackwell *Encyclopedia of Sociology*, which is located in the Reference section of the Library at call-mark H41 I61 E.

Primary Texts

The essay on **Marx** is not focused on a particular book so the following general commentaries which draw on a selection of Marx's own writings are recommended:

Bottomore, T.B. and M. Rubel (eds)	<i>Karl Marx: Selected Writings in Sociology and Social Philosophy</i>
McLellan, D.	<i>The Thought of Karl Marx</i>

If you choose the **Weber** or **Durkheim** essay you will find the following books most useful:

Weber, M.	<i>The Protestant Ethic and the Spirit of Capitalism</i>
Durkheim, E.	<i>The Division of Labour in Society</i>

Secondary Texts

See lists in lecture schedule section.

Essay 2: This essay is compulsory

Due Date: Friday, October 9

Word Limit: 2000-2500

30% of Final Grade

This essay is based on lectures and reading in Block Two of the course (August 3-14) – Who am I? What is normal?

Choose ONE of the following essay topics:

1. Drawing on social theoretical work, discuss the major facets involved in identity.
2. Numerous social thinkers have spoken of a contemporary "crisis of identity". Discuss.
3. Contrast biological and social constructionist theories of deviance.
4. Definitions of deviance involve control and power. Discuss.
5. Discuss the major theories of and influences on socialisation.
6. The equation individual-society has been a major sociological preoccupation. Discuss the ways in which sociologists have thought about this through the concept of socialisation.

7. To understand society we need to understand how action is organised. Discuss this in relation to face-to-face interaction.
8. Social life “requires us to select, mobilize and arrange, in fine detail, ways of presenting ourselves to others”. Discuss this drawing on the ideas of Goffman and/or social interactionism.

FINAL EXAMINATION (between 27 October and 14 November 2009)

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. Information about the final examination will be handed out in tutorials.

SOCIOLOGY POLICY ON SUBMITTING ALL ESSAYS

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**.

Assignment Box

Assignments must be placed in the assignment box on level 9, Murphy Building, to the side of the lifts. They **MUST NOT** be placed in individual staff pigeonholes, or under staff office doors, or handed to lecturers or tutors.

This is to ensure that all work is properly recorded when submitted, and to avoid problems that have arisen in the past, when work has “gone missing”.

The Assignment Box is cleared at 4.00 pm on the due date, all work is date-stamped, its receipt recorded, and then handed on 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.

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 to accurate identification and recording of your work.

GRADES AND LATE SUBMISSIONS

Grades

The staff of Sociology and Social Policy 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	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 papers 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	$\frac{1}{2}$
20	1
30	1 $\frac{1}{2}$
40	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 papers.

TUTORIALS

Tutorials commence in the third week of term. You will select a tutorial using the S-cubed online tutorial system. This can be accessed by going to Blackboard. You will be able to change your tutorial until the end of the second week of trimester. After this time, it is expected that you remain in the tutorial selected. If you want to change tutorials, you must speak to Dr el-Ojeili about it.

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 appendix *Essay Writing*.

Tutorials will be held in week beginning: August 3

Tutorial topics for week beginning:

- 1) August 3: Introduction – what is sociology?
- 2) August 10: Essay 1 preparation
- 3) August 17: Readings Block One

<i>Mid-Trimester Break August 24 - September 4</i>

- 5) September 7: Readings Block Two
- 6) September 14: Readings Block Three
- 7) September 21: Essay 2 preparation
- 8) September 28: Readings Block Four

NOTES ON ESSAY WRITING

One of the main purposes of this course is to help you to develop the skills involved in writing a good essay in Sociology. The techniques are broadly similar to those you will need for your work in other courses, so we are not suggesting an entirely different approach, but there are a number of things to bear in mind when writing essays which we especially emphasise.

Tutorials are intended as the basic teaching aid in essay writing, and you can expect your tutor, who will mark the two essays during the course, to advise on this and to provide you with feedback. If you would like extra help, please ask your tutor or one of the other staff involved in the course, because we are readily available and have special contact hours when students are welcome to see us individually (see section on Administration and Staff Contact in Paper Handout).

