



SCHOOL OF SOCIAL AND CULTURAL STUDIES  
*Te Kura Mahinga Tangata*

Sociology and Social Policy

# **SOSC/SPOL 319**

*Knowledge, Power and  
Understanding*

## **Course Outline**

CRN SOSC: 23018 SPOL: 23019: 20 POINTS: TRIM 2, 2012

*Trimester Dates: 16 July – 17 November 2012*

*Teaching dates: 16 July – 19 October 2012*

*Mid-trimester break: 27 August – 9 September 2012*

*Study/Examination period: 22 October – 17 November 2012*

**COURSE COORDINATOR: DR KATHY STUART**

*Room 1003, Murphy Building*

*Tel: (04) 463 5361*

*Email: [kathy.stuart@vuw.ac.nz](mailto:kathy.stuart@vuw.ac.nz)*

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**LECTURES: FRIDAYS 9 – 11 AM: KK202**  
**TUTORIALS: WEDNESDAYS 9 – 10 AM: KK202**

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**LECTURER:**

Dr Kathy Stuart  
Murphy Building, MY 1003  
Tel: 463 5361  
E-mail [kathy.stuart@vuw.ac.nz](mailto:kathy.stuart@vuw.ac.nz)

**OFFICE HOURS:**

By appointment Tuesday, Thursday or  
Friday afternoons

**LECTURES:**

Week One, first lecture: Wednesday 9 –  
9.50 am. From then on lectures will be on  
Friday from 9 – 10.50 am.

**TUTORIALS**

Wednesday from 9 – 9.50 am beginning in  
week three.

**PROGRAMME LOCATION**

The Sociology Programme is located in the Murphy Building with the staff offices on level 10 and administration on level 9. Additional information will be posted on the School's student notice board, which is located on level 9, Murphy building.

**COMMUNICATION OF ADDITIONAL INFORMATION**

Any additional information not in this Course Outline will be placed on BlackBoard at <http://www.blackboard.vuw.ac.nz>.

**WEBSITE**

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

## **COURSE PRESCRIPTION**

The course will equip students to debate the reliability of knowledge gained about the social world, to assess the merits and problems with sociological knowledge and to consider its political effects. This course prepares students for honours and students will be required to formally present material to the class.

## **COURSE CONTENT**

This course introduces students to scholarly debate about how we can gain reliable knowledge of the social world. The course will equip students to assess the merit and problems with sociological knowledge. Students will engage with scholarly arguments about the political effects of different forms of sociological knowledge. We will consider arguments that the social sciences have been a tool of domination. We will also consider how political activists have used sociological knowledge in struggles against oppression. The course draws on the fields of sociology of knowledge and the history and philosophy of science.

## **LEARNING OBJECTIVES**

On completion of this course students will:

- Understand and be able to discuss basic concepts from the sociology of knowledge. (Assessed through powerpoint presentation of chosen essay topic, a peer-review of another student's draft essay, the essay assignment and final in-class test).
- Demonstrate an introductory knowledge of the history of the social sciences and statistics. (Assessed through the essay assignment and the final in-class test).
- Be able to demonstrate their recognition of the assumptions behind different styles of research design. (Assessed through peer-review of another student's draft, the essay assignment and the final in-class test).
- Be able to identify, analyse and evaluate the different political debates around the appropriate production of social scientific knowledge. (Assessed through the essay and the final in-class test).

## **RELATIONSHIP BETWEEN LEARNING OBJECTIVES AND ASSESSMENT**

The essay will assess the learning objectives listed above. You will be expected to draw on course readings and your own independent research to demonstrate your understanding of the basic concepts of the sociology of knowledge, the history of the social sciences and to demonstrate your ability to apply this knowledge to an examination of your chosen topic area. The purpose of this form of assessment is:

- to encourage deep learning of course materials and enhance skills in critical reading and analysis.
- to encourage you to think and write critically, comparatively, and reflexively.
- to encourage you to read widely and to use books and articles in developing your research skills as a sociologist.
- to encourage you to engage with the key issues encountered.

The test is designed to assess how well you have understood and engaged with the lectures, tutorials and the course readings.

