

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, 2009

Teaching Period: 13 July – 16 October 2009)

Study Week: 19 – 23 October 2009

COURSE COORDINATOR: DR MIKE LLOYD

Room 1015, Murphy Building

Tel: (04) 463 5678

Email: mike.lloyd@vuw.ac.nz

LECTURES : TUES 1–2PM & WED 1–3PM: EALT206

COURSE COORDINATOR

Mike Lloyd
Murphy building, MY 1015
Tel: 04 463 5678
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OFFICE HOURS

tba

LECTURES

Tuesday 1-2pm, Easterfield LT206
Wednesday, 1-3pm, Easterfield LT206

COURSE CONTENT

The term social organisation is one way to summarise what Sociology is about: people doing things together in an organised fashion. This course examines theories of social organisation, contrasting them with the theoretical movement known as social constructionism. The course also considers empirical research, topics covered including discourse and communication; space and materiality; embodiment; emotions and other social forces; and new forms of social movement.

Any group of persons – prisoners, primitives, pilots, or patients – develop a life of their own that becomes meaningful, reasonable and normal once you get close to it. Erving Goffman, *Asylums* (1962)

Basically what I have to sell is the sorts of work I can do. I don't have to sell its theoretical underpinnings, its hopes for the future, its methodological elegance, its theoretical scope, or anything else. I have to sell what I can do, and the interestingness of my findings. Harvey Sacks, in Lerner (2004).

Could sociology be closer to the social worlds we are surrounded by, hence more sensible to everyday people? Can we make sociology less obscure, more understandable, but at the same time rigorously analytical? These are the type of questions that this course considers. The term 'social organisation' is used as a motif for what sociology is about. The word 'social' refers to joint activity, and the word 'organisation' refers to anything that has a systematic structure, consequently, the course is about people doing things together in an organised fashion. The course mixes discussion of theory and research. The key aim in this discussion is to ground sociological inquiry in pragmatic questions: to understand 'social organisation' we can ask Who, What, Where, When and How questions.

LEARNING OBJECTIVES

By the end of the course students should be able to:

- Understand 'social organisation' as a term that indicates sociology's subject matter (all assignment work)
- Indicate the manner in which social organisation can be investigated (assignment 2 and 3)
- Encourage students to think critically about sociological arguments (all assignment work)

LECTURE PROGRAMME

July 14	Introduction to the course
July 15	Sociology: Indignation and critique?
July 21	Popular psychology
July 22	The social construction of ...
July 28	Social organisation: keywords
July 29	Habit and action
Aug 4	Language
Aug 5	Tutorial 1
Aug 11	Doing things with things
Aug 12	Tutorial 2
Aug 18	Rules and tricks of the trade
Aug 19	<i>Class Test</i>

AUG 24 – SEP 6 MID TRIMESTER BREAK

Sep 8	Critical evaluation
Sep 9	Tutorial 3
Sep 15	Disputed interaction
Sep 16	Tutorial 4
Sep 18	Assignment one due
Sep 22	Topic to be announced
Sep 23	Tutorial 5
Sep 29	Organising the end of life

Sep 30	Planning session for student seminars
Oct 6	Student seminars
Oct 7	Student seminars
Oct 13	Student seminars
Oct 14	Course conclusion
Oct 16	Assignment two due

TUTORIAL PROGRAMME

There are five tutorials for this course. They revolve around readings contained in the Student notes. The tutorials require students to prepare by reading the material from the book of readings as follows:

Aug 5	readings 1 - 4
Aug 12	readings 5 - 8
Sep 9	readings 9 – 12; guidance on assignment 1
Sep 16	readings 15 - 17
Sep 11	readings 18 - 20

Tutorials are not compulsory. There is little point in turning up to the tutorials unless you have read and thought about the required reading.

COURSE MATERIAL

The only course material used in this course are student notes which are available from the Student notes distribution Centre for approx \$25.

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.

Students are able to order textbooks and student notes online at www.vicbooks.co.nz or email enquiries@vicbooks.co.nz. Books can be couriered to students, alternatively they can be picked up from the shop after notification. Opening hours are 8.00 am – 6.00 pm, Monday – Friday during trimester (closing at 5.00 pm in the holidays).
Phone: 463 5515.

Reading 1:

Blumer, H. (1954). "What is Wrong with Social Theory?", in *American Sociological Review*, Volume 19 (1), pp. 3-10.

Reading 2:

Erikson, K. (2008). "On Sociological Writing", in *Sociological Inquiry*, Volume 78 (3), pp. 399-411.

Reading 3:

Smith, D. (2008). "From the 14th floor to the Sidewalk", in *Sociological Inquiry*, Volume 78 (3), pp. 417-422.

Reading 4:

Runciman, W. G. (2008). "Forgetting the Founders", in *The Sociological Review*, Volume 56 (3), pp. 358-369.

Reading 5:

Sokal, A. (2002). "A Physicist Experiments with Cultural Studies: a confession" in *Quick Studies: The Best of Lingua Franca*, New York: Farrar, Strauss and Giroux, pp. 3-9.

Reading 6:

Various authors. (2002). "Mystery Science Theater: a Forum on the Sokal Hoax" in *Quick Studies: The Best of Lingua Franca*, New York: Farrar, Strauss and Giroux, pp. 10-21.