The most important points in writing an essay are these:

1. Take care to write on the topic set.
2. Wide reading is essential – you can't write a satisfactory essay by simply putting together material from your textbooks.
3. While reading make notes on the topic, review your notes and decide how to organise the main themes of your essay; produce a rough draft; check the draft carefully against the topic set and make sure it is really relevant. Check also for errors of style, grammar, spelling and punctuation - reading the essay aloud will often assist in this.
4. Learn the difference between analysis and expression of your opinion - and between intellect and emotion. 'I feel...' should never be used in reference to you as the author - it is appropriate only if you are writing specifically about someone's feelings. You argue, contend, assert, and suggest...
5. Although it is important in essay-writing to express yourself in your own words you will undoubtedly find that the occasional passage in one of the books or articles you are reading says something so clearly that you decide to quote it. Usually, you would do this to clinch an argument or to draw attention to a crucial piece of evidence. Never use too many quotations, and avoid very long ones, but used selectively they are extremely valuable.
6. Quotations must fit grammatically, as well as substantively into an essay. Indicate deleted words with ellipses (...), and added words are placed in brackets []. Do not leave quotes at the ends of paragraphs unless you have discussed the quote. A quotation cannot replace *your* discussion or analysis. Quotations longer than a few words should be indented from the margin.
7. You must indicate all quotes. **Both direct quotes and ideas taken from other authors must be referenced giving full details including the page number of the book or journal.** You should do this by including after a quotation the author's name, the date of

publication and the page reference as follows... (Giddens 1982: 121). Then the full reference should be in your bibliography at the end of your essay. When in doubt it is safer to give a reference than to omit it. **Advice on preparing your bibliography appears in the section on the 'Harvard system'.**

8. As an aid to efficient handling, essays should be:
- typed or written neatly and legibly on one side of the page;
 - if typed, use 1½ line spacing, 12 point font and you should have 2.5cm or larger page margins;
 - a copy should be made in case of mishap;
 - they should be stapled so that sheets cannot be mislaid;
 - submitted with full details of the essay, the name of your tutor and your name attached.
 - In giving your name please give full initials and don't use abbreviated first names, as these do not correspond with the records, which we have to use in identifying students.

If these instructions are not followed we cannot accept responsibility for parts of essays/complete essays being mislaid (*see also section on submission of essays in Paper Outline*).

9. Since it is intended that you should build on your own experience, you may well want to include your own observations in essays as well as the material that you find in books. Such observations are extremely valuable and very often show how well you have grasped some topic. Make sure when they are included that you **give evidence** for your statements. Become critical, think about what you have observed, and avoid statements such as 'In my opinion it is obvious that...' and 'It is deplorable that...'

Common mistakes to be aware of – and to avoid:

- excessively long, and one-sentence paragraphs
- incomplete comparisons (both things being compared must be stated)
- use of abbreviations, colloquialisms, and slang
- use of vague phrases ('sort of', 'kind of')
- use of sweeping and unsupported generalisations ('everybody')
- failure to distinguish between the following words: its and it's, affect and effect, there and their.

The Harvard reference system:

This is a simple referencing system which is easy to use for author and reader and is the one preferred by the Sociology section. If you use this system, you cite the author's surname, the year of publication and the page reference immediately after the quoted material, e.g. 'Many composers ... have attempted to return to this state of childhood grace' (Swanwick 1988: 56). With this system it is essential that the bibliography lists every work cited by you in the text. Where there are two or more works by one author in the same year, distinguish them as 1988a, 1988b. etc. Type the bibliography in the order and format of: author. initials, date, title, place of

publication. Publisher.

Examples of bibliography using Harvard system:

Book:

Bauman, Z. (2004) *Identity: Conversations with Benedetto Vecchi*, Cambridge: Polity Press.

Edited Book

McLellan, D. (ed) (1977) *Selected writings: Karl Marx*, Oxford: Oxford University Press.

Chapter in edited Book

Pearson, D. (2003) 'Am I a New Zealander', in M. Hyrd & G. Pavlich (eds) *Sociology for the asking*, Melbourne: Oxford University Press.

Journal Article:

Shaw, R. (2008) 'Rethinking reproductive gifts as body projects', *Sociology* 42(1): 11-28.

Website

Kearl, M. (2009) *A sociological tour through cyberspace*, viewed 9 June 2009, <http://www.trinity.edu/~mkearl/index.html#in>

A final piece of advice:

Always keep a photocopy of any work submitted.

If you work on a computer, keep a backup copy on a separate disc. Time extensions will not be granted for 'losing' the only copy of your essay when your computer 'eats' it.

SOSC 111 – LECTURE OUTLINE 2009

July 13	(1)	Introduction to SOSC 111 – Administration & Overview
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Block One –	How and Why Did Sociology Develop?
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July 17	(2)	Pre-classical Sociology/What is Social Theory
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Reading for Tutorial:

Willis, E. 1993 "Introduction: in *The Sociological Quest*"

Additional Readings:

Furze, B. et al. *Sociology in Today's World* Chapter One

Gubbay, J. et al *The Student's Companion to Sociology* Chapter four and five.

