



SCHOOL OF SOCIAL AND CULTURAL STUDIES
Te Kura Mahinga Tangata

SACS 301

Methods in Social and Cultural Research

Course Outline

CRN 13132: 20 Points: Trimester 1, 2011

Trimester dates: 28 February to 2 July 2011

Teaching dates: 28 February to 3 June 2011

Mid-trimester break: 18 April to 1 May 2011

COURSE COORDINATOR: Dr Allison Kirkman

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CLASSES: Monday 11am-1pm & Wednesday 11am-12pm: MY 632

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Course Coordinator: Dr Allison Kirkman
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Office Hours: Monday 10-11am, Friday 11am-12pm

Class Times and Locations: Monday 11am-1pm & Wednesday
11am-12pm, Murphy LT 632

Other Contact Information

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Tel: 463 6546 E-m: Carol.Hogan@vuw.ac.nz

School Administrators: Monica Lichti, Alison Melling, Heather Day
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Communication of Additional Information

The noticeboards for this course are located on level 9 and 10 of Murphy building. Additional course-related information will be placed on BlackBoard.

Website

The School's website is at: <http://www.victoria.ac.nz/sacs>. On the same page you will also find *Sociolog*, <http://www.victoria.ac.nz/sacs/about/sociolog.aspx>, a chronicle of reflections written by Sociology, Social Policy, Social Science Research staff and postgraduate students.

Course Content and Aims

A multi-disciplinary survey of key methodological approaches and techniques employed by Social Science researchers. This course includes critical discussion of the theoretical underpinnings of qualitative and quantitative approaches, ethics and the practice of social and cultural research.

The aims of the course are:

- To introduce students to a range of key methodological approaches and techniques employed by social science researchers.
- To critically discuss the theoretical underpinnings of qualitative and quantitative approaches, ethics and the practice of social and cultural research.

Learning Objectives

During this course students will develop an understanding of:

- the theoretical underpinnings of social research
- the relationship between research and theory
- a range of social research perspectives
- research ethics
- the principles of quantitative and qualitative research design
- a range of quantitative and qualitative research methods
- data analysis, interpretation and presentation.

Course Readings

There is a set text (details below) and a prepared book of student notes (retail price \$19.70) assigned to this course.

Set Text

Davidson, C., and Tolich, M., (eds) 2003 *Social Science Research in New Zealand*, 2nd ed. Pearson Education New Zealand Ltd., Auckland (retail price \$102.99).

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 7 February to 11 March 2011, 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 of the trimester all

undergraduate textbooks and student notes will be sold from vicbooks on level 3 of the Student Union Building.

Students 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 students or they can be picked up from nominated collection points at each campus. Students will be contacted when they are available. Opening hours are 8am–6pm, Monday–Friday during term time (closing at 5pm in the holidays). Phone: 463 5515.

Assessment Requirements

This course is internally assessed. There are three pieces of assessment:

1. *Essay - 20%* *Due by 4pm, 30 March*
2. *Exercise in analysis - 40%* *Due by 4pm, 11 May*
3. *Critique of research report - 40%* *Due by 4pm, 1 June*

Please note: All assignments are due at 4pm on the day indicated. The assignment box is located next to the lifts on level 9 of the Murphy Building. Turnitin will also be used in this course for the 3 assignments.

Instructions for Turnitin

The three assignments must be submitted to Turnitin as well as in paper copy. To use it, go to www.turnitin.com, click on 'create a user profile' in the upper right corner. After creating an account, you can log in with your ID and password as with an e-mail account. Use the class ID and enrolment password to enrol in "Course ID"

Class ID: SACS301

Enrolment password: password

When uploading submissions, be sure to click the final 'submit' button. If you have taken all the steps you will receive a notification/receipt.

Use of Turnitin

Student work provided for assessment in this course will be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

1. *Short Essay*

Due: 4pm, Wednesday 30 March

Percentage of final grade: 20%

Word Count: 1500 words

Submit a fully referenced short essay on one of the following topics:

1. Critically evaluate the strengths and weaknesses of a positivist approach to researching socio-cultural issues.
2. What are the main principles of interpretivism and how might this approach be of value in socio-cultural research?
3. What is kaupapa Māori research, and how might it be applied in your discipline area?
4. What are feminist methodologies, and what is their value to socio-cultural research?

