

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

SOSC 112

New Zealand: Sociological Perspectives

Course Outline

CRN 9142: 20 POINTS: TRIMESTER 1, 2012

Trimester Dates: 5 March – 4 July 2012

Teaching Dates: 5 March – 8 June 2012

Mid-trimester Break: 6 – 22 April 2012

Study Week/Examination period: 11 June – 4 July 2012

COURSE COORDINATORS

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LECTURES: TUES & THURS 2.10 – 3 PM, MACLAURIN LT103

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School Location

The Sociology staff location is on level 9 and 10 of the Murphy Building. The staff studies are on level 10 and the office is on level 9.

2012 Lecture times, Tutorial times, and Examination period

Lectures: Tuesday and Thursdays in Maclaurin LT103.
Lectures begin on Tuesday March 6 and finish on Thursday June 7 2012.

Tutorials: Tutorials will begin in the third week of the trimester.
You will need to sign up for a tutorial via 'S-Cubed'. Sign up instructions will be posted on BlackBoard. If you are not familiar with this system, you can go to the following address on the university website to sign up to your workshop session: <https://signups.victoria.ac.nz/>

Examination period: 15 June – 4 July 2012

Course Co-ordinators

Dr. David Pearson and Dr. Kathy Stuart

Office Hours tba

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 Russil Durrant, MY1120 Tel: 463 9980 E-m: Russil.Durrant@vuw.ac.nz
School Manager:	Carol Hogan, MY918 Tel: 463 6546 E-m: 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

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.aspx>, a chronicle of reflections written by Sociology and Social Policy staff and postgraduate students.

Communication of Additional Information

Any additional information for SOSC 112 not covered in this course outline will be posted on BlackBoard. You are advised to check BlackBoard regularly. BlackBoard is an important means of communication between course co-coordinators and students.

Accommodation for Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities in examinations and other assessment procedures. Please contact the course coordinators, in the first instance, for information on how to make arrangements for this.

Course Prescription

The sociological analysis of New Zealand society

Course Content

SOSC 112 can be seen from two perspectives, firstly as the introduction to further courses in sociology, and secondly, as a supplement to other courses in the University;

- i. As part of a major. Our primary concern in planning SOSC 112 is to provide an introduction to the discipline and how it can be used to examine New Zealand society. If you intend majoring in Sociology you should also take SOSC 111 - Sociology: Foundations and Concepts

- ii. As a supplement. We would hope that this course with its focus on New Zealand would be of interest irrespective of your own major subject. However, it will tie in more usefully with other social science and humanities courses (anthropology, criminology, economics, education, history, geography, political science, psychology, religious studies, and social policy) than with other courses. The boundaries between these disciplines overlap and you should not be surprised if information and theories that are mentioned in one are touched on in another.

Learning Objectives

At the completion of this course you will have gained knowledge and an understanding of:

- what is a sociological perspective;
- how New Zealand is unique, but also displays similarities with some other societies;
- how current social patterns in New Zealand reflect a mix of recent changes and historical continuities;
- how class, ethnicity, gender, and age operate in New Zealand society;
- selected aspects of major social processes and key institutions of New Zealand society;
- how these processes and institutions relate to social identities and inequality.

Course Readings for SOSC 112

Each student should buy the set text since ready access to and familiarity with its contents will be required throughout the course.

Set Text McLennan, Gregor, Ruth McManus and Paul Spoonley (2010) *Exploring Society: Sociology for New Zealand Students* (Third Edition), Auckland: Pearson Education.

Recommended Text John Scott & Gordon Marshall (eds) (2005) *Oxford Dictionary of Sociology* (Third Edition), Oxford: OUP
(This dictionary will also be recommended for SOSC 111 and will be useful for other sociology papers).

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 13 February to 16 March 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 or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from 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.

Illness, Absence, Withdrawal

If you cannot attend tutorials you should inform your tutor prior to not being able to attend. This is important since their approval of satisfactory attendance is necessary for meeting the mandatory course requirements. Attendance records for lectures are not maintained since lectures are optional.

If you decide for ANY reason at ANY stage to withdraw from SOSC 112 you should notify the Faculty Office, using the official Add/Drop form, since failure to do so may have complex consequences for future enrolment, student allowances, etc. (i.e. you get credited with a fail not a withdrawal on your record), more information can be found: <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.

Workload

The workload for the course, i.e. the number of hours per week which students are expected to devote to the course in order to maintain satisfactory progress, is approximately 13 hours.