McLennan, G. et al *Exploring Society*, Chapter One.

Morrison, K. *Marx, Durkheim, Weber* Chapter One.

O'Donnell, M. *Classical and Contemporary Sociology* Chapter One

July 20	(3)	The Coming of Modernity
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Reading for Tutorial:

Harrington, A. 2005. "Classical Social Theory, I: Contexts and Beginnings".

Additional Readings:

Bilton, T et al. *Introductory Sociology*, Chapter Two

Matthewman, S et al. *Being Sociological*, Chapter Two

McLennan, G. et al. *Exploring Society*, Chapter Two

Morrison, K. *Marx, Durkheim, Weber*, Chapter One

Swingewood, A. *A Short History of Sociological Thought*, Chapter One.

July 24	(4)	Marx
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Reading for Tutorial:

Pampel, F. C. from *Sociological Lives and Ideas*.

Additional Readings:

Avineri, S. *The Social and Political Thought of Karl Marx*

Bottomore, T. *Karl Marx*

Collins, R. and Makowsky, M. *The Discovery of Society*

Craib, I. *Classical Social Theory*

Giddens, A. *Capitalism and Modern Social Theory*

Hughes, J. A, Martin, P. J., and Sharrock, W. W. *Understanding Classical Sociology*

Lichtheim, G. *Marxism*
McLellan, D. (ed.) *Karl Marx: Selected Writings*
McLellan, D. *Marx*
McLellan, D. *Karl Marx*
McLellan, D. *The Thought of Karl Marx*
Morrison, K. *Marx, Weber, Durkheim*
Ritzer, G. *Sociological Theory*
Worsley, P. *Marx and Marxism*
Zeitlin, I. *Ideology and the Development of Sociological Theory*

July 27 (5) Weber

Reading for Tutorial:

Collins, R. and Makowsky, M. 2005. from *The Discovery of Society*.

Additional Readings:

Albrow, M. Max Weber's Construction of Social Theory
Bendix, R. Max Weber
Collins, R. Max Weber
Collins, R. and Makowsky, M. *The Discovery of Society*
Craib, I. *Classical Social Theory*
Gerth, H. and Mills, C. W. (ed.) *From Max Weber*
Giddens, A. *Capitalism and Modern Social Theory*
Hughes, J. A, Martin, P. J., and Sharrock, W. W. *Understanding Classical Sociology*
Kasler, D. *Max Weber*
Mommson, W. *The Age of Bureaucracy*
Morrison, K. *Marx, Weber, Durkheim*
Parkin, F. *Max Weber*
Ritzer, G. *Sociological Theory*
Wrong, D. *Max Weber*
Zeitlin, I. *Ideology and the Development of Sociological Theory*

July 31 (6) Durkheim

Reading for Tutorial:

Giddens, A. 1978. from *Durkheim*.

Additional Readings:

Collins, R. and Makowsky, M. *The Discovery of Society*
Craib, I. *Classical Social Theory*
Durkheim, E. *The Division of Labour in Society*
Fenton, S. *Durkheim and Modern Sociology*
Giddens, A. *Capitalism and Modern Social Theory*

Giddens, A. *Emile Durkheim: Selected Writings*
Giddens, A. *Durkheim*
Hughes, J. A, Martin, P. J., and Sharrock, W. W. *Understanding Classical Sociology*
Jones, R. A. *Emile Durkheim*
Lukes, S. *Emile Durkheim: His Life and Work*
Lukes, S. *Emile Durkheim*
Morrison, K. *Marx, Weber, Durkheim*
Ritzer, G. *Sociological Theory*
Thompson, K. *Emile Durkheim*
Zeitlin, I. *Ideology and the Development of Sociological Theory*

Block Two – Who am I? What is Normal?

August 3 (7) Identity

Reading for Tutorial:

Barker, C. 2003. "Issues of Subjectivity and Identity".

Additional Readings:

Bauman, Z. *Identity*

Castells, M. *The Information Age – The Power of Identity*

Maalouf, A. *On Identity*

Weedon, C. *Identity and Culture*

Woodward, K. *Identity and Difference*

August 7 (8) Deviance

Reading for Tutorial:

Lloyd, M. (2007) "Straying, Deviance", in Matthewman, S. et al (eds.) *Being Sociological*

Additional Readings:

Downes, D. and Rock, P. *Understanding Deviance*

Furze, B. et al *Sociology in Today's World* Chapter 16.

