



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF SOCIAL AND CULTURAL STUDIES

Te Kura Mahinga Tangata

## Sociology and Social Policy

# SOSC 217

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

20 POINTS

TRIMESTER 2 2015

### Important dates

**Trimester dates:** 13 July to 15 November 2015

**Teaching dates:** 13 July to 16 October 2015

**Mid-trimester break:** 24 August to 6 September 2015

**Last assessment item due:** 27 October 2015

**Withdrawal dates:** Refer to [www.victoria.ac.nz/students/study/withdrawals-refunds](http://www.victoria.ac.nz/students/study/withdrawals-refunds). If you cannot complete an assignment or sit a test or examination, refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats).

## **Class times and locations**

Lectures: Thursday 13:10-15:00 Murphy MYLT220

Tutorials: Tutorial dates for each group are posted on Blackboard. Please sign up in MyAllocator:

<http://www.victoria.ac.nz/students/study/timetables/tutorial-sign-up>

## **Names and contact details**

Lecturer: Dr Carol Harrington  
Murphy Building, MY 1022  
Tel: 463 7451  
Email [carol.harrington@vuw.ac.nz](mailto:carol.harrington@vuw.ac.nz)

Office hours: By appointment

Tutors' names, contact details and office hours are available on Blackboard.

## **Communication of additional information**

Any additional course information will be posted 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 forward messages received from the Victoria email system to the email address you do use.

## **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.

## **Course learning objectives (CLOs)**

Students who pass this course will be able to:

1. Recognise and debate key themes in the sociology of violence.
2. Theorise 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 synthesising academic literature.

## **Teaching format**

Teaching consists of two hours of lecturing per week and nine one hour tutorials.

A list of lecture and tutorial topics and dates is available on Blackboard.

## **Mandatory course requirements**

In order to demonstrate the achievement of all the Course Learning Objectives students must achieve at least 40% on the tutorial assignments, the research poster, the statement of purpose and the final essay. Students also must achieve at least 20% on each of the in-class tests. Additionally, students must achieve an overall passing grade of at least 50%.

Any student who is concerned that they have been (or might be) unable to meet any of the MCRs because of exceptional personal circumstances, should contact the course coordinator as soon as possible.

## Workload

The expectations are that students will work 10 hours per point, therefore a 20-point course equates to 200 hours over the trimester. This includes scheduled contact time, individual or group study, and work on assessment tasks.

## Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	Assignment 1 Research poster and tutorial on researching violence	20%	3,4,5,6	Varies (week 5 tutorial)
2	In class test (50 mins)	15%	1,2,3,4	August 20
3	Assignment 2 Case Study Statement of Purpose (500 – 600 words) and bibliography	10%	1, 2, 4	October 2
4	In class test (50 mins)	15%	1,2,3,4	October 15
5	Assignment 3 Essay on your Case Study (2000 words)	30%	1, 2, 4, 5, 6	October 27
6	Tutorial assignments and participation five tutorial response sheets for five separate tutorials (300 – 400 words each)	10%	1, 2, 3, 4	Varies

**Assignment 1: Research poster**  
**A3; An example will be available on blackboard**  
**Due: Week 5 tutorial.**

**Weighting 20%.**

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:

- Summarise 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.

**In class test**  
**50 minutes**  
**Date: August 20**

**Weighting 15%**

**Assignment 2: Case Study Statement of Purpose and Bibliography**  
**Length: 500-600 words (for the case study) and a bibliography**  
**Minimum 3 items, may include primary sources, must include at least one scholarly article, chapter or book**  
**Date: October 2**

**Weighting 10%**

### 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 statement of purpose should describe the case, why it interests you 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 statement of purpose should describe the policy or program and suggest possible approaches to analysis of it in terms of course themes and concepts.

**In class test**  
**50 minutes**  
**Date: October 15**

**Weighting 15%**

**Assignment 3: Essay on your Case Study**  
**Length: 2000 words**  
**Due: October 27**

**Weighting 30%**

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

## **Tutorial assignments and participation**

**Weighting 10%**

Complete and hand-in five tutorial response sheets for five separate tutorials. You must attend the tutorial associated with your response sheets. Tutorial dates, readings and a template for your response sheets are available on blackboard. Length: approx. 300-400 words.

Additionally you must attend the tutorial on ethics where students will share and discuss their research posters and the tutorial on case studies where students will share and discuss their case study statements. If you cannot attend a required tutorial you must contact Carol and supply appropriate documentation (e.g. medical certificate or notification of specialist medical appointment etc.).

## **Submission and return of work**

All written assignments should be uploaded through Turnitin.

Additionally, a paper copy of the Case Study statement of purpose and final essay should be submitted to the Assignment Box at the SACS Administration Office, Level 9, Murphy Building (to the side of the lifts), by 4pm on the due date. Your essay **MUST NOT** be placed in individual staff pigeonholes, or under staff office doors, or handed to lecturers or tutors. The Assignment Box is cleared at 4pm every day. All work is date-stamped, recorded and then handed to the appropriate markers.

Marked assignments not collected in lectures or tutorials can be collected at the Murphy 9th floor reception desk, between **2.00 and 4.00 pm only from Monday to Friday**. When the assignments have been marked and are ready to be handed back a notice will be posted on blackboard

## **Extensions and penalties**

### **Extensions**

Assignments 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 course co-ordinator **prior** to the due date and discuss the problem. Extensions of time are not permitted except for illness or bereavements. For the case study essay extensions may be granted because of examination time table constraints.

### **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.

## Set texts

A book of Student Notes containing required readings for tutorials can be purchased from Vic Books while individual readings can be downloaded from Blackboard.

[www.vicbooks.co.nz](http://www.vicbooks.co.nz)

## Recommended reading

A list of recommended readings for each week can be found on Blackboard. Where copyright allows recommended readings can be downloaded.

## 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

This course was last evaluated in 2013. Students found the workload about right and the content relevant. They made no particular suggestions about changes.

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/students/study/exams/integrity-plagiarism](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Aegrotats: [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/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/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)
- Resolving academic issues: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Special passes: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)

- Student Contract: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- 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/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- Victoria graduate profile: [www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)

## School Contact Information

Head of School: Prof Brigitte Bönisch-Brednich, MY1019

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International Student Liaison: Dr Hal Levine MY1023

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Students with Disabilities Liaison: Dr Russil Durrant, MY1120

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School Manager: La'Chelle Pretorius, MY918

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