



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

**Sociology and Social Policy**

**SOSC 313/ SPOL 306**

**Social Inequality**

**20 POINTS**

**TRIMESTER 2 2013**

**Important dates**

**Trimester dates:** 15 July to 17 November 2013

**Teaching dates:** 15 July to 18 October 2013

**Mid-trimester break:** 26 August to 8 September 2013

**Last assessment item due:** 18 October 2013

**Study period:** 21–25 October 2013

**Withdrawal dates:** Refer to [www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds](http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds)

If you cannot complete an assignment or sit a test or examination (aegrotats), refer to [www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat](http://www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat)

## Class times and locations

This class will be taught through a series of lectures, tutorials, and by engaging with a number of documentary movies about social movement activism

Lectures – Tuesday 2.10-4pm and Friday 2.10-3pm MY 632

Tutorials – Tuesday 9-9.50am and 3.10-4pm; Thursday 9-.50am

## Names and contact details

The staff member with overall responsibility for this course is Dr Sandra Grey, who is available to discuss any student queries about the course and assessment.

### Course Coordinator

Sandra Grey  
Murphy Building, MY 1004  
Tel: 04 463 5371  
E-mail: Sandra.Grey@vuw.ac.nz  
Office hours: 2pm Mondays; 10am Tuesdays

If Sandra is not available and you have an urgent problem then leave a message with the School Administration on 463 5317 or 463 5258.

## Communication of additional information

Additional information related to the course will be made available on BlackBoard. You will automatically receive all Blackboard announcements as an email sent to your @myvuw.ac.nz email address. If you are not going to use this Victoria email address set up for you, we strongly encourage you to set a forward from the Victoria email system to the email address you do use

## Prescription

An introduction to theories of social inequality and their application to New Zealand.

## Course content

	TOPIC	Notebook reading
16 July 2013	Introduction	
19 July 2013	Conceptualising inequality and equality	(Payne)
23 July 2013	Inequality, equality and egalitarianism	(Turner/Fitzpatrick)
26 July 2013	The state, citizenship and inequality	(Held/Crompton)
30 July 2013	Class, hierarchy and stratification I	(Grusky)
2 August 2013	Class, hierarchy and stratification II	(Wright)
6 August 2013	Gender inequalities I	(Bottero)

9 August 2013	Gender inequalities II	(Lister)
13 August 2013	Racial and ethnic differences I	(Cornell & Hartmann)
16 August 2013	Racial and ethnic differences II	(Habibis & Walter)
20 August 2013	Re-examining multiple inequalities I	(Bottero & Irwin)
23 August 2013	Re-examining multiple inequalities II	(Acker)
<b>Mid trimester break - 2 weeks</b>		
<b>Assignment One Due Monday 9 September 2013</b>		
10 September 2013	Theorising inequality reviewed	
13 September 2013	The colonial legacy	(O'Brien & Wilkes)
17 September 2013		
20 September 2013	Welfare state and crisis	(Roper)
24 September 2013		
27 September 2013	Enter neo-liberalism	(MacGregor/Esping-Anderson)
1 October 2013		
4 October 2013	Current inequalities	(Duncan/McDonald & Muldoon)
<b>Assignment Two Due Monday 7 October 2013</b>		
8 October 2013	Current inequalities	(Bromell)
<b>Take home test handed out October 8, 2103</b>		
11 October 2013	(Wilkinson & Pickett)	
15 October 2013	Conclusions	

18 October 2013 <i>No lecture</i>
<b>Take home test Due Monday 18 October 2013</b>

## Course learning objectives (CLOs)

Students who pass this course will be able to:

1. demonstrate familiarity with theories of inequality and the problems of defining social inequality;
2. demonstrate knowledge of the conceptual issues relating to class, gender, race and ethnicity;
3. critically reflect on debates about how different facets of social inequality are or are not inter-related;
4. and, have the skills to join in debates about how class, gender and ethnic divisions relate to selected periods of New Zealand history and major shifts in state policy in past and present times.

Within the course students will:

- Develop critical analysis skills;
- Collect, collate, and analyse both primary and secondary data;
- Be encouraged to write clearly and in a sound academic style, i.e. to produce an argument and marshal evidence for it;
- And be encouraged to attend lectures and tutorials to debate key social issues facing society and appreciate different viewpoints.

