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

1 March – 4 June 2010 Teaching period
7 June – 11 June 2010 Study Week
11 June – 4 July 2010 Examination/Assessment period

CRN 1648/1771 : 20 POINTS : TRIM 1, 2010

COURSE COORDINATOR: DR DAVID PEARSON

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LECTURES: TUES 1-2PM & FRI 1-3PM : KK204

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Office Hours: tba

Course Prescription

An introduction to theories of social inequality

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.

Lecture Programme and Discussion sessions

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
March 19	Class, hierarchy and stratification (Discussion sessions commence this week)

March 23   Gender inequalities

March 26   Gender inequalities

March 30   Racial and ethnic differences
                ESSAY 1 DUE BY 4PM

Mid-Trimester Break (including Easter) April 2 – April 18

April 20   Racial and ethnic differences

April 23   Re-examining multiple inequalities

April 27   New Zealand and social inequalities

April 30   The colonial legacy

May 4   Enter the welfare state

May 7   The welfare state eras

May 11   Welfare state and crisis

May 14   Enter neo-liberalism

May 18   Current inequalities

May 21   Current inequalities

May 25   Current inequalities
                ESSAY 2 DUE AT 4PM

May 28   Current inequalities
                TEST HANDED OUT IN LECTURE

June 1   No lecture

June 4   No lecture
                FINAL DATE FOR TEST HANDING IN

Discussion sessions

The second half of the Friday session, from 2-3pm, will be a discussion session in the same room as lectures. They will start in week 3 after we have had a chance to digest early lecture material and some of the Course Notes. Like the lectures, the discussion sessions are not compulsory, but you are strongly recommended to attend them. There is a separate handout relating to these sessions, which is based around the lectures, Course Notes, and assistance with the assignments. Please come prepared by doing the required reading and making a contribution to discussion.

Workload

Assessment will be entirely on the basis of work completed during the course. 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 20 points course.

Assessments

The assessments for this course will be entirely internal and consists of the following:

ESSAY 1 due at 4pm, Tuesday 30 March and is worth 30% of the total grade.

ESSAY 2 due at 4pm, Tuesday 25 May and is worth 40% of the total grade.

TEST internally examined and take home, is worth 30% of the total grade.
The Test will be handed out in last lecture on Friday 28 May and must be placed into assignment box no later than <u>4pm on Friday 4 June</u>

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. Assessing disadvantage is an entirely subjective process. Discuss.

2. We cannot discuss inequality without understanding what is meant by equality. Discuss.

3. How useful is the concept of social division for describing and explaining social inequalities? Critically discuss.

4. The state has been viewed as the most important institution shaping social disparities? Discuss whether you agree with this conclusion.

5. Citizenship both reduces and increases inequalities. Discuss.

Essay 1 has a <u>maximum</u> 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. how comparable are patterns of disadvantage in New Zealand in the l930s, the l980s, or now?

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 minorities, in, for example, 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, changes in citizenship and migration patterns, recognition of indigenous rights.

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; assess whether gender or ethnic inequalities have been reduced since the 1960s?

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 inequality in the periods mentioned in 1 above; what policies affect the position of women and/or ethnic minorities in the markets mentioned in 2 or 3; how did State bicultural and/or multicultural ideologies/philosophies (in 4.) shape social policy change; did the 'Third Way' radically depart from neo-liberal ideas about social policy?

Essay 2 has a **maximum** length of 3,500 words.

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.

Test

The Take Home Test 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 assignments.

Mandatory Course Requirements

To meet mandatory course requirements students are required to:

- ✓ Submit Essay 1
- ✓ Submit Essay 2
- ✓ Submit the Take Home Test

Relationship between Assessment and 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.

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!

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_victoria/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

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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.

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.

Recommended Texts

There is a very large literature on social inequalities, including class and stratification, gender, 'race' and ethnicity. It is therefore difficult to recommend specific readings that will fully embrace the range of topics covered in this course. But the following recommended books, plus your Course Notes, 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. <u>Stratification: Social Division and Inequality.</u>
This 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. <u>Social Policy in Aotearoa New Zealand, 2nd ed.</u>
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., <u>Society and Politics, 2nd ed.</u>

A text, that appraises many of the issues addressed in this course.

Fitzpatrick, T. <u>Welfare Theory.</u>
A text, using sociological and social policy perspectives, that looks at theoretical and practical issues relating to inequality in modern welfare states.

O'Brien, M. <u>Poverty, Policy and the State.</u>

A recent local text examining changing state policies of social security and their broader implications for social inequality in New Zealand and beyond.