2. *Exercise in Data Analysis*

Diary Submission Due: 4pm, Wednesday 13 April

Analysis Submission Due: 4pm, Wednesday 11 May

Word limit for analysis section: maximum 2000 words

Percentage of final grade: 40%

This exercise has two parts. The first part is completing a diary for two days (one during the week and one at the weekend). All the diaries will then be combined to make a data set and distributed to all class members. The submitted assignment will be an analysis of these diaries. Further information will be provided in class and on Blackboard.

3. *Critique of 2 Research Papers*

Due: 4pm, Wednesday 1 June

Percentage of final grade: 40%

Word length: maximum 2500 words

Objective

An important task for social researchers is the critique of completed research papers and reports. This final assignment encourages you to apply what you have learnt to produce a critical review of two research studies. They can be in the same general topic area or cover two different topic areas.

Select **TWO** articles reporting a research project from your discipline. They should use different research methods (for example, a survey, interviews, field work). If

you are unable to locate an appropriate paper yourself you will find examples on Blackboard.

Prepare an analysis of each paper following the guidelines below.

1. Write a review of each paper covering the following aspects:
 - a) the aims of the research
 - b) the way in which the data was collected
 - c) why, or why not, the method chosen was appropriate
 - d) the way in which ethical issues were identified and dealt with (or not) and any areas of concern
 - e) the significance of the study and its place in the field more generally
 - f) overall presentation of the research results and evidence for the conclusions drawn.
 - g) From your reading of the two papers, discuss the key issues that would need to be considered if you were to research a similar area.

Mandatory Course Requirements

To meet mandatory course requirements students must:

- submit all three assessment items by the specified due dates and times.

Students are strongly urged to attend all the timetabled sessions as assignment work is closely related to the lecture content and required reading.

Expected Workload

Students should expect to set aside 13 hours per week, including class contact hours, for this course as per the faculty recommendations for a 20-point course.

Assignment Cover Sheets

All written work submitted for assessment in the School of Social and Cultural Studies must have a School Assignment Cover sheet, see sample 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.

Extensions/Late Submission

No extensions will be granted unless illness or another extreme emergency prevents you from submitting an assignment. *Any extension must be arranged with the course co-ordinator before the due date and any such extension will not be extended beyond the period of certified illness or emergency.*

Note: Assessment work will not be accepted for marking more than 7 days after the due date or 7 days after an approved extension date if an extension has been granted. However, work must still be submitted to meet the mandatory course requirements.

Penalties for Late Submission

Late submissions for student assignments are subject to a penalty. The exact deduction will be calculated on the basis of one half-mark per day late for each 10 marks, i.e. 1 mark will be deducted each day for an assignment worth 20% of the total course mark.

Grades

University policy is followed and letter grades are given for all internally assessed work. 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 | Evidence of familiarity with relevant reading, sound understanding of relevant theoretical/methodological issues, plus individual interpretation and insights of a higher order. An A grade will not be achieved without such insight. Work well presented with logical structure that includes an introduction and a conclusion in addition to clarity of expression. |
| | A | 80%-84% | |
| | A- | 75%-79% | |
| | B+ | 70-74% | As above, but less individual insight and preparation. High level of understanding exhibited. Assignment well presented. |
| | B | 65%-69% | |
| | B- | 60%-64% | |
| | C+ | 55%-59% | Work lacks originality, individual insights and not strong on understanding. However, material used is relevant and presentation is satisfactory. |
| | C | 50%-54% | |
| Fail | D | 40%-49% | Little evidence of reading or comprehension. No insight. Poor presentation. |
| | E | Below 40% | A clear failure to reach an adequate standard on the criteria set out. |