Reading 7:

Hacking, I. (2004). "Between Michel Foucault and Erving Goffman: between discourse in the abstract and face-to-face interaction", in *Economy and Society*, Volume 33 (3), pp. 277-302.

Reading 8:

Latour, B. (2004). "The Social as Association", in *The Future of Social Theory*. London: Continuum, pp. 77-90.

Reading 9:

Schudson, M. (2002). "Paper Tigers: A Sociologist Follows Cultural Studies Into the Wilderness" in *Quick Studies: The Best of Lingua Franca*, New York: Farrar, Strauss and Giroux, pp. 39-54.

Reading 10:

Lloyd, M. (2007). "Linking Abortion and Mental Health: What Does a Difference Mean?", in *New Zealand Sociology*, Volume 22 (1), pp. 167-182.

Reading 11:

McLennan, G. (2004). "Beyond Cultural Studese", review article in *New Zealand Sociology*, Volume 19 (2), pp. 321-329.

Reading 12:

Beatson, P. (1996). Book Review of Claudia Bell "Inventing New Zealand: Everyday Myths of Pakeha Identity", in *Sites*, No. 32 (Autumn), pp. 118-124.

Reading 13:

Duneier, M. and Molotch, H. (1999). "Talking City Trouble: Interactional Vandalism, Social Inequality, and the "Urban Interaction Problem"", in *American Journal of Sociology*, Volume 104 (5), pp. 1263-1295.

Reading 14:

Kitzinger, C. and Frith, H. (1999). "Just Say No? The use of conversation analysis in developing a feminist perspective on sexual refusal", in *Discourse and Society*, Volume 10 (3), pp. 293-316.

Reading 15:

Molotch, H and McClain, N. (2008). "Things at Work", in *Journal of Consumer Culture*, Volume 8 (1), pp. 35-67.

Reading 16:

Latour, B. 2000. "The Berlin Key or How to do Words with Things", in P.M. Graves-Brown (Ed.) *Matter, Materiality and Modern Culture*. London: Routledge, pp. 10-21.

Reading 17:

Thrift, N. (2006). "'Space", in *Theory, Culture and Society*. Volume 23 (2-3), pp. 139-155.

Reading 18:

Lawton, J. (1998). "Contemporary Hospice Care", in *Sociology of Health and Illness*, Volume 20 (2), pp. 121-143.

Reading 19:

Lloyd, M. (2004). "Life in the Slow Lane", in *Continuum*, Volume 18 (4), pp. 555-564.

Reading 20:

Scott, S. (2009). "Reclothing the Emperor: The Swimming Pool as a Negotiated Order", in *Symbolic Interaction*, Volume 32 (2), pp. 123-145.

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 SOSC/SPOL/SSRE staff and postgraduate students.

BLACKBOARD

The Blackboard facility will be used in the course for posting announcements and the lecture power points slides.

EXPECTED WORKLOAD

University guidelines stipulate that a trimester course at 300-level requires between 16 to 18 hours per week of student work (this includes class time).

MANDATORY COURSE REQUIREMENTS

To meet mandatory course requirement for this course you must:

- ✓ Complete the test and
- ✓ Complete both assignments

LATE ESSAYS

It is important to note that late work will normally be accepted only in the case of illness or other unavoidable emergencies. In such cases a medical certificate or equivalent is required. In special circumstances a student may make a prior arrangement for an extension.

LATE PENALTY

Late submissions of assignments in all Sociology 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	1 ½
40	2

Where the due date is a Friday, any written work not handed in by 4.00 p.m. will be liable to a two day penalty.

ASSESSMENT

Assessment is internal and involves three pieces of work. The first is a test, the second is a critical discussion essay, and for the third students can choose between a written essay or a seminar presentation

In Class Test

Wednesday Aug 19

Weighting: 30%

The test is based on the material covered in the first 11 class sessions, including the following readings from the course book of readings: 1 – 8, 13, 14. A guidance statement on the test will be handed out at least two weeks before the date of the test.

Essay

Critical discussion piece

Weighting: 35%

Due: 4pm, Tuesday Sep 22

Choose an article from a recent sociology journal (ie. from 2000 onwards). The article should be a report on research, ie. avoid purely theoretical discussions. Using your understanding of 'social organisation', read the article in detail and then work up a critical discussion.

Class time will be used to clarify ways of approaching this assignment ('critical evaluation' lecture on Sep 8; tutorial 3 on Sep 9).

Essay or Seminar Presentation

Weighting: 35%

Essay Due: 4pm, Friday October 16

Either a 2500 word essay **or** a seminar presentation on a topic of your own choice.

Points to note:

- you may pursue any relevant topic that interests you, but you should check with the course coordinator before proceeding beyond the initial stages; early notification of intention to take the seminar option would be appreciated.
- a good way to work up a topic is to make use of material in the course book of readings, or to extend your work from assignment 1.
- There is a planning session on Sep 30 for those taking the seminar option. This will provide fuller details on how to present a seminar. The basic framework is 20 minutes for speaking and 5 to 10 minutes for discussion. All that needs to be handed in are the notes used for the presentation.

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/avcacademic/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>

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, MY 1012 Tel: 463 7451 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

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: _____