## **COURSE MATERIALS FOR SOSC/SPOL 319**

Each student should buy the prepared book of Student Notes for this course. All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 9–27 July 2012, 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 4 of the Student Union Building. Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Books can be couriered to customers or they can be picked up from nominated collection points at each campus. 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.

## OUTLINE OF LECTURES AND DISCUSSIONS

In the first week there will be a lecture on Wednesday and on Friday. After that, Wednesday will be a tutorial and Friday will be a two-hour lecture. Tutorials will depend on you reading the assigned material and contributing to discussion of the reading. Please bring your copy of Student Notes to class and be prepared to take part in discussion. All required readings are in Student Notes which can be purchased from vicbooks in the Student Union Building.

**July 18 & 20**

### **Sociology of Knowledge: An Introduction**

Peter Burke "Sociologies and Histories of Knowledge: An Introduction" *Sociologies and Histories of Knowledge: From Gutenberg to Diderot*. Cambridge: Polity Press, 2000. 1-17

**July 27**

*Guest Lecturer: Professor Kevin Dew*

### **Philosophy of Social Science: Researching the Social**

Clifford Geertz Thick Description: Toward an Interpretive Theory of Culture  
*Readings in the Philosophy of Social Science* Michael Martin and Lee C. McIntyre (eds)  
Cambridge, Massachusetts: The MIT Press, 1994, 213-231

**August 3**

*Guest Lecturer: Dr Carol Harrington*

### **Bureaucracy and Knowledge**

Geoffrey C. Bowker and Susan Leigh Star "To Classify is Human" *Sorting Things Out: Classification and its Consequences*. Cambridge, Massachusetts: MIT Press, 2000. 1-32

**August 10**

*Guest Lecturer: Dr Alexander Maxwell*

### **Classification and Nationalism**

**And**

*TBC*

### **National Movements and National Identities**

Rogers Brubaker, and Frederick Cooper, 'Beyond "identity"'. In *Theory and Society* 29:1 (February, 2000): 1-47

**August 17**                      **Student Powerpoint Presentations of Essay Topics**

**August 24**                      **Student Powerpoint Presentations of Essay Topics**

**Mid-trimester break**

**\*\*Attendance Compulsory: Peer review exercise during tutorial session  
Wednesday September 12**

**September 14**                      *Guest Lecturer: Professor Kevin Dew*

**Efficiency, Control and Coercion**

Theodore Porter “A World of Artifice” in *The Pursuit of Objectivity in Science and Public Life*, Princeton, New Jersey: Princeton University Press, 1995, p 11-32

**September 21**                      *Guest Lecturer: Josh Barton*

**Critical Discourse Analysis**

T. A. van Dijk, Principles of Critical Discourse Analysis in *Discourse & Society*, 1993, vol. 4(2): 249-283

**Essay Due Wednesday September 26**

**September 28**                      *Guest Lecturer: Dr Peter Howland*

**Sock-wearing to Lotto: Everyday Rituals of Power**

Howland, P. 2002 A Lucky Dip? The Fun, Excitement and Collusive Hegemony of Lotto. In *Gambling in New Zealand*, B. Curtis (ed), pp217-229. Dunmore press, Palmerston North

**October 5**                      **Subjectivity and power in the construction of knowledge**

Alison M. Jaggar, “Love and Knowledge: Emotion in Reminiscent Epistemology” in *Gender/Body/Knowledge: Feminist Reconstructions of Being and Knowing*, New Brunswick, New Jersey: Rutgers University Press, 1989, pp 145- 171

And/or Sabine Grens "Intersections of Sex and Power in Research on Prostitution: A Female Researcher Interviewing Male Heterosexual Clients" *Signs: Journal of Women in Culture and Society* 30:4 2005

**October 12 Problems of Validity and Review for Test**

Peter Burke "Trusting and Distrusting Knowledge: A Coda" *Sociologies and Histories of Knowledge: From Gutenberg to Diderot*. Cambridge: Polity Press, 2000, 197-212

**October 19 In-class Test**

**COURSE ASSESSMENT REQUIREMENTS**

This course is assessed by internally assessed work worth 65% of your final grade, and a final in-class test worth 35% of your final grade.