Course Timetable 2011

| Week | Date | Topic | Reading |
|---|--------------------|--|--|
| 1 | 28.02 02.03 | Introduction | Davidson & Tolich (D&T) chaps 1&2 Arditti, J. et al. (2010) |
| 2 | 07.03 09.03 | Dr Lizzy Stanley Theory and research | D&T Chapt 3 Walters, R. (2003) |
| 3 | 14.03 16.03 | 'Minority' Research perspectives | D&T Chapt 4, 5, 6, Stanley, L., & Wise, S. (1993) Beatson, D & Perry, P. (2002) Campbell, R. (2002) |
| 4 | 21.03 23.03 | Dr Ocean Mercier - Kaupapa Māori methodologies Pasifika methodologies | D&T Chapt 4 & 5 Moewaka Barnes, H. (2000). |
| 5 | 28.03 30.03 | Research Design Developing Research Questions & Hypotheses Data Collection & Surveys - Choice of methods for data collection and sampling | D&T Chaps 8 & 9 Fink, A. (2006) |
| 6 | 04.04 06.04 | Dr Elaine Mossman CJRC - Surveys Data Collection & Surveys - Questionnaire design, Survey analysis | D&T Chaps 11, 13 & 26 Bryman, A. (2001) |
| 7 | 11.04 13.04 | Interviews Focus groups | D&T Chaps 17, 18, 22 Leibrich, J. (1993) |
| Mid-trimester Break 18 April – 1 May | | | |
| 8 | 02.05 04.05 | Dr Carol Harrington – discourse analysis Thematic and narrative analysis | D&T Chapt 21 D&T Chapt 27 Ketelle, D. (2010) |
| 9 | 09.05 11.05 | Fieldwork & ethnography - Dr Annette Beasley | D&T Chapt 20 & 28 Geertz, C. (1993) |

| | | | |
|----|----------------|--|--|
| | | | Richards, R. (2008) |
| 10 | 16.05 18.05 | Ethics & Research Workshop | D&T Chapt 7 Wilkinson ,T. (2001) Denzin, N. (1968) Wallis, R (1977) |
| 11 | 23.05 25.05 | Dr Venezia Kingi CJRC - Evaluation Action research | D&T Chapt 16 D&T Chapt19 |
| 12 | 30.05 01.06 | Mixed Methods Writing reports | D&T Chapt 12 |

Allison Kirkman is the course coordinator, however a number of academic staff from the School of Social and Cultural Studies will contribute to the lecture programme.

Additional Readings

The Library has an extensive collection of books and journals dealing with social and cultural research methods. The following list provides some additional references for the different sections of the course.

Introductory Textbooks

Babbie, E. (2007) *The Practice of Social Research*. Belmont, CA : Thomson/Wadsworth.

Barbour, R. S. (2008). *Introducing qualitative research: a student's guide to the craft of qualitative research*. Los Angeles, Sage.

Berg, B. L. (2007). *Qualitative research methods for the social sciences*. Boston, Pearson/Allyn & Bacon.

Davies, M. B. (2007). *Doing a successful research project: using qualitative or quantitative methods*. Basingstoke England ; New York, Palgrave Macmillan.

Gray, P. S. (2007). *The Research imagination: an introduction to qualitative and quantitative methods*. New York, Cambridge University Press.

McIntyre, L. J. (2005). *Need to know: social science research methods*. Boston, McGraw-Hill.

Neuman, W. L. (2006). *Social research methods: qualitative and quantitative approaches*. Boston, Pearson/AandB.

Schutt, R. K. (2006). *Investigating the social world: the process and practice of research*. Thousand Oaks, Calif., Sage, Inc.

Tolich, M. and C. Davidson.(1999) *Starting fieldwork : an introduction to qualitative research in New Zealand*. Auckland: Oxford University Press.

Wellington, J. J. and M. Szczerbinski (2007). *Research methods for the social sciences*. London ; New York, Continuum International Pub. Group.

Willis, J. (2007). *Foundations of qualitative research: interpretive and critical approaches*. Thousand Oaks, Sage.

Wysocki, D. K. (2008). *Readings in social research methods*. Belmont, CA, Thomson/Wadsworth.

General

Anfara, V. A. and N. T. Mertz (2006). *Theoretical frameworks in qualitative research*. Thousand Oaks, Calif., Sage.

Bernard, H. R. and G. W. Ryan (2010). *Analyzing qualitative data: systematic approaches*. Los Angeles Calif., SAGE.

Bloor, M. and F. Wood (2006). *Keywords in qualitative methods: a vocabulary of research concepts*. London; Thousand Oaks, Calif., Sage.

Bryman, A. (2007). *Qualitative research 2*. Thousand Oaks, CA, Sage.

Bryman, A. (2008). *Social research methods*. Oxford ; New York, Oxford University Press.

Christensen, L. B., B. Johnson, et al. (2010). *Research methods, design, and analysis*. Boston, Allyn & Bacon.

Creswell, J. W. (2007). *Qualitative inquiry & research design : choosing among five approaches*. Thousand Oaks, Sage Publications.