Course Delivery and Mandatory Course Requirements

In SOSC 112 students are required to attend lectures, tutorials, submit two essays, and sit an examination at the end of the Trimester. Lectures are not compulsory, but in order to meet the mandatory course requirements, students must fulfil the following requirements:

- a) completion of Essay 1 and 2
- b) attending at least 6 of the 9 tutorials
- c) attend the 2 hour exam at the end of the course

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>

Assessment

The assessment for SOSC 112 involves two essays and a final examination. Both essays are planned to ensure that you have a choice of topics and that you cover at least one objective in each essay. The examination will cover all objectives for the course.

Essay 1: This essay is compulsory
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Due Date: Monday 23 April 2012

Word Limit: 1500

20% of Final Grade

Choose *one* essay from the following 4 topics:

1. The American sociologist C. Wright Mills coined the phrase, 'the Sociological Imagination'. Discuss what he meant by this and illustrate your answer by drawing on studies of some aspect of social life in New Zealand.
2. Discuss how the origins of New Zealand as a settler society still influence social relations today.
3. Explain the key differences between 'quantitative' and 'qualitative' research, outlining the different methods that might be used and their advantages and disadvantages.
4. 'Men are from Mars, women are from Venus'. Compare and contrast this statement with the way sociologists view gender. Explain why this statement seems to 'make sense' to some people.

Essay 2: This essay is compulsory
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Due Date: Thursday 17 May 2012

Word Limit: 2000

30% of Final Grade

Choose *one* essay from the following 4 topics:

1. Racial and ethnic differences are more to do with how people construct social boundaries than any 'natural' divisions between them. Discuss, drawing on New Zealand illustrations.
2. We can only understand the local in the context of the global. Discuss, using examples from past or present New Zealand.
3. Higgins and Nairn claim that 'Labour markets are not free markets: they are not level playing fields for all ...' (in McLennan, et al., 2010, p. 160). Critically assess this statement, comparing it with a neo-liberal approach to understanding employment.
4. Provide an example of a New Zealand sub culture and explain its sociological significance.

The Final Examination: This is compulsory
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Due date: during examination period, 15 June – 4 July 2012 **50% of Final Grade**

It will be a ‘closed-book’ exam and 2 hours in length. More information will be handed out in tutorials closer to the time.

Extensions on Due Dates

Essays are due on the dates stated. If for some serious reason you don’t think you can get an essay in on time, see your tutor or one of the co-ordinators in advance of the due date and discuss the problem. Extensions of time are not permitted except for illness, or bereavements.

Handing in Essays and Other Written Assignments

It is the policy of the Sociology and Social Policy programmes that all written assignments must be handed in by 4 p.m. on the due date.

Assignment Box

Assignments must be placed in the assignment box on level 9, Murphy Building. They **MUST NOT** be placed in individual staff pigeon-holes, 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. administration will empty the box, date-stamp work and record its receipt, before handing it to the appropriate markers.

Students must keep a photocopy of every written assignment.

Unless students have followed this procedure, the staff will accept no responsibility for pieces of written work claimed to have been handed in.

Cover Sheet

All written work submitted for assessment in Sociology and Social Policy courses must have a School of Social and Cultural Studies cover sheet. (see sample at back of course outlines)

These sheets are available from the School Office on level 9, Murphy building. On the cover

sheet state the following:

- Full Name and Student ID Number
- Course Number and Title
- Assignment Number and Title
- Name of Tutor
- Due Date

Grades

The staff of Sociology and Social Policy 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.

PASS:	A+	85% or over	FAILURE: D	40% - 49%
	A	80% - 84%	E	Below 40%
	A-	75% - 79%		
	B+	70% - 74%		
	B	65% - 69%		
	B-	60% - 64%		
	C+	55% - 59%		
	C	50% - 54%		

Late Penalties

Late submissions for student assignments in all Sociology and Social Policy undergraduate 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	1½
40	2

Where the due date is a Friday, any written work not handed in by 4 p.m. will be liable to a two-day penalty. To be effective, this policy will be consistently applied in all courses.

Tutorials

Tutorials commence in the *third week* of term. The process of signing up for a tutorial on-line will be explained during the first lecture period. Once assigned a tutorial you should always attend the same one. If for some reason you have difficulties with this you should discuss this matter with Dr. Kathy Stuart.

The tutorial programme is designed to complement the lecture series and is an opportunity for student discussion. You will also be provided with advice on essay writing in your tutorial sessions. Further information on essay writing is provided in the handout on tutorial topics and essay writing. Queries relating to essays should be discussed with your tutor.

