



FACULTY OF HUMANITIES AND SOCIAL SCIENCES
SCHOOL OF SOCIAL AND CULTURAL STUDIES
Te Kura Mahinga Tangata

Sociology and Social Policy

SOSC/SPOL 217

*Special Topic: Reflecting on
Violence: Contexts, Ethics and
Interventions*

Course Outline

CRN SOSC: 11381 SPOL: 11382 20 POINTS: TRIM 1, 2013

Trimester dates: 4 March to 3 July 2013

Teaching dates: 4 March to 7 June 2013

Easter break: 28 March to 3 April 2013

Mid-trimester break: 22 to 28 April 2013

COURSE COORDINATOR: DR CAROL HARRINGTON

Room 1022, Murphy Building

Tel: (04) 463 7451

Email: Carol.Harrington@vuw.ac.nz

LECTURES: TUESDAYS, 10 - 11AM, HM LT001

THURSDAYS, 10 – 11 AM, HM LT104

TUTORIALS: THURSDAYS 11AM - 12 NOON

LECTURER: Dr Carol Harrington
Murphy Building, MY 1022
Tel: 463 7451
E-mail Carol.Harrington@vuw.ac.nz

OFFICE HOURS: By appointment Tuesday afternoons.

LECTURES: Tuesdays and Thursdays 10-11am.

TUTORIALS Thursdays 11-12 starting in Week 1.

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

This course familiarises students with social theories of violence and security in various contexts. We consider state violence, hate crimes, collective violence,

torture, terrorism and interpersonal violence. We debate ethical and methodological problems of researching violence and social policies aimed at reducing violence.

LEARNING OBJECTIVES

On completion of this course students will:

1. Recognize and debate key themes in the sociology of violence.
2. Theorize violence within specific social contexts (family, community, armed conflict).
3. Debate the methodological ethics of researching different kinds of violence.
4. Debate social policy interventions which aim to reduce violence in specific social contexts.
5. Develop skills in locating and evaluating academic literature.
6. Develop skills in reporting on and synthesizing academic literature.

ASSESSMENT

100% internal assessment

Assignment 1: Research poster and tutorial on researching violence – methods and ethics. (Learning Objectives 3, 4, 5 and 6). 20%. DUE APRIL 15 2013.

Select a social science text that reports on a quantitative or qualitative empirical investigation of violence which involved questioning and or observing human respondents. Your chosen text should pay attention to the ethical dimensions of research.

Your poster should:

- Summarize the text.
- Describe the empirical methods used in the research and why those methods were chosen.
- Highlight ethical dilemmas involved in the research and comment on how the author(s) approached these dilemmas.
- Comment on the social policy implications and/ or aspirations of the research.
- Comment on how convincing you found the text.

Assignment 2: In class tests (2 X 50 minutes; Learning Objectives 1,2,3,4) 15% each APRIL 9 & MAY 14TH 2013.

Assignment 3: Presentation on a Case Study (Option 1 OR Option 2) (Learning Objectives 1, 2 and 4) 10% SIGN UP FOR A PRESENTATION DATE IN CLASS.

Option 1: A Violent Event or Situation

Select a specific case of violence that interests you and you can locate sources about. Your chosen case could be famous, for example a terrorist attack, hate crime or instance of genocidal violence. If you want to cover a major event, such as a genocide or war, it would be best to select a specific instance of violence within it rather than talk about the whole event. You may choose to focus on a personal experience of violence if you feel confident that you can maintain an academically analytical stance toward it and will not find this too distressing.

Your presentation should describe the case and suggest possible approaches to analysis of it in terms of course themes and concepts.

Option 2: Violence, Security and Social Policy

Select a social program or intervention that aims to reduce violence and/or increase security (for example, airport security rituals, restorative justice, action research methods, hate crime legislation).

Your presentation should describe the policy or program and suggest possible approaches to analysis of it in terms of course themes and concepts.

Presentation guidelines and submission

You should submit 1 or 2 PowerPoint slides to Carol and include presentation notes and a bibliography in the notes section of the slide.

If, for reasons of privacy or anxiety, you feel unable to present to the class then discuss this with Carol and alternatives can be arranged.

**Assignment 4: Essay on your Case Study (Learning Objectives 1, 2, 4, 5 and 6)
30% DUE MONDAY JUNE 17TH 2013.**

Your essay should describe the case and offer an analysis of it. Your analysis should draw on theories and concepts covered in the course. The essay should be 2000 words.

Tutorial Participation 10% (Learning objectives 1, 2, 3 and 4): Complete and hand-in five tutorial response sheets available on blackboard for at least four separate tutorials.

COURSE MATERIALS FOR SOSC/SPOL 319

There is a prepared book of Student Notes for this course (readings are also available on-line). All undergraduate textbooks and student notes will be sold from the Memorial Theatre Foyer from 11 February to 15 March 2013, while postgraduate textbooks and student notes will be available from vicbooks' new store, Ground Floor Easterfield Building, Kelburn Parade. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks, Easterfield 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.

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.

SCHEDULE OF LECTURES, TUTORIALS AND READINGS.

WEEK 1

March 5. Introduction to the Sociology of Violence and War

March 7. Researching Violence: Methods and Ethics

TUTORIAL 1

Malešević, S. (2010). The contemporary sociology of organised violence *The Sociology of War and Violence*. Cambridge University Press. Pp.1-14.

Fontes, Lisa Aronson. 2004. "Ethics in Violence Against Women Research: The Sensitive, the Dangerous, and the Overlooked." *Ethics & Behavior* 14 (2): 141–174. doi:10.1207/s15327019eb1402_4.