Creswell, J. W. (2009). *Research design: qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, Calif., Sage Publications.

Flick, U. (2006). *An introduction to qualitative research*. London, Sage.

- Flick, U., Ed. (2007). *The Sage qualitative research kit*. London, SAGE.
- Gallagher, K. (2008). *The methodological dilemma: creative, critical, and collaborative approaches to qualitative research*. London ; New York, Routledge.
- Glesne, C. (2011). *Becoming qualitative researchers : an introduction*. Boston, Pearson.
- Hesse-Biber, S. N. and P. Leavy (2006). *Emergent methods in social research*. Thousand Oaks, Sage.
- Hesse-Biber, S. N. and P. Leavy (2011). *The practice of qualitative research*. Los Angeles, Sage.
- Liamputtong, P. and D. Ezzy (2009). *Qualitative research methods*. Oxford; New York, Oxford University Press.
- Marshall, C. and G. B. Rossman (2011). *Designing qualitative research*. Los Angeles, Sage.
- Neuman, W. L. (2009). *Understanding research*. Boston, MA, Pearson/Allyn and Bacon.
- Ragin, C. C. and L. Amoroso (2010). *Constructing social research: the unity and diversity of method*. Thousand Oaks, Pine Forge Press, an imprint of Sage.
- Richards, L. (2009). *Handling qualitative data: a practical guide*. London, SAGE.
- Richards, L. and J. M. Morse (2007). *Readme first for a user's guide to qualitative methods*. Thousand Oaks Calif., Sage.
- Silverman, D. (2010). *Doing qualitative research: a practical handbook*. London; Thousand Oaks, Calif., SAGE.
- Silverman, D. and A. B. Marvasti (2008). *Doing qualitative research: a comprehensive guide*. Los Angeles, Sage.
- Stake, R. E. (2010). *Qualitative research: studying how things work*. New York, Guilford Press.
- Stinchcombe, A. L. (2005). *The logic of social research*. Chicago, University of Chicago Press.

Taagepera, R. (2008). *Making social sciences more scientific: the need for predictive models*. Oxford ; New York, Oxford University Press.

Thody, A. (2006). *Writing and presenting research*. London; Thousand Oaks, Calif., Sage.

Vijver, F. J. R. v. d., D. A. v. Hemert, et al. (2008). *Multilevel analysis of individuals and cultures*. New York, Lawrence Erlbaum Associates.

The social context of research

Delva, J., P. Allen-Meares, et al. (2010). *Cross-cultural research*. New York, Oxford University Press.

Hesse-Biber, S. N. (2007). *Handbook of feminist research: theory and praxis*. Thousand Oaks, Calif., Sage.

Jones, L. and I. Barron (2007). *Research and gender*. London ; New York, Continuum.

Lewis, D. and D. Mosse (2006). *Development brokers and translators: the ethnography of aid and agencies*. Bloomfield, CT, Kumarian Press.

McLeod, J. and R. Thomson (2009). *Researching social change: qualitative approaches*. London; Thousand Oaks, Calif., Sage.

Smith, L. T. (1999). *Decolonizing methodologies: Research and indigenous peoples*. Dunedin, University of Otago Press; London, Zed Books.

Sprague, J. (2005). *Feminist methodologies for critical researchers: bridging differences*. Walnut Creek, CA, Lanham, MD.

Surveys and Questionnaires

Conrad, F. G. and M. F. Schober (2008). *Envisioning the survey interview of the future*. Hoboken, N.J., Wiley-Interscience.

Dillman, D. A., J. D. Smyth, et al. (2009). *Internet, mail, and mixed-mode surveys : the tailored design method*. Hoboken, N.J., Wiley & Sons.

Fink, A. (2006). *How to conduct surveys: a step-by-step guide*. Thousand Oaks, Sage.

Gillham, B. (2008). *Small-scale social survey methods : real world research*. London ; New York, NY, Continuum International Pub. Group.

Marsden, P. V. and J. D. Wright, Eds. (2010). *Handbook of survey research*.

Rea, L. M. and R. A. Parker (2005). *Designing and conducting survey research: a comprehensive guide*. San Francisco, Jossey-Bass.

Saris, W. E. and I. N. Gallhofer (2007). *Design, evaluation, and analysis of questionnaires for survey research*. Hoboken, N.J., Wiley-Interscience.