Payne, G. (ed) <u>Social Divisions (2 editions)</u>
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. <u>Prosperity for All? The Keynsian Era, Neoliberal Restructuring and the Third Way in New Zealand</u>
A 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 texts are general references organised according to the lecture format, although note many books cross subject headings. All titles listed below are in the library. Remember the invaluable <u>Current Contents</u> and <u>Social Citation Indexes</u> in the library, and use the Electronic Databases that the library provides. Please also note the <u>Studies on Women Abstracts</u> and the <u>Sage Race Relations Abstracts</u>. If you are unfamiliar with these sources ask the reference staff for assistance. All the key international and local 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.	Equality
*Dwyer, P.	Understanding Social Citizenship
Giddens, A. & Diamond, P.	The New Egalitarianism
Held, D. & Kaya, A. (eds)	Global Inequality
Jacobs, L.	Pursuing Equal Opportunities
Oxley, H.G.	Mateship in Local Organisation: Egalitarianism and Stratification
Payne, G. (ed)	Social Divisions (both editions useful)
Scott, J.	Poverty and Wealth
Sennett, R.	Respect see others
Sowell, T.	Quest For Cosmic Justice
Tilly, C.	Durable Inequality
*Turner, B.S.	Equality, Citizenship and Social Theory, see others

The State, Equality and Inequality

Castles, F.	Future of the Welfare State
Clarke, J., James, J. (eds)	Changing Welfare, Changing States
*Esping-Andersen, G.	Three Worlds of Welfare Capitalism see others
Evans, P. et al	Bringing the State Back In
Fairbrother, P. and Rainnie, A. (eds)	Globalisation, State and Labour
Frankel, B.	Beyond the State?
*Held, D. et al (eds)	States and Societies
Jamrozick, A.	Class, Inequality and the State
Jessop, B	Future of Capitalist State (and others)
Kennett, P. (ed)	Handbook of Comparative Social Policy
*Nelson, B.	Making of the Modern State: A Theoretical Evolution
Pierson, C.	Beyond the Welfare State
Rapley, J.	Globalization and Inequality: Neoliberal ideas' downward spiral
Therborn, G.	Inequalities of the World

Class and Stratification

*Crompton, R.	*Renewing Class Analysis, and Class and Stratification
Bottero, W.,	'Class Identities and the Identity of Class', Sociology, 38 (5), 2004
*Devine, F.	Rethinking Class
Edgell, S.	Class, and others
Marshall, G.	Repositioning Class
Pakulski, J., Waters, M.,	The Death of Class
Saunders, P.	Social Class and Stratification
Scott, J.	Class and Stratification, in G. Payne, (ed)

	Social Divisions; see also his article on
	class analysis in Acta Sociologica, 2002, 45(1)
Sociology	see special issues on class, culture and identity, vol 39 (5) 2005; and vol 42, 2008.
*Turner, B.S.	*Equality; Citizenship and Capitalism:The Debate Over Reformism, see others
Waters, M.	Class and Stratification
Wright, E. O.	Class Counts, and Classes; see also his website

Gender Inequalities

Abbott, P.	Gender, in G. Payne (ed) Social Divisions
*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 2nd ed.
Blau, F. et al (eds)	Declining Significance of Gender?
Browne, J.	The Future of Gender
Connell, B.	Gender and Power, Masculinities, and others
Cotter, A.M.	Gender Injustice
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.	Divided Loyalties: Dilemmas of Sex and Class, plus others
*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, plus others
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
Karner, C.	Ethnicity and Everyday Life

Kaufmann, R.	<u>Rethinking Ethnicity</u>
Kivisto, P.	<u>Multiculturalism in a Global Society</u>
Mason, D.	Ethnicity, in G. Payne (ed) <u>Social Divisions</u>.
*Ratcliffe, P.	<u>Race, Ethnicity and Difference: Imagining the Inclusive Society</u>
Smith, A.	<u>Nationalism and Modernism</u>; and <u>The Ethnic Origins of Nations</u>, (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', <u>British Journal of Sociology</u>, (2001), 52(3):367-90
Anthias, F., N Yuval-Davis	<u>Women, Nation, State</u>; <u>Racialized Boundaries</u>
*Brittan, A., Maynard, M,	<u>Sexism, Racism and Oppression</u>
Bryson, V.	<u>Feminist Debates</u>. See Chap. 3
Cheyne, C. et al	<u>Social Policy in Aotearoa New Zealand</u> 2nd ed. Chap. 5
Phillips, A.	<u>Which Equalities Matter?</u>
Ramazanoglu,C.	<u>Feminism and the Contradictions of Oppression</u>
Weber, L.	<u>Understanding Race, Class, Gender and Sexuality</u>
*Williams, F.	Gender, Race and Class in British Welfare Policy, in A. Cochrane and J. Clarke (eds) <u>Comparing Welfare States</u>

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 <u>New Zealand Sociology</u>, and the <u>Social Policy Journal of New Zealand</u>. 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, <u>Metro, North and South</u> and <u>New Zealand Listener</u> frequently have articles of interest. An * denotes that this title is on Three Day Loan.

