

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



**VICTORIA**  
UNIVERSITY OF WELLINGTON

**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**  
**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 1, 2013

*Trimester Dates: 4 March – 3 July 2013*

*Teaching dates: 4 March – 27 March 2013,*

*4 April – 19 April, 29 April – 7 June 2013*

*Extended Easter break: 28 March – 3 April 2013*

*Mid-trimester break: 22 April – 28 April 2013*

*Study/Examination period: 10 June – 3 July 2013*

**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: MONDAYS 1 – 2 & THURSDAYS 1 – 2 : MURPHY 632**

**TUTORIALS: THURSDAYS 2 – 3 (STARTING MARCH 21) : MURPHY 632**

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**LECTURERS:**

Dr Kathy Stuart

Murphy Building, MY 1003

Tel: 463 5361

E-mail [kathy.stuart@vuw.ac.nz](mailto:kathy.stuart@vuw.ac.nz)

And

Dr Carol Harrington

Murphy Building, MY 1022

Tel: 04 463 7451

Email [carol.harrington@vuw.ac.nz](mailto:carol.harrington@vuw.ac.nz)

**OFFICE HOURS:**

By appointment

**LECTURES:**

Mondays 1 – 2 pm and Thursdays 1 – 2 pm in Murphy 632

**TUTORIALS**

Thursdays from 2 - 3 pm beginning March 21 (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 of and problems with social scientific knowledge. Students will engage with scholarly arguments about the political effects of different forms of social knowledge. We will consider arguments around the notion that the social sciences have been a tool of domination. We will also consider how political activists have used social scientific 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 the short essay assignment, the Powerpoint presentation of a self-chosen research essay topic, a peer-review of a fellow student's draft research essay, the research essay assignment, and the final in-class test).
- Demonstrate an introductory knowledge of the history of the social sciences and statistics. (Assessed through the research 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 the short essay assignment, the peer-review, the research 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 short essay, the research 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 social scientist.
- 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 course readings.

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

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](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**

Lectures will take place Mondays and Thursdays from 1 – 2 pm in Murphy 632. **Please note attendance at both lecture and tutorial times is compulsory in weeks 6 and 7 during student Powerpoint presentations.** Tutorials will be on Thursdays from 2 - 3 pm starting March 21 (week three) and are also in Murphy 632. You are expected to read the assigned material prior to tutorial and to contribute to discussion of the reading. Students **must attend at least 6 out of 8** tutorials. Please bring your copy of Student Notes to class and be prepared to take part in discussion.

**March 4 & 7**

**Dr Kathy Stuart**

**Sociology of Knowledge: An Introduction**

Readings: Peter Burke 'Sociologies and Histories of Knowledge: An Introduction' *Sociologies and Histories of Knowledge: From Gutenberg to Diderot*. Cambridge: Polity Press, 2000.

And

Egon Guba and Yvonna Lincoln 'Competing Paradigms in Qualitative Research' in *Handbook of Qualitative Research* N Denzin and Y Lincoln (eds), Thousand Oaks, Calif: Sage Publications, 1994, 105-117.

**March 11 & 14**

**Guest Lecturer: Professor Kevin Dew**

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

Reading: Michael Crotty 'Positivism: The March of Science' *The Foundations of Social Research: Meaning and Perspective in the Research Process*. Crows Nest, NSW, Australia: Allen and Unwin, 1998, 18-29.

**March 18 & 21**

**Dr Carol Harrington**

**Bureaucracy and Knowledge**

Reading: 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

**March 25**                              **Guest Lecturer: Dr Alexander Maxwell**  
**Classification and Nationalism**

**April 4**                                    **Guest Lecturer: Dr David Pearson**  
**National Movements and National Identities**

Reading: Jon E. Fox and Cynthia Miller-Idriss 'Everyday Nationhood' *Ethnicities*, 2008, vol. 8, 536-563

**April 8 & 11**                            **\*\*Compulsory Attendance: Student Powerpoint**  
**Presentations of Research Essay Topics**

Reading: See BlackBoard, Course Resources for this week's reading

**Short Essay Due April 11**

**April 15 & 18**                            **\*\*Compulsory Attendance: Student Powerpoint**  
**Presentations of Research Essay Topics**

Reading: See BlackBoard, Course Resources for this week's reading

**April 22 – 28**                            **Mid-trimester break**

**April 29**                                   **Guest Lecturer: Professor Kevin Dew**  
**Efficiency, Control and Coercion**

Reading: 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

**May 2**                                      **Dr Kathy Stuart**  
**Gender and Knowing**

Reading: Lorraine Code 'Is the Sex of the Knower Epistemologically Significant?' *What Can She Know? Feminist Theory and the Construction of Knowledge*. Ithaca; London: Cornell University Press, 1991, 1-26

**\*\*Tutorial attendance compulsory this week: Peer review exercise**

**May 6 & 9**

**Dr Kathy Stuart  
Emotion, Knowledge and the Power of Affect**

Reading: Margaret Wetherell 'Solidifying Affect: Structures of Feeling, Habitus and Emotional Capital' *Affect and Emotion: A New Social Science Understanding*. London: Sage Publications, 2012, 102-119

**Research Essay Due Friday May 10**

**May 13 & 16**

**Guest Lecturer: Josh Barton  
Critical Discourse Analysis**

Reading: T. A. van Dijk, 'Principles of Critical Discourse Analysis' in *Discourse & Society*, 1993, vol. 4(2): 249-283

**May 20 & 23**

**Dr Carol Harrington  
Subjectivity and power in the construction of knowledge**

Reading: 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

**May 27**

**Dr Carol Harrington  
Problems of Validity**

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

**May 30**

**Dr Kathy Stuart  
Review for Test**

**June 6**

**One hour in-class test**

## **COURSE ASSESSMENT REQUIREMENTS**

This course is internally assessed through one short essay, a Powerpoint presentation, an essay draft and peer review exercise, a research essay, and a one hour final in-class test.