Stoop, I. A. L. (2010). *Improving survey response: lessons learned from the European Social Survey*. Hoboken, N.J., Wiley.

Sue, V. M. and L. A. Ritter (2007). *Conducting online surveys*. Los Angeles, Sage.

Interviews and Focus Groups

Harrell, M. C., M. Bradley, et al. (2009). *Data collection methods : semi-structured interviews and focus groups*. Santa Monica, CA, RAND.

Hennink, M. M. (2007). *International focus group research: a handbook for the health and social sciences*. Cambridge, Cambridge University Press.

King, N. and C. Horrocks (2010). *Interviews in qualitative research*. Los Angeles, Sage.

Krueger, R. A. and M. A. Casey (2009). *Focus groups: a practical guide for applied research*. Los Angeles, Sage.

Kvale, S. (2007). *Doing interviews*. Thousand Oaks, CA, Sage.

Kvale, S. and S. Brinkmann (2009). *InterViews: learning the craft of qualitative research interviewing*. Thousand Oaks, Sage.

Morais, R. J. (2010). *Refocusing focus groups: a practical guide*. Ithaca, NY, Paramount Market Publishing.

Roulston, K. (2010). *Reflective interviewing: a guide to theory and practice*. Thousand Oaks, CA, Sage.

Schostak, J. F. (2006). *Interviewing and representation in qualitative research*. Maidenhead, Berkshire, England ; New York, NY, Open University Press.

Seidman, I. (2006). *Interviewing as qualitative research: a guide for researchers in education and the social sciences*. New York, Teachers College Press.

Stewart, D. W., P. N. Shamdasani, et al. (2007). *Focus groups: theory and practice*. Thousand Oaks, Sage.

Field work and ethnography

Bailey, C. A. (2007). *A guide to qualitative field research*. Thousand Oaks, Calif., Pine Forge Press.

Chang, H. (2008). *Autoethnography as method*. Walnut Creek, Calif., Left Coast Press.

Crang, M. and I. Cook (2007). *Doing ethnographies*. Los Angeles, Sage.

Hobbs, D. and R. Wright (2006). *The SAGE handbook of fieldwork*. London; Thousand Oaks, Sage.

Kleinman, S. (2007). *Feminist fieldwork analysis*. Los Angeles, Sage.

Murchison, J. M. (2010). *Ethnography essentials: designing, conducting, and presenting your research*. San Francisco, Jossey-Bass.

Robben, A. C. G. M. and J. A. Sluka (2007). *Ethnographic fieldwork: an anthropological reader*. Malden, MA, Blackwell Pub.

Smith, D. E. (2006). *Institutional ethnography as practice*. Lanham, Md., Rowman & Littlefield.

Narrative and Thematic Analysis

Andrews, M., C. Squire, et al. (2008). *Doing narrative research*. Los Angeles ; London, SAGE.

Atkinson, P. and S. Delamont (2006). *Narrative methods*. London ; Thousand Oaks, Calif., SAGE.

Butler-Kisber, L. (2010). *Qualitative inquiry: thematic, narrative and arts-informed perspectives*. Thousand Oaks, CA, Sage.

Riessman, C. K. (2008). *Narrative methods for the human sciences*. Los Angeles, Sage.

Visual Methods

Heath, C., J. Hindmarsh, et al. (2010). *Video in qualitative research : analysing social interaction in everyday life*. Los Angeles, Sage.

Stanczak, G. C. (2007). *Visual research methods: image, society, and representation*. Thousand Oaks, Calif., Sage.

Mixed Methods

Benz, C. R. and I. Newman (2008). *Mixed methods research : exploring the interactive continuum*. Carbondale, Southern Illinois University Press.

Bergman, M. M. (2008). *Advances in mixed methods research : theories and applications*. Los Angeles ; London, Sage.

Creswell, J. W. and V. L. Plano Clark (2011). *Designing and conducting mixed methods research*. Thousand Oaks, Sage.

Hesse-Biber, S. N. (2010). *Mixed methods research: merging theory with practice*. New York, Guilford Press.

Plano Clark, V. L. and J. W. Creswell (2008). *The mixed methods reader*. Thousand Oaks, Calif., Sage.

Teddlie, C. and A. Tashakkori (2009). *Foundations of mixed methods research: integrating quantitative and qualitative approaches in the social and behavioral sciences*. Thousand Oaks, Sage.