## Teaching format

Lectures and tutorials.

While attendance at lectures and tutorials is not compulsory, students are expected to regularly attend them, and will be advantaged if they do so.

## Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

- a) complete two written assignments
- b) complete the take home test

## Workload

University guidelines stipulate that a 20-point course should require 13 hours per week, including class time, of student work.

## Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	Essay One (2,500 words)	30%	1, 2	<b>9 September 2013</b>
2	Essay Two (3,000 words)	40%	3, 4	<b>7 October 2013</b>
3	Take home test. (The test will be handed out during the lecture on October 8, 2103. It contains two essay type questions. Word limit 2500)	30%	1, 2, 3	<b>18 October 2013</b>

This course is 100% internally assessed and requires three pieces of work (two essays and a take home test).

### **Assignment one – ESSAY**

*Due: Monday 9 September 2013*

*Length: 2500 words*

*Weighting: 30%*

Choose ONE of the following questions, drawing on the course readings and other sources, and use particular examples of equality/inequality to illustrate your answer.

1. Social inequality is an entirely relative concept. Critically discuss.
2. Inequality requires us to explore the meaning of equality. Critically discuss.
3. Critically discuss the importance of the state in shaping social inequalities today.
4. What is social citizenship? Critically discuss its merits in explaining and reducing social inequality in the contemporary world?

Essay 1 has a maximum length of 2500 words.

The above essay questions are deliberately general. Questions 1 and 2 are designed to get you thinking about the meaning of aspects of social inequality and equality. Questions 3 and 4 look explicitly at questions bridging sociology and social policy, although all the essays can be approached in multi-disciplinary ways. Several of the course readings are designed to assist answering this assignment and you should draw from them explicitly, but please feel free to move beyond them. You can certainly remain at a general theoretical level in shaping your answer, and by all means draw on comparative material, but many students may be more comfortable choosing a particular society and drawing upon a specific area(s) of inequality/equality to illustrate and support your answer. Providing a narrower focus is a good rule to follow in all the questions to make their general scope more manageable. There will be time set aside within the tutorial programme to discuss the essay and how best to tackle it.

### **Assignment two – ESSAY**

*Due: Monday 7 October 2013*

*Length: 3000 words*

*Weighting: 40%*

Devise your own essay question drawn from ONE of the four themes relating to social inequality given below, using available secondary research resources to answer your question. NB: You do not have to restrict yourself to the examples below. In fact, I hope you will pursue your own interests, but do work within these broad topics. For example, they all have a New Zealand focus but feel free to explore comparative questions. Please check with the lecturer if you think you might be departing too far from the general themes described here.

1. Select a particular time period (or periods) and examine general patterns of social inequality within it. For example: how comparable are patterns of disadvantage in New Zealand in the 1930s, the 1980s, or now?
2. Contrast the position of particular social groups or categories affected by social disadvantage. For example: compare and explain the position of women and men, different generations or ethnic and racial minorities, in, for example, the New Zealand labour, education or property markets.
3. Examine a particular feature of social inequality within New Zealand. For example: the impact of changes in income and benefit levels, discrimination in the job/or property market, changes in citizenship and migration patterns, recognition of indigenous rights.
4. Take one of the examples from the themes above and examine the policy implications of these issues. For instance, what was the relationship between changes in social policy and levels of inequality in the periods mentioned in 1 above; what policies affect the position of women and/or ethnic minorities in the markets mentioned in 2 or 3; how did State bicultural

and/or multicultural ideologies/philosophies shape social policy change in the periods mentioned in 1; did the 'Third Way' radically depart from neo-liberal ideas about social policy; how much control do states have to make policy given current global forces?

Essay 2 has a maximum length of 3000 words.

Suggested word lengths for the Essays are intended as an approximate guide to students. You will certainly not be penalised for clear, concise and logically argued essays under the number of words suggested. However, you will be marked down for undisciplined, verbose, lengthy essays.