For internal assessment, you will research the social construction of knowledge about a particular topic. I would encourage you to think of your own topic and to make it something that is of personal interest to you. However, some general topic areas to get you started thinking are:

- ❖ Teenage drinking; Romantic love; Youth unemployment; Domestic labour; Health and illness; National identity; Death; Religion; Prostitution; Homosexuality; Breastfeeding; Asperger's Syndrome; ADHD; Depression; Marriage; Civil Union.
  
- ❖ Once you decide on your general area of interest, create your specific question. You will likely find it easier to address your topic by limiting it to a particular place and time. If you were interested in romantic love, for instance, you might like to create a question such as: In what ways does the hegemonic discourse around romantic love disguise relationships of power in contemporary New Zealand? Or: In what ways is the hegemonic discourse around romantic love in contemporary Western cultures ethnocentric/heterocentric?

*We will discuss this more in class. If you are unsure of what to do please send an e-mail and/or arrange a meeting for clarification with me or Josh.*

**Assessment One:**

**Student presentation of PowerPoint slide outlining research topics in class**

*Due: Friday August 17-24, during class time* *5 % of final grade*

Prepare and present a Powerpoint slide of your research essay proposal. A suggested format for the presentation will be found on BlackBoard. Names for order of presentations will be randomly drawn at the end of the class August 3<sup>rd</sup> and the order for presentations will be posted on BlackBoard. Presentation skills WILL NOT be assessed. You are being assessed only on the quality and thoroughness of the research work done to date.

**Assessment Two:**

**Participation in the in-class peer-review process and written peer review**

*Due: Wednesday September 12, during tutorial* *15% of final grade*

Provide a constructive peer review of another student's research essay draft for this class. More instructions about the format for this review and how to submit the written part of the peer review will be discussed during tutorials and placed on BlackBoard.

**Assessment Three:**

**Research Essay**

*Due: Wednesday September 26, by 4pm* *45% of final grade*

The essay (max 2500 words) must be handed in to the assignment box on level 9 of the Murphy building along with the first draft, peer review comments, including reviewer's name, and a report of how you incorporated these comments into the final version (or why you didn't).



**Assessment Four:  
Final In-class Test**

*Due: Friday October 19*

*35% of final grade*

A 50 minute in-class test will take place in KK202.

**USE OF TURNITIN**

The essay must be submitted to Turnitin for checking academic integrity as well as in hard copy by 26 September 2012. 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.

There will be a link on BlackBoard with instructions for the submission of essays to Turnitin and instructions on how to complete this process will also be given in class.

**EXPECTED WORKLOAD**

The design of the course is based upon an assumption that students will need to spend on course work a minimum of 13 hours each week, including class contact hours. This workload is in accordance with the guidelines put forward by the Faculty of Humanities and Social Sciences for 20-point courses.

**HANDING IN ASSIGNMENTS**

It is the policy of the School of Social and Cultural Studies that all written assignments must be handed in by **4 pm** on the due date.

You must submit a hard copy of your essays as well as submitting an electronic version through Turnitin. Hard copies must be placed in the assignment box located to the side of the lifts on level 9, Murphy Building.

Assignments **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".

At 4 pm the assignment box is emptied, the work date-stamped and its receipt recorded, and then handed to the appropriate markers.

### **School Cover Sheet**

Please include a School Cover sheet when submitting your assignments. You may wish to have your own front sheet, but please ensure you place the School's cover sheet on the top as this ensures critical identifying information is provided. A sample School Cover sheet is at the end of this Outline. Further copies may be found at the School Administration office, and on the Assignment Box, on level 9 of Murphy building.

*Students MUST keep a photocopy of every written assignment*

Unless students have followed this procedure, the School will not accept responsibility for pieces of written work claimed to have been handed in.

### **MANDATORY COURSE REQUIREMENTS**

To meet mandatory course requirements students must:

- Submit all items of internal assessment;
- Sit the final in-class test.

### **GRADES**

The Social Policy Programme follows 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.