Action Research

Berg, A. M. and O. Eikeland (2008). *Action research and organisation theory*. Frankfurt, Peter Lang.

Craig, D. V. (2009). *Action research essentials*. San Francisco, Calif., Jossey-Bass.

Johnson, A. P. (2008). *A short guide to action research*. Boston, Pearson/Allyn and Bacon.

Kindon, S. L., R. Pain, et al. (2007). *Participatory action research approaches and methods: connecting people, participation and place*. London; New York, Routledge.

McIntyre, A. (2008). *Participatory action research*. Los Angeles, Sage.

McNiff, J. and J. Whitehead (2006). *All you need to know about action research*. Thousand Oaks, CA, Sage.

Reason, P. and H. Bradbury (2006). *Handbook of action research: the concise paperback edition*. London; Thousand Oaks, Calif., SAGE.

Whitehead, J. and J. McNiff (2006). *Action research: living theory*. London ; Thousand Oaks, Sage.

Anthropology

El Guindi, F. (2004). *Visual anthropology: essential method and theory*. Walnut Creek, Calif., AltaMira Press.

James, D., E. M. Plaice, et al. (2010). *Culture wars: context, models and anthropologists' accounts*. New York, Berghahn Books.

Kuznar, L. A. (2008). *Reclaiming a scientific anthropology*. Lanham, MD, AltaMira Press.

Heise, D. R. (2010). *Surveying cultures: discovering shared conceptions and sentiments*. Hoboken, N.J., Wiley.

Criminology

Crow, I. and N. Semmens (2008). *Researching criminology*. Maidenhead, Open University Press.

Gokhale, N. and R. Yadav (2007). *Research methods in criminology*. New Delhi, Shree Publishers & Distributors.

Hagan, F. E. (2005). *Essentials of research methods in criminal justice and criminology*. Boston, Pearson/Allyn and Bacon.

Hagan, F. E. (2006). *Essentials of research methods in criminal justice and criminology*. Boston, Mass., Pearson.

Maxfield, M. G. and E. R. Babbie (2005). *Research methods for criminal justice and criminology*. Belmont, CA, Wadsworth Thomson Learning.

Maxfield, M. G. and E. R. Babbie (2009). *Basics of research methods for criminal justice and criminology*. Belmont, CA, Thomson/Wadsworth.

Yeboah, D. A. (2008). *Research methodologies in criminology*. New York, Nova Science Publishers.

Sociology

Charmaz, K. (2006). *Constructing grounded theory*. London ; Thousand Oaks, Calif., Sage Publications.

Corbin, J. M. and A. L. Strauss (2008). *Basics of qualitative research : techniques and procedures for developing grounded theory*. Los Angeles, Calif., Sage Publications, Inc.

Denzin, N. K. and Y. S. Lincoln (2008). *Collecting and interpreting qualitative materials*. Thousand Oaks, Calif.Sage.

Denzin, N. K. and Y. S. Lincoln (2008). *The landscape of qualitative research*. Los Angeles, Sage.

Denzin, N. K. and Y. S. Lincoln (2008). *Strategies of qualitative inquiry*. Los Angeles, Sage.

Denzin, N. K. (2010). *The qualitative manifesto: a call to arms*. Walnut Creek, Calif., Left Coast Press.

Hammersley, M. (2008). *Questioning qualitative inquiry: critical essays*. Los Angeles; London, Sage.

Silverman, D. (2006). *Interpreting qualitative data: methods for analyzing talk, text, and interaction* London; Thousand Oaks, Calif., Sage.

Social Policy

Lunt,N., Davidson, C. and K. McKegg (eds).(2003) *Evaluating policy and practice : a New Zealand reader*. Auckland: Pearson Prentice Hall.

Class Representative

A class representative will be recruited in consultation with the class at the beginning of the course. The class representative's name and contact details will be available to the Victoria University of Wellington Students' Association (VUWSA), the course coordinator and the class (on BlackBoard). The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

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>

Course Withdrawal Procedures

Information on withdrawals and refunds may be found at <http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

Where to Find More Detailed Information

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic.

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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 SACS 301): _____

Tutorial Day: _____ Tutorial Time: _____

Tutor's Name (if applicable): _____

Assignment No.: _____ 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: _____