### **Take home test**

*Due: Friday 18 October 2013*

*Length: 2500 words maximum*

*Weighting: 30%*

The Take Home Test and will consist of two essay type questions. The paper will be in two sections. In Section A students choose one question from a selection of specific topics discussed in the course; in Section B there will be a single compulsory question relating to a key issue arising from the course as a whole.

All questions on the Test paper will be drawn solely from the lecture content and the book of Course Readings, so please ensure you have good notes and that you have read the pieces in your Course Readings.

The Test has a maximum length of 2500 words (i.e. the total combined words for both answers).

### **Planning and Assignments**

Given the constraints of time and the competing demands of assignments over a range of courses, students should start planning their assessed work as soon as possible, and should consult the lecturers at the earliest opportunity if they have any difficulties. It is strongly recommended that you choose your second essay topic no later than the mid-trimester break and, ideally, you do not leave all your revision for the Test until the last few days of the course.

Students who have problems in planning essays are strongly encouraged to discuss this with your tutor. There is no objection to discussing a draft outline of your assignment, although no indication of grade will be given at this time. If students are experiencing other problems with their assignments and can foresee difficulties in completing work by a due date they should make every effort to discuss this as soon as possible. Hurriedly asking for an extension at the beginning of the lecture period on the day when the essay/project is due is not what we have in mind!

### **Submission and return of work**

Assignments must be placed in the assignment box on level 9, Murphy Building, to the side of the lifts. The Assignment Box is cleared at 4pm on the due date, all work is date-stamped, its receipt recorded, and then handed on to the appropriate markers. Every effort will be made to return marked assignments within two-weeks of the due date. Marked assignments not collected in lectures or tutorials can be collected at the Murphy 9<sup>th</sup> floor reception desk, between **2.00 and 4.00 pm only** from Monday to Friday

### **School Assignment Cover Sheet**

Please include a School Assignment 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 Assignment 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.

Marked assignments not collected in lectures or tutorials can be collected at the Murphy 9<sup>th</sup> floor reception desk, between **2.00 and 4.00 pm only** from Monday to Friday

## **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: 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.

## **Materials and equipment and/or additional expenses**

There are no additional materials required for this course with the exception of the course readings.

## **Practicum/placement/field trip/internship arrangements**

There are no other arrangements for this course.

## **Set texts**

Each student should buy the prepared book of Student Notes from VicBooks since ready access to and familiarity with its contents will be required throughout the course. 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).

## **Class representative**

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:
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## **Student feedback**

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

## Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: [www.victoria.ac.nz/home/study/plagiarism](http://www.victoria.ac.nz/home/study/plagiarism)
- Aegrotats: [www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat](http://www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat)
- Academic Progress: [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/home/study/dates](http://www.victoria.ac.nz/home/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/home/study/exams-and-assessments/grades](http://www.victoria.ac.nz/home/study/exams-and-assessments/grades)
- Resolving academic issues: [www.victoria.ac.nz/home/about/avcacademic/publications2#grievances](http://www.victoria.ac.nz/home/about/avcacademic/publications2#grievances)
- Special passes: [www.victoria.ac.nz/home/about/avcacademic/publications2#specialpass](http://www.victoria.ac.nz/home/about/avcacademic/publications2#specialpass)
- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy)
- Student support: [www.victoria.ac.nz/home/viclife/student-service](http://www.victoria.ac.nz/home/viclife/student-service)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/home/viclife/student-charter](http://www.victoria.ac.nz/home/viclife/student-charter)
- Student Contract: [www.victoria.ac.nz/home/admisenrol/enrol/studentcontract](http://www.victoria.ac.nz/home/admisenrol/enrol/studentcontract)
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/home/about](http://www.victoria.ac.nz/home/about)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)

## School 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: La'Chelle Pretorius, MY918

Tel: 463 6546 E-m: [lachelle.pretorius@vuw.ac.nz](mailto:lachelle.pretorius@vuw.ac.nz)

School Administrators: Suzanne Weaver, Alison Melling, MY921,

Tel: 463 5317; 463 5258; 463 5677

E-m: [sacs@vuw.ac.nz](mailto:sacs@vuw.ac.nz)

School of Social and Cultural Studies: [www.victoria.ac.nz/sacs/](http://www.victoria.ac.nz/sacs/)