Basset, M.	<u>The State in New Zealand 1840-1984: Socialism without Doctrines.</u>
*Belich, J.	<u>Making Peoples</u>; and <u>Paradise Reforged</u>, see

	other titles
Birks, S. et al	The New Zealand Economy 3rd ed. (see esp. chaps. by Buurman; and Buurman and Chatterjee)
Boston, J. et al	The State under Contract; Redesigning the Welfare State in New Zealand; Reshaping the State; see others
*Byrnes, G. (ed)	The New Oxford History of New Zealand
*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
Easton, B.	The Whimpering of the State; In Stormy Seas; see other titles (plus see his website)
Green, P (ed)	Studies in New Zealand Social Problems
James, C.	The Quiet Revolution; New Territory, see his website
Jesson, B.	Only Their Purpose is Mad; see other titles
*Kelsey, J.	* At the Crossroads; A Question of Honour; Rolling Back The State; see other titles
Larner, W.	'Sociologies of Neo-Liberalism: Theorising the New Zealand Experiment', Sites, 1998. 36:5-21.
NZ Ministry of Social Development	The Social Report (various years), plus others
NZ Dept of Statistics	New Zealand Now series, see Maori, Women, Income, plus many others
*O'Brien, M. & Wilkes, C.	The Tragedy of The Market
*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
*Roper, B, Rudd, C.,	State & Economy in New Zealand
*Rudd, C., Roper, B.,	The Political Economy of New Zealand
Simpson, T.	A Vision Betrayed
Tennant, M.	Paupers and Providers, see others
Thomson, D.	A World Without Welfare; and Selfish Generations?
Thorns, D. C.	Fragmenting Societies
Webster, A.	Spiral of Values: An Interpretation of the NZ Study of Values

Class and Stratification

Bedggood, D.	<u>Rich and Poor in New Zealand</u>
Eldred-Grigg,S	<u>New Zealand Working People 1890 - 1990</u>;
	<u>The Rich</u>; see other titles
Jones, F., Davis, P.	<u>Models of Society</u>
Millen, J.	<u>Colonial tears and sweat : the working class in nineteenth-century New Zealand</u>
NZ Planning Council	<u>For Richer For Poorer</u>; <u>Who Gets What</u>; see other reports
O'Brien, M., Briar, C. (eds)	<u>Beyond Poverty</u>
*Olssen, E.	<u>Building The New World</u>, see others
Pearson & Thorns	<u>Eclipse of Equality</u>
*Perry, B.	<u>Household Incomes in New Zealand: Trends 1982 to 2004</u>
Roper, B.	'The Changing Class Structure', in C, Rudd and B. Roper (eds) <u>The Political Economy of New Zealand</u>
Stephens, R.	see several articles on poverty, listed on his VUW Public Policy web site, inc. in <u>New Zealand Social Policy Journal</u>
Waldegrave, C., Coventry, R.	<u>Poor New Zealand</u>
Wilkes, C.	'Class' in P. Spoonley et al, <u>New Zealand Society</u> (1st or 2nd ed.)

'Race' and Ethnicity

*Bromell, D.	<u>Ethnicity, Identity and Public Policy</u>
*Callister, P.	<u>Special Measures to Reduce Ethnic Disadvantage in New Zealand</u>
*Fleras, A.,Spoonley, P.,	<u>Recalling Aotearoa</u>
*Greiff, S. (ed.)	<u>Immigration & National Identity in New Zealand</u>
Hill, R.	<u>State Authority, Indigenous Autonomy</u>
Krishnan, V. *et al*	<u>The Challenge of Change: Pacific Island Communities in New Zealand, 1986-1993.</u>
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> see others
*Spoonley, P. et al	<u>Racism and Ethnicity</u>, 1st and 2nd eds, *<u>Tangata, Tangata</u> (2004); <u>Tauiwi;</u> <u>Nga Take</u>; <u>Nga Patai,</u> see others

Trlin, A. et al	New Zealand and International Migration No 4, see others
Vasil, R , Hoon, H-K.	New Zealanders of Asian Origin
*Walker, R.	Nga Papa A Ranginui; Nga Tau Tohetohe Years of Anger and Ka Whawhai Tonu Matou Struggle Without End
Ward, A.	An Unsettled History: Treaty Claims in New Zealand

Gender Inequalities

Briar, C., et al (eds)	Superwoman Where Are You? Social Policy and Women's Experience.
Britton, S. et al	Changing Places in New Zealand
Brookes, B. et al	Sites of Gender, see others
Bunkle, P.	New Zealand Women 1985-1995 Markets and Inequality
Coney, S.	Standing in the Sunshine
Daley, C. , Montgomerie, D.,	The Gendered Kiwi
Du Plessis, R. et al (eds)	Feminist Voices, see other titles
Herd, J.	Cracks in a Glass Ceiling
Horsfield, A., Evans, M.	Women in the Economy
	Maori Women in the Economy
*Hyman, P.	Women and Economics, see other titles
Law, R. et al (eds)	Masculinities in Aotearoa/New Zealand
Lovell-Smith, M.	The Woman Question
MacDonald, C.	A Woman of Good Character; see other titles
Madden, R.	Dynamic and Different : Mana Wahine
*NZ Min of Women's Affairs	The Status of Women in New Zealand 2002
*Nolan, M.	Breadwinning: NZ Women and the State
Olsson, S. (ed)	The Gender Factor: Women in Organisations
*Phillips, J.	A Man's Country (1st or 2nd ed.)
Rei, T.	Maori Women and The Vote

School of Social and Cultural Studies

Te Kura Mahinga Tangata

CULTURAL ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

Assignment Cover Sheet

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Full Name:_____

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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:*_____