**Assessment One: Short Essay**  
**1,000 – 1,200 words**

**Due Thursday April 11**  
**worth 20 %**

*The purpose of this assignment is to encourage you to think critically about the production of knowledge within the context of carrying out social science research.*

Drawing on the chapter in Student Notes entitled ‘Competing Paradigms in Qualitative Research’ by Guba and Lincoln (week one), identify and critically assess the ontological and epistemological position taken by Dan Woodman in the research article listed below. (A link to the article can be found on BlackBoard, under Assignments or it can be accessed through the library database.)

Woodman, D (2012) ‘Life out of synch: How new patterns of further education and the rise of precarious employment are reshaping young people’s relationships’ *Sociology*, 46 (6) 1074-1090.

**Assessment Two: Powerpoint Class Presentation Due April 8 – 18**  
**(Names will be drawn during the first tutorial March 21 for order of presentation)**  
**2-3 Powerpoint slides worth 10 %**

*The purpose of this assignment is to encourage you to commit yourself to a topic for your Research Essay and to allow you to investigate the feasibility of your research question/project in light of course themes.*



You are required to produce and present a Powerpoint presentation of 2-3 slides in which you:

- identify the general area of research your essay/question contributes to
- pose a clear and specific research question that you intend to address in the essay
- name 2-3 theorists/books/research articles you will be drawing upon
- attempt a preliminary thesis statement (based on what you *expect* to find or argue) and
- identify some secondary questions and any potential pitfalls you might encounter in undertaking the research essay – you do not have to have all of the answers yet at this stage!

A suggested format for the presentation will be found on BlackBoard.

**Presentation skills WILL NOT be assessed.** You are being assessed only on the clarity and quality of the research question and your identification of the connections your chosen topic has to course themes. The point of the exercise is to collaborate with your classmates in developing your thinking about the topic and your question. Student feedback in previous years suggests that this exercise is generally both helpful and enjoyable!

**Assessment Three: Peer Review Exercise**

**Due: Wednesday May 1**

**This exercise will be undertaken during tutorial on May 2 hence attendance at this tutorial is compulsory.**

**worth 10%**

For this assessment, you are required to provide a peer with a well-developed draft of your research essay and a constructive review of their essay. Your essay must be submitted to me the day prior. I will pair students/essays and you will be required to give your peer both written and verbal feedback on their draft during tutorial on the 2<sup>nd</sup> of May. Further detail on what is expected and the criteria for assessment of this task is available on BlackBoard under Assignments.

**Assessment Four: Research Essay**  
**2,500-3,000 words**

**Due: Thursday May 16**  
**worth 40 %**

You will research a particular topic or issue in light of what you have learned about the social construction of knowledge. I would encourage you to think of your own topic and to make it something that is of personal interest to you. It might be an issue recently or currently being debated in parliament or the media. Some general topic areas to get you started thinking include:

- ❖ Alcohol legislation; Teenage drinking; Romantic love; Youth unemployment; Domestic labour; Health and illness; National identity; Death; Funeral practices; Religion; Prostitution; Homosexuality; Breastfeeding; Asperger's Syndrome; ADHD; Depression; Marriage; Civil Union; Climate Change.

Once you decide on your general area of interest, create your specific question. It is important to narrow your interests to a question that can realistically be answered within the limitations of time and word length ascribed by the course. If you were interested in romantic love, for instance, you could 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. It is important that you give careful consideration to how you frame your question.*

Your final essay 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 Five: Final In-class Test**  
**A one hour in-class test will take place in Murphy 632.**

**Thursday June 6**  
**worth 20 %**

## **USE OF TURNITIN**

Both the short essay and the research essay must be submitted to Turnitin for checking academic integrity as well as in hard copy by their respective due dates. 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 (a link can be found on BlackBoard under Assignments). 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;
- Attend the student Powerpoint presentations and a minimum of 6 tutorials including the peer review exercise;
- 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. 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

	B-	60%-64%	well presented.
	C+	55%-59%	Work lacks originality, individual insights and not
	C	50%-54%	strong on understanding. However, material used is relevant and presentation is satisfactory.
<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 alphabetised 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>

## **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](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](http://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](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](http://www.victoria.ac.nz/st_services/slss/infofor/maoristudents) 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](http://www.victoria.ac.nz/st_services/slss/infofor/pasifikastudents) 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: Suzanne Weaver, Alison Melling, Helen Beaglehole  
MY921, Tel: 463 5317; 463 5258; 463 5677  
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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: \_\_\_\_\_