You are required to attend at least 6 tutorials to meet the mandatory course requirements.

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.

Information for Maori Students:

www.victoria.ac.nz/st_services/slss/infofor/maoristudents.aspx or www.victoria.ac.nz/st_services/tpa/index

Information for Pasifika students:

www.victoria.ac.nz/st_services/slss/infofor/pasifikastudents.aspx or www.victoria.ac.nz/st_services/tpa/index

Additional Readings

Readings for Lectures 2-6

Social Foundations of New Zealand Society

Bauman, Z. and May, T. (2001) *Thinking Sociologically*. Oxford: Blackwell.

Belich, J. (1996) *Making Peoples: A History Of The New Zealanders: From Polynesian Settlement To The End Of The Nineteenth Century*. Auckland: Allen Lane/Penguin.

Bilton, T. *et al* (2002) *Introductory Sociology* (4th ed.). New York: Palgrave. Chaps 1 & 2. (3 day loan)

Byrnes, G. (ed) (2009) *The New Oxford History of New Zealand*. South Melbourne: Oxford University Press, particularly Parts 2 and 3.

Giddens, A. (2009) (6th ed.) *Sociology*. Cambridge: Polity Press.

Hall, S. *et al* (eds) (1992) *Modernity And Its Futures*. Cambridge: Polity. (3 day loan)

Hird, M. & G. Pavlich (eds) (2003) *Sociology For The Asking*. Auckland: Oxford University Press. Introduction and Chap. 13 (3 day loan)

James, B. & Saville-Smith, K. (1994) *Gender, Culture & Power* (Rev. ed.). Auckland: Oxford University Press. Chaps 1-2. (3 day loan)

Jenkins, R. (2008) *Social Identity*. 2nd ed. London: Routledge. Chaps 1-4. (closed reserve)

McLennan, G. *et al* (2010) *Exploring Society: Sociology for New Zealand Students*. (3rd ed.) Auckland: Pearson Education. Chaps 1-3.

Olssen, E. (1995) *Building the New World*. Auckland: Auckland University Press.

Payne, G. (ed) (2006) *Social Divisions*. Basingstoke: Palgrave.

Pearson, D. (2001) *The Politics of Ethnicity in Settler Societies States of Unease*. Basingstoke: Palgrave.

Pearson, D. & Thorns, D. (1983) *Eclipse of Equality: Social Stratification in New Zealand*. Sydney: Allen & Unwin. Chaps 2 & 9. (3 day loan)

Salmond, A. (1991) *Two Worlds: First Meetings between Maori and Europeans, 1642-1772*. Auckland: Viking.

Stasiulis, D. & Yuval-Davis, N. (eds) (1998) *Unsettling Settler Societies*. London: Sage. See Introduction and Chap 2. (3 day loan)

Wallerstein, I. (2004) *World Systems Analysis: An Introduction*. Durham: Duke University Press.

Readings for Lectures 7 & 8

Sociological Methods

Alexander, J. C., Thompson, K., & Desfor Edles, L. *A Contemporary Introduction to Sociology: Culture and Society in Transition*. Boulder; London: Paradigm Publishers. Chapter 2.

Berger, P. L. (2011) *Adventures of an Accidental Sociologist: How to Explain the World Without Becoming a Bore*. New York: Prometheus Books, pp. 7-32.

Cram, F. (2001) Rangahau Maori: Tona tika, tona pono – The validity and integrity of Maori research, in M. Tolich (ed.) *Research Ethics in Aotearoa New Zealand*. Auckland: Pearson Education, pp. 35-52.

Crotty, M. (1998) *The Foundations of Social Research: Meaning and Perspective in the Research Process*. Crows Nest, NSW: Allen & Unwin., pp. 1-14.

McLennan, G. (2011) *The Story of Sociology: A First Companion to Social Theory*. New York: Bloomsbury Academic, pp 1-7.

McLennan, G. et al (2010) *Exploring Society: Sociology for New Zealand Students*. Auckland: Pearson Education. Chapter Four.

Tolich, M. (ed.) (2001) Beyond an unfortunate experiment: ethics for small –town New Zealand, in *Research Ethics in Aotearoa New Zealand*. Auckland: Pearson Education, pp. 2-11.

Willis, E. (2011) *The Sociological Quest: An Introduction to the Study of Social Life* (5th ed.). Crows Nest, N.S.W: Allen & Unwin.