Jenks, C. *Transgression*, Chapter two.

McLennan, G. et al *Exploring Society* Chapter 13.

Scheff, T. *Being Mentally Ill*

Tombs, S. and Whyte, D. (2004) *Safety Crimes*

Traub, S. and Little, C. *Theories of Deviance*.

August 10 (9) Self and Socialization

Reading for Tutorial:

Furze, B et al. 2008. "Socialisation".

Additional Readings:

Bilton, T. et al. *Introductory Sociology*, Chapters 1, 8, 11, 15

Browne, K. *An Introduction to Sociology*, Chapter 5

Giddens, A. *Sociology*, Chapter 3

Grusec, J. E. and Hastings, P. D. (eds) *Handbook of Socialization Theory and Research*

August 14 (10) Everyday Life

Reading for Tutorial:

Goffman, E (2006) "On face-work", In Massey, G. (ed.) *Readings for Sociology*

Additional Readings:

Bell, C (ed) *Sociology of Everyday Life in New Zealand*

Bennett, T. and Watson, D. *Understanding Everyday Life*.

Bilton, T. et al. *Introductory Sociology*, Chapters 18.

Collins, R. and Makowsky, M. *The Discovery of Society* Chapter 13.

Cuff, E. et al *Perspectives in Sociology* Chapter six.

Furze, B. et al *Sociology in Today's World* Chapter five.

Goffman, E. *The Presentation of Self in Everyday Life*

Miller, T. and McHoul, A. *Popular Culture and Everyday Life*

Block Three – What causes social change? What causes social conflict?

August 17 (11) Inequality

Reading for Tutorial:

Bradley, H. 1995. "Changing Social Divisions"

Additional Readings:

Bilton, T. et al. *Introductory Sociology*, Part 2

Braham, P. and Janes, L. (eds) *Social Differences and Divisions*

Giddens, A. *Sociology*, Chapters 7 and 8

McLennan, G. et al. *Exploring Society*, Chapters 4, 8, 11

Turner, B. S. *Equality*

August 21 (12) Ideology

Reading for Tutorial:

Kotarba, J. and Vannini, P. 2009 Chapter 4 "The Community and Polity" in *Understanding Society through Popular Music*

Additional Readings:

Bedggood, D. *Rich and Poor in New Zealand* Chapter four.
Morley, D. and Kuan-Hsing, C (eds) *Stuart Hal* Chapter one.
Morrison, K. *Marx, Durkheim, Weber* pp. 61-76
Swingewood, A. *A Short History of Sociological Thought* Chapter ten.

Mid-trimester break August 24 - September 4

September 7 (13) Imperialism

Reading for Tutorial:

Webster, A. 1990. from *Introduction to the Sociology of Development*; and Hulme, D. and Turner, M. M. 1990. from *Sociology and Development*.

Additional Readings:

Chirot, D. *Social Change in the Twentieth Century*
Harrison, D. *The Sociology of Modernization and Development*
Hoogvelt, A. M. *The Sociology of Developing Societies*
Long, N. *An Introduction to the Sociology of Rural Development*
Preston, P. W. *Making Sense of Development*

September 11 (14) Globalization

Reading for Tutorial:

Holton, R. 2005. "Globalization".

Additional Readings:

Held, D. *A Globalizing World?*
Held, D. and McGrew, A. *Globalization/Antiglobalization*
Lechner, F. J. and Boli, J. *The Globalization Reader*
Scholte, J. A. *Globalization*
Waters, M. *Globalization*

September 14 (15) Post-Modernity?

Reading for Tutorial:

Clarke, S. 2006. "Postmodernism, Postmodernity, Hyperreality".

Additional Readings:

Bilton, T. et al. *Introductory Sociology*, Chapter 19

Lyon, D. *Postmodernity*

McLennan, G. et al. *Exploring Society*, Chapter 16

Seidman, S. *Contested Knowledge*, Part four

Smart, B. *Postmodernity*

September 18 (16) New Social Movements

Reading for Tutorial:

McLennan, G., Ryan, A. and Spoonley, P. 2004 Chapter 14 "Social Movements" in *Exploring Society*

Additional Readings:

Furze, B. et al *Sociology in Today's World* Chapter nine

Cohen, R. and Kennedy, P. *Global Sociology* Chapter 16.

Touraine, A. *Can We Live Together* Chapter three.