<b>Pass</b>	A+	85% or over	Evidence of familiarity with relevant reading and sound understanding of concepts, plus individual interpretation and insights of a higher order. An A grade will not be achieved without such insight.
	A	80%-84%	
	A-	75%-79%	

			Work well presented with logical structure and clarity of expression.
	B+	70-74%	As above, but less individual insight and preparation.
	B	65%-69%	High level of understanding exhibited. Assignment well presented.
	B-	60%-64%	Work lacks originality, individual insights and not strong on understanding. However, material used is relevant and presentation is satisfactory.
	C+	55%-59%	
	C	50%-54%	
<b>Fail</b>	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

## 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. 1 mark will be deducted each day for an assignment worth 20% of the total course mark.

*Note that assessment work will not be accepted for marking more than 7 days after the due date or 7 days after an approved extension date. Work must still, however, be submitted to meet the mandatory course requirements.*

## EXTENSIONS

If you are given an extension, a new submission date will be identified and you will have to submit the work in the same manner as above by 4 p.m. on that day. Failure to do so will result in penalties being applied in the same manner as those for the original submission date. If you need an extension ask Dr Stuart **before** the due date.

## CITATIONS AND BIBLIOGRAPHY

Both essays must contain proper citations. Students may use either in-text citations, or footnotes or endnotes. Your citation format must be consistent. Be sure to include page numbers for citations unless you really are summarising an entire

book or article. A good rule to remember is that you should provide enough information about your sources for your reader to be able to trace them.

Both essays must include an alphabeticised bibliography listing works cited in the essay. The bibliography **should not** include works consulted but not cited.

If you are uncertain about how to do citations please consult your tutor or Dr Stuart.

## **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**

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

## **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.

## **WHERE TO FIND MORE DETAILED INFORMATION**

Find key dates, explanations of grades and other useful information at

[www.victoria.ac.nz/home/study](http://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](http://www.victoria.ac.nz/home/study/academic-progress). Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://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](http://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](http://www.victoria.ac.nz/home/about_victoria/avcacademic).

Student Learning and Support also run study skills workshops specific to Māori and Pasifika students which students could be referred to for help:

Information for Māori Students:

[www.victoria.ac.nz/st\\_services/slss/infofor/maoristudents.aspx](http://www.victoria.ac.nz/st_services/slss/infofor/maoristudents.aspx) or

[www.victoria.ac.nz/st\\_services/tpa/index](http://www.victoria.ac.nz/st_services/tpa/index)

Information for Pasifika students:

[www.victoria.ac.nz/st\\_services/slss/infofor/pasifikastudents.aspx](http://www.victoria.ac.nz/st_services/slss/infofor/pasifikastudents.aspx) or

[www.victoria.ac.nz/st\\_services/tpa/index](http://www.victoria.ac.nz/st_services/tpa/index)

## **OTHER CONTACT INFORMATION**

Head of School: Dr Allison Kirkman, MY1013  
Tel: 463 5676 E-m: [allison.kirkman@vuw.ac.nz](mailto:allison.kirkman@vuw.ac.nz)

International Student Liaison: Dr Hal Levine MY1023  
Tel: 463 6132 E-m: [hal.levine@vuw.ac.nz](mailto:hal.levine@vuw.ac.nz)

Maori and Pacific Student Liaison: Dr Trevor Bradley, MY1101  
Tel: 463 5432 E-m: [trevor.bradley@vuw.ac.nz](mailto:trevor.bradley@vuw.ac.nz)

Students with Disabilities Liaison: Dr Russil Durrant, MY1120  
Tel: 463 9980 E-m: [russil.durrant@vuw.ac.nz](mailto:russil.durrant@vuw.ac.nz)

School Manager: Carol Hogan, MY918  
Tel: 463 6546 E-m: [carol.hogan@vuw.ac.nz](mailto:carol.hogan@vuw.ac.nz)

School Administrators: Monica Lichti, Alison Melling, Helen Beaglehole  
MY921, Tel: 463 5317; 463 5258; 463 5677  
E-m: [sacs@vuw.ac.nz](mailto:sacs@vuw.ac.nz)

Office use only

Date Received:

# School of Social and Cultural Studies

Te Kura Mahinga Tangata

CULTURAL ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

## 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: \_\_\_\_\_