Readings for Lectures 9-12

Identities, Gender and Sexualities

Ali, A. (2007) ‘Where is the Voice of Feminism in Research on Emotional Abuse?’ *Journal of Gender Studies*, 16: 72-77.

Alice, L. & L. Star (eds) (2004) *Queer in Aotearoa New Zealand*. Palmerston North: Dunmore Press. (3 day loan)

Brickell, C. (2008) *Mates & Lovers: A History of Gay New Zealand*. Auckland: Random House.

Cavanagh, K., Emerson, R., Dobash, R. P. & R. Lewis (2001) ‘Remedial Work’: Men’s Strategic Responses to Their Violence against Intimate Female Partners, *Sociology*, 35(3): 695-714.

Connell, R. W. (2002) *Gender*. Cambridge, U.K.: Polity Press. (3 day loan)

Cranny-Francis, A. et al (2003) *Gender Studies: Terms and Debates*. Great Britain: Palgrave MacMillan. Pp. 1-7.

Davis, P. (ed) (1996) *Intimate Details and Vital Statistics. AIDS, Sexuality and the Social Order in New Zealand*. Auckland University Press.

Du Plessis, R. (1994) ‘Gender’. In P. Spoonley et al. (eds) *New Zealand Society*. Palmerston North: Dunmore. (3 day loan)

Du Plessis, R. & L. Alice (eds) (1998) *Feminist Thought in Aotearoa/ New Zealand: Connections and Differences*. Auckland: Oxford University Press. (3 day loan)

Davey, J. A. (2003) *Two decades of change in New Zealand: From birth to death 5*. Wellington: Institute of Policy Studies, Victoria University of Wellington.

Goffman, E. (1963) *Stigma: Notes on the Management of Spoiled Identity*. Englewood Cliffs, New Jersey: Prentice Hall.

Goffman, E. (1969) *The Presentation of Self in Everyday Life*. Harmondsworth: Penguin

Hawkes, G. & J. Scott (Eds) (2005) *Perspectives in human sexuality*. South Melbourne, Victoria: Oxford University Press.

Holmes, M. (2007) *What Is Gender?* Los Angeles: Sage.

Jackson, S. (2004) 'Measuring up to Barbie? Young women negotiating representations of femininity in heterosexual relationships', pp. 107-124. In A. Potts, N. Gavey & A. Weatherall (eds) *Sex and the Body*. Palmerston North, New Zealand: Dunmore Press.

Jordan, J. (2005) *The Sex Industry in New Zealand: A Literature Review*. Ministry of Justice, Wellington, pp. 27-47, 51-62. ISBN 0-478-20198-2

Keeling, S. (1999) 'Ageing in (a New Zealand) place: Ethnography, policy and practice.' *Social Policy Journal of New Zealand*, 13: 95-114.

Kirkman, A. & P. Moloney (eds) (2005) *Sexuality Down Under: Social and Historical Perspectives*. Dunedin, New Zealand: University of Otago Press.

Phillips, J. (1996) *A Man's Country? The Image of the Pakeha Male: A History* (Rev. ed) Auckland: Penguin. Chap 6.

Plumridge, L. & G. Abel (2001) 'A "segmented" sex industry in New Zealand: Sexual and personal safety of female sex workers', *Australian and New Zealand Journal of Public Health*, Vol. 25, No. 1, pp. 78-83.

Women's Studies Journal (2005) Full issue on 'Women and Violence', Vol. 19, No. 2. (3 day loan)

Worth, H., A. Paris & L. Allen (eds) (2002) *The Life of Brian: Masculinities, Sexualities and Health in New Zealand*. Dunedin, New Zealand: University of Otago Press. (3 day loan)

Readings for Lectures 13-16

Class, Racial and Ethnic Social Divisions

Best, S. (2005) *Understanding Social Divisions*. London: Sage.

Bottero, W. (2005) *Stratification: Social Division and Inequality*. London: Routledge.

Bromell, D. (2008) *Ethnicity, Identity and Public Policy: Critical Perspectives on Multiculturalism*. Wellington, Institute of Policy Studies, Victoria University of Wellington.