September 21 (17) Violence

Reading for Tutorial:

Von Trotha, T. 2008. "Violence".

Additional Readings:

De Vries, H. and Weber, S. (eds) *Violence, Identity, and Self-Determination*

Giddens, A. *Sociology*, Chapter 11

Giddens, A. (ed.) *Human Societies*, Part 8

Keane, J. *Reflections on Violence*

Newman, G. *Understanding Violence*

Block Four – How do institutions shape our lives?

September 25 (18) State, Power and Surveillance

Reading for Tutorial:

Lyon, D. (2003) "Surveillance as social sorting: computer codes and mobile bodies. In D. Lyon (ed.) *Surveillance as Social Sorting: Privacy, Risk and Digital Discrimination*

Additional Readings:

Bilton, T. et al *Introductory Sociology* Chapter eight.

Foucault, M. *Discipline and Punish*

Furze, B. et al *Sociology in Today's World* Chapter seven.

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

September 28 (19) Professionalization

Reading for Tutorial:

Tully, E. and Mortlock, B. (2005) "Professions and Practices", in Dew, K. and Davis, P. (eds.) *Health and Society in Aotearoa/New Zealand*

Additional Readings:

Dew, K. *Borderland Practices*. University of Otago Press: Dunedin

Glover, J. and Kirton, G. *Women, Employment and Organizations*

Larkin, G. *Occupational Monopoly and Modern Medicine*

Volti, R. *An Introduction to the Sociology of Work and Occupations*

Witz, A. *Professions and Patriarchy*

October 2 (20) Medicalization

Reading for Tutorial:

Dew, K. & Kirkman, A. (2002) Chapter 6 in *Sociology of Health in New Zealand*

Additional Readings:

Foucault, M. 1971. *Madness and Civilisation: A History of Madness in an Age of Reason*. Tavistock, London

Gabe, J. et al (eds.). 1994. *Challenging medicine*. London: Routledge

Mckeown, T. 1979. *The Role of Medicine*. Oxford: Basil Blackwell

Petersen, A. and Lupton, D. 1996. *The new public health: Health and self in the age of risk*. St Leonards: Allen & Unwin.

Riessman, C. 1998. 'Women and medicalization: A new perspective.' In *The Politics of Women's Bodies* (ed. R. Weitz). Oxford University Press, Oxford, pp. 46-63.

White, K. 2002 'The Social Construction of Medical Knowledge' in *An introduction to the sociology of health and illness*. Sage: London

October 5 (21) Science and Society

Reading for Tutorial:

Gilbert, N. & Mulkey, M. (1984) Chapter 3 from *Opening Pandora's Box: A Sociological Analysis of Scientists' Discourse*

Additional Readings:

Collins, H. & Pinch T. *The golem: what everyone should know about science*. Cambridge: Cambridge University Press
Dew, K. and R. Fitzgerald (eds) *Challenging Science*
Porter, T. *Trust in numbers*
Yearley, S. *Making sense of science*

October 9 (18) Risk and Trust

Reading for Tutorial:

Scott, A. and Tipene-Matua, B. (2004) "Cultural conflict and new biotechnologies: What is at risk?" In Dew, K. and Fitzgerald, R. (eds.) *Challenging Science: Issues for New Zealand Society in the 21st Century*

Additional Readings

Beck, U. *Risk Society*

Beck, U. *Ecological Politics in an Age of Risk*

Calhoun, C et al (eds) *Contemporary Sociological Theory* Chapter 18

Dew, K. and Fitzgerald, R. (eds) *Challenging Science* Chapters 11 and 12

Giddens, A. *Modernity and Self-Identity* Chapter four.

October 12 (19) Technology

Reading for Tutorial:

Collins, H. and Pinch, T. (1998) Chapter 2 "The naked launch: assigning blame for the Challenger explosion". In *The Golem at Large: What You Should Know About Technology*

Additional Readings:

Bauman, Z. and May, T. *Thinking Sociologically* Chapter nine.

Bunton, R. and Petersen, A. *Genetic Governance*

Calhoun, C et al *The Sage Handbook of Sociology* Chapter 31

Dew, K. and Fitzgerald, R. (eds) *Challenging Science* Chapters 3, 13 and 14

Dew, K. and Kirkman, A. *Sociology of Health in New Zealand* Chapter 13

October 16(20) Conclusion: Overview/Exam Preparation

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School of Social and Cultural Studies

Te Kura Mahinga Tangata

ANTHROPOLOGY

CRIMINOLOGY

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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: _____