Recommended

Malešević, S. (2010). How Pacifist Were the Founding Fathers?: War and Violence in Classical Sociology. *European Journal of Social Theory*, 13(2), 193–212. doi:10.1177/1368431010362298

Gusterson, H. (2007). Anthropology and Militarism. *Annual Review of Anthropology*, 36(1), 155–175. doi:10.1146/annurev.anthro.36.081406.094302

Stanko, E. A. (2006). Theorizing About Violence: Observations From the Economic and Social Research Council's Violence Research Program. *Violence against Women*, 12 (6), 53–555. doi:10.1177/1077801206289137

WEEK 2

March 12. Gender and state violence

March 14. Researching Violence: Methods and Ethics

TUTORIAL 2

Tilly, C. (1985). War Making and State Making as Organized Crime. In Peter Evans, Dietrich Rueschemayer, & Theda Skocpol (Eds.), *Bringing the State Back In*. Cambridge: Cambridge University Press.

[Hume, Mo](#) (2007) (Young) Men With Big Guns: Reflexive Encounters with Violence and Youth in El Salvador. *Bulletin of Latin American Research*, 26 (4). pp. 480-496.

Recommended

Pickering, S. (2001). Undermining the Sanitized Account. Violence and Emotionality in the Field in Northern Ireland. *British Journal of Criminology*, 41(3), 485 -501.

Walby, S., & Myhill, A. (2001). New Survey Methodologies in Researching Violence Against Women. *British Journal of Criminology*, 41(3), 502 -522.

Lundy, P., & McGovern, M. (2006). The ethics of silence. *Action Research*, 4(1), 49 - 64.

Lundy, P., & McGovern, M. (2006). Participation, Truth and Partiality. *Sociology*, 40(1), 71 -88.

Winton, A. (2007), Using 'Participatory' Methods with Young People in Contexts of Violence: Reflections from Guatemala. *Bulletin of Latin American Research*, 26: 497- 515.

WEEK 3

March 19. War memorialisation, gender and nationalism.

March 21. Violence against Women and Militarism

TUTORIAL 3:

Garton, Stephen. 1998. "War and Masculinity in Twentieth Century Australia." *Journal of Australian Studies* 22 (56): 86-95. doi:10.1080/14443059809387363.

WEEK 4

March 26. Hate crimes

EASTER BREAK

WEEK 5

April 4. The Holocaust, memory, trauma

TUTORIAL 4

Bauman, Zygmunt. 2000. Introduction *Modernity and the Holocaust*. Ithaca: Cornell University Press.

WEEK 6.

April 9. Test

April 11. Torture

TUTORIAL 5

Becket, J. (1973). Chapter 1. *Amnesty International report on torture*. Duckworth.

WEEK 7. STUDENT POSTER PRESENTATIONS ON ETHICS

April 16. Anti-violence social movements and policy

April 18 Guest Lecture

TUTORIAL Research poster sharing and discussion

MID TRIMESTER BREAK 22-27 APRIL

WEEK 8

April 30. Militarism in everyday life

May 2nd. Neo-liberal militarism

TUTORIAL 6

Orr, J. (2004). The Militarization of Inner Space. *Critical Sociology*, 30(2), 451–481.

WEEK 9

May 7. Terrorism (Discourse)

May 9. New Wars Theory

TUTORIAL 7

Tilly, C. (2004). Terror, Terrorism, Terrorists. *Sociological Theory*, 22(1), 5–13. doi:10.1111/j.1467-9558.2004.00200.x

Recommended

Tilly, Charles. 2005. "Terror as Strategy and Relational Process." *International Journal of Comparative Sociology* 46 (1-2) (April 1): 11–32. doi:10.1177/0020715205054468.

Feldman, A. (2003). Political Terror and the Technologies of Memory: Excuse, Sacrifice, Commodification, and Actuarial Moralities. *Radical History Review*, 2003(85), 58–73. doi:10.1215/01636545-2003-85-58

Malešević, S. (2008). The Sociology of New Wars? Assessing the Causes and Objectives of Contemporary Violent Conflicts. *International Political Sociology*, 2(2), 97–112. doi:10.1111/j.1749-5687.2008.00038.x

Bauman, Z. (2001). Wars of the Globalization Era. *European Journal of Social Theory*, 4(1), 11–28. doi:10.1177/13684310122224966

Moran, M. H. (2010). Gender, Militarism, and Peace-Building: Projects of the Postconflict Moment. *Annual Review of Anthropology*, 39(1), 261–274. doi:10.1146/annurev-anthro-091908-164406

WEEK 10

May 14. TEST

May 16. Case study lecture

WEEK 11

May 21. Guest Lecture

May 23. Case study lecture:

TUTORIAL 8

WEEK 12. Student Presentations on a Case Study

May 28 & May 30.

WEEK 13. Student Presentations on a Case Study

June 4 & June 6.

MANDATORY COURSE REQUIREMENTS

To meet mandatory course requirements students must:

- Submit all items of internal assessment;
- Sit the 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.

Pass	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. Work well presented with logical structure and clarity of expression.
	A	80%-84%	
	A-	75%-79%	
	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%	
	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

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 need an extension ask Dr Harrington **before** the due date. 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. Extensions for the essay due during the exam period can be granted because of conflict with your exams for other courses.

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 Dr Harrington.

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>

COURSE WITHDRAWAL

Information on withdrawals and refunds may be found at

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

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. 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 (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.

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 or

www.victoria.ac.nz/st_services/tpa/index

Information for Pasifika students:

www.victoria.ac.nz/st_services/slss/infofor/pasifikastudents or

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

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: Suzanne Weaver, Alison Melling, Helen Beaglehole
MY921, Tel: 463 5317; 463 5258; 463 5677
E-m: sacs@vuw.ac.nz

Office use only

Date Received:

School of Social and Cultural Studies

Te Kura Mahinga Tangata

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: _____