- Butler, T. & Watt, P. (2007) *Understanding Social Inequality*. London. Sage.
- Cornell, S. & Hartmann, D. (1998) *Ethnicity and Race Making Identities in A Changing World*. Thousand Oaks: Pine Forge Press. (3 day loan)
- Fenton, S. (2010) *Ethnicity*. Cambridge: Polity. (closed reserve)
- Fleras, A. & Spoonley, P. (2000) *Recalling Aotearoa: Indigenous Politics and Ethnic Relations in New Zealand*. Auckland: Oxford University Press. (3 day loan)
- Jenkins, R. (2008) *Rethinking Ethnicity* (2nd ed) London:Sage. (3 day loan)
- Liu, J. H. et al (2005) *New Zealand Identities: Departures and destinations*. Wellington: Victoria University Press.
- Macpherson, C. Spoonley, P. & Anae, M. (eds.) (2004). *Tangata O Te Moana Nui: The Evolving Identities of Pacific Peoples in Aotearoa/New Zealand*, Palmerston North: Dunmore Press. (3 day loan)
- McLennan, G. et al (2010) *Exploring Society*, Auckland: Pearson Education. Chaps 10 and 12
- Olssen, E. & Hickey, M. (2005) *Class and Occupation : The New Zealand reality*. Dunedin: Otago University Press.
- Pearson, D. & Thorns, D. (1983) *Eclipse of Equality: Social Stratification in New Zealand*. Sydney: Allen & Unwin. Chaps 2 & 9. (3 day loan)
- Rattansi, A. (2007) *Racism: a very short introduction*. Oxford: Oxford University Press.
- Roper, B. (2005) *Prosperity For All?: Economic, Social and Political Change in New Zealand since 1935*. Southbank, Vic.: Thomson, Dunmore Press. (3 day loan).
- Spoonley, P. et al (eds) (2004) *Tangata Tangata: The Changing Ethnic Contours of New Zealand*. Southgate, Vic.: Thomson/Dunmore Press. (3 day loan)
- Wilkes, C. (1994) Class. In *New Zealand Society: A Sociological Introduction*, edited by P. Spoonley, D. Pearson & I. Shirley. Palmerston North: Dunmore Press. (any ed.) (3 day loan)
- Wilkinson, R. & Pickett, K. (2010) *The Spirit Level: Why Equality is Better For Everyone*. London: Penguin. (3 day loan)
- Wright, E. O. (2005) Social Class, in G. Ritzer (ed) *Encyclopaedia of Social Theory*, New York: Sage. (3 day loan)

Readings for lectures 17-19

Families, Work and Religion

Alexander, J. C., Thompson, K., & Desfor Edles, L. *A Contemporary Introduction to Sociology: Culture and Society in Transition*. Boulder; London: Paradigm Publishers. Chapters 7 & 15.

Baker, M. (2007) *Choices and Constraints in Family Life*. Toronto: Oxford University Press.

- Boddington, B. & Didham, R. (2009) 'Increases in childlessness in New Zealand', *Journal of Population Research*, Vol. 26.
- Cameron, J. (1997) *Without issue: New Zealanders who choose not to have children*. Christchurch: Canterbury University Press.
- Collins-Mayo, S & Dandelion, P. (2010) *Religion and Youth*. Surrey, UK; Vermont, USA: Ashgate Publishing Company.
- Daniels, K. (2004) *Building a family with the assistance of donor insemination*. Palmerston North: Dunmore Press.
- Fleming, R. et al (1997) *The Common Purse: Income sharing in New Zealand families*. Auckland: Auckland University Press/ Bridget Williams Books.
- Fleming, R. (1999) *Families of a different kind: life in the households of couples who have children from previous marriages or marriage-like relationship*. Waikanae: Families of Remarriage Project. (3 day loan)
- Glover, M. & Rousseau, B. (2007) "Your Child Is Your Whakapapa": Maori Considerations of Assisted Human Reproduction and Relatedness', *Sites: A Journal of Social Anthropology & Cultural Studies*, Vol. 4 (2): 117: 136.
- Habgood, R. (2001) Negotiating Housework. In *Sociology of Everyday life in New Zealand* edited by C. Bell. Palmerston North: Dunmore.
- Hochschild, A. R. (1983) *The Managed Heart: The Commercialization of Human Feeling*. Berkeley, L.A. & London: University of California Press.
- Hochschild, A. R. (2003) *The Commercialization of Intimate Life: Notes from Home and Work*. Berkeley, L.A. & London: University of California Press.
- Hochschild, A. R. & Ehrenreich, B. (2004) *Global Women: Nannies, maids and sex workers in the new economy*. New York: Henry Holt. Chapters 1 and 7.
- Kolig, E. (2010) *New Zealand's Muslims and multiculturalism*. Leiden; Boston: Brill.
- McIntosh, T. (2007) Believing: Religion, Chapter 13 in *Being Sociological*, S. Matthewman, C. L. West-Newman & B. Curtis (eds), pp 275-294.
- McLennan, G. et al (2010) *Exploring Society*, Auckland: Pearson Education. Chapters 7, 8 & 16.
- Morris, P. (2009) *Religious Diversity In Aotearoa New Zealand: Statement on Religious Diversity*. Auckland, NZ: Human Rights Commission; Victoria University of Wellington.
- Turner, B. S. (2011) *Religion and Modern Society: Citizenship, Secularisation and the State*. Cambridge; New York: Cambridge University Press. Chapter 7.
- Waring, M. (1988) *Counting for Nothing: What Men Value and What Women are Worth*. Wellington, New Zealand: Allen & Unwin/Port Nicholson Press.

Readings for Lectures 20-23

Globalization, Identities, and Diversity

- Bauman, Z. (1998) *Globalization: The Human Consequences*. Cambridge: Polity.
- Bell, C. (1996) *Inventing New Zealand: Everyday Myths of Pakeha Identity*. Auckland: Penguin. (3 day loan)
- Billington, R. et al (1998) *Exploring Self and Society*. Basingstoke: Macmillan. Chap 8. (3 day loan)
- Bromell, D. (2008) *Ethnicity, Identity and Public Policy: Critical Perspectives on Multiculturalism*. Wellington, Institute of Policy Studies, Victoria University of Wellington.
- Castles, S. and Miller, M.J. (2009) *The Age of Migration*. Basingstoke: Palgrave Macmillan. (3 day loan)
- Cohen, R. and Kennedy, P. (2007) *Global Sociology*. 2nd ed. Houndmills: Palgrave Macmillan. (3 day loan)
- Collins, C. & S. Jackson (eds) (2007) *Sport in Aotearoa/New Zealand Society*. (Second edition). Melbourne: Thomson Press.
- Fleras, A. & Spoonley, P. (2000) *Recalling Aotearoa: Indigenous Politics and Ethnic Relations in New Zealand*. Auckland: Oxford University Press.
- Fougere, G. M. (1987) Sport, culture and identity: The case of rugby football. In *Culture and Identity in New Zealand*, edited by D. Novitz & B. Willmott. Wellington: Government Print.
- Griffith, R. (2004) Wicked Wardrobes: Youth and Fashion in Aotearoa New Zealand, pp. 229-250. In C. Bell & S. Matthewman (eds) *Cultural Studies In Aotearoa New Zealand: Identity, Space and Place*. South Melbourne, Victoria: Oxford University Press.
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SOSC 112 – Lecture Outline – 2012

6 March (1) Introduction to SOSC 112 (DP and KS)

Social foundations of New Zealand society

8 March (2) What is sociology? (DP)

13 March (3) Exploring New Zealand society (DP)

15 March (4) Origins of sociology and European modernity (DP)

20 March (5) Aotearoa/New Zealand as a settler society (DP)

22 March (6) Inequalities, divisions and diversity (DP)

Sociological methods

27 March (7) Telling sociological stories (KS)

29 March (8) Ethics in research (KS)

Identities, sexualities, and gender

3 April (9) Identities: Understanding our ‘selves’ (KS)

5 April (10) Sociological perspectives on sexualities (KS)

6 April – 22 April Mid trimester break

Identities, sexualities and gender (continued)

24 April (11) Becoming masculine and feminine in New Zealand (KS)

26 April (12) The gendered nature of intimate partner abuse (KS)

Class, racial, and ethnic divisions

1 May	(13) Class, status and stratification (DP)
3 May	(14) Racial and ethnic differences (DP)
8 May	(15) Majorities and minorities (DP)
10 May	(16) Ethnicity, class and inequality (DP)

Families, work and religion

15 May	(17) Families, identities and diversity (KS)
17 May	(18) Public and private work: divisions of labour (KS)
22 May	(19) Religion in contemporary New Zealand (KS)

Globalization, identities, and diversity

24 May	(20) What is Globalization? (DP)
29 May	(21) Sport, gender, and globalization (KS)
31 May	(22) Globalization and national identity (DP)
5 June	(23) Contemporary youth cultures and other sub cultures (KS)
7 June	(24) Conclusion (DP and KS)

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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: _____
(Last name) (First name)

Student ID: _____ Course (eg ANTH101): _____

Tutorial Day: _____ Tutorial Time: _____

Tutor's name: _____

Assignment Due Date: _____

CERTIFICATION OF AUTHENTICITY

I certify that this paper submitted for assessment is the result of my own work, except where otherwise acknowledged.

Signed: _____ Date: _____