

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 : 18 Points : Trimester 2, 2007

COURSE COORDINATORS

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LECTURES: TUES AND FRI 2 - 3PM, HULT 323

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School Location

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

Lecture and Tutorial Times

Lectures: Tuesday and Friday 2.10pm – 3.00pm in HULT 323

Tutorials: Tutorials will begin in the third week of the first term. Times of tutorials and names of tutors will be posted on the Sociology notice board on level 9, Murphy Building

Course Co-ordinators

Dr. David Pearson

Office hours: Tues 11am-12pm & Tues 3pm-4pm

Dr. Rhonda Shaw

Office hours: Weds 9am-10am & Fri 3pm-4pm

Administration and Staff Contact

The persons listed above are responsible for the administration of SOSC 112. You should direct all queries to the co-ordinators. Any queries about tutorials should be addressed to Dr. Shaw or Dr. Pearson.

If you have an urgent problem, and neither of the co-ordinators is available, then leave a message with the school administrative assistants.

Listed below are the office location and telephone numbers of staff principally involved with SOSC 112:

Admin. Assistants	Murphy 921	463 5317
Dr. Pearson	Murphy 1020	463 6748
Dr. Shaw	Murphy 1022	463 6134

Other Contact People

Head of School:	Assoc Prof Jenny Neale, Murphy 1013
Liaison person for students with disabilities:	Dr Rhonda Shaw, Murphy 1022
Liaison person for Māori and Pacific students:	Dr David Pearson, Murphy 1017
Liaison person for international students	Dr Hal Levine, Murphy 1023

Website

Sociology and Social Policy has a website at <http://www.vuw.ac.nz/socpol/>

Material for SOSC 112 is posted on VUW Blackboard.

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.

Aims and Objectives

Sociology in Context

SOSC 112 can be seen from two perspectives, first as a supplement to other courses in the University; secondly, and from our point of view more importantly, as the introduction to further courses in sociology.

- (i) 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.
- (ii) 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

General Objectives for SOSC 112

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

1. What is a sociological perspective;
2. How New Zealand is unique, but also displays similarities with some other societies;
3. How current social patterns in New Zealand reflect a mix of recent changes and historical continuities;
4. How class, ethnicity, gender, and age operate in New Zealand society;
5. Selected aspects of major social processes, and key institutions of New Zealand society;
6. How these processes and institutions relate to social identities and inequality.

Books 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, Allanah Ryan, and Paul Spoonley (2004)
Exploring Society: Sociology for New Zealand Students (Second 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)

Illness, Absence, Withdrawal

If you cannot attend tutorials you should inform your tutor. 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 Change of Course 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).

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 12 hours.

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.

Mandatory Course Requirements

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) exam at completion of course

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at www.vuw.ac.nz.

Student and staff conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect.

The Statute on Student Conduct contains information on what conduct is prohibited and what

steps are to be taken if there is a complaint. For information about complaint procedures

under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at: www.vuw.ac.nz/policy/studentconduct

The Policy on Staff Conduct can be found on the VUW website at:

www.vuw.ac.nz/policy/staffconduct

Academic grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at:

www.vuw.ac.nz/policy/academicgrievances

Academic integrity and plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning,
- cancellation of your mark for an assessment or a fail grade for the course,
- suspension from the course or the University

Find out more about plagiarism, and how to avoid it, on the University's website:

www.vuw.ac.nz/home/studying/plagiarism.html

Students with Impairments (see Appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please

contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building: telephone: 463-6070, email: disability@vuw.ac.nz

The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contacts are **Dr Allison Kirkman, Murphy Building, room 407** and **Dr Stuart Brock, Murphy Building, room 312**. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

Manaaki Pihipihinga Programme

This programme offers:

- Academic mentoring for all Māori & Pacific students at all levels of undergraduate study for the faculties of Commerce & Administration and Humanities & Social Sciences. Contact Manaaki-Pihipihinga-Programme@vuw.ac.nz or phone 463 6015 to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses
- Postgraduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities
- Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; Pacific-Support-Coord@vuw.ac.nz or phone 463 5842.

Manaaki Pihipihinga is located at: 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring & some first year Commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Māori Studies mentoring is done at the marae.

Student Services

In addition, the Student Services Group (email: student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at: www.vuw.ac.nz/st_services/

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at education@vuwsa.org.nz) is located on the ground floor, Student Union Building.

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 Titles and Due Dates

Essay 1: This essay is compulsory

Due Date: 17th August 2007

Word Limit: 1500

20% of Final Grade

Choose one essay from the following 4 topics:

1. Are the foundations of Aotearoa/New Zealand society distinctive from a sociological perspective? Discuss, providing examples to support your argument.
2. In what ways do the social historical origins of New Zealand still influence the character of contemporary society? Discuss from a sociological perspective, drawing on selected examples to illustrate your answer.
3. James and Saville-Smith (1994) argue that New Zealand is a 'gendered culture'. Discuss this claim with reference to the ways gender divisions intersect with other social divisions such as class and ethnicity.
4. What is the relation between sport and the construction of gendered identity in New Zealand society? Draw on examples from specific sporting activities to support your argument.

Essay 2: This essay is compulsory

Due Date: 12th October 2007
Grade

Word Limit: 2000

30% of Final

Choose one essay from the following 4 topics:

1. Is New Zealand becoming more stratified? Critically discuss, supporting your argument with selected examples, and drawing on relevant sociological literature.
2. Recent changes in immigration and the strengthening of Maori influence have made New Zealand an increasingly ethnically diverse society. Discuss the social effects of either of these changes from a sociological perspective, using selected examples to support your argument.

3. Sociologists offer a variety of theoretical perspectives to explain and interpret family life. Drawing on the literature, discuss which theory best fits family life in contemporary Aotearoa/New Zealand.
4. The term *postmodern* has been used to describe new ideas and perspectives as well as new ways of social life. Is this concept useful in explaining contemporary social and cultural identities in Aotearoa/New Zealand? Critically discuss.

<u>The Final Examination: This is compulsory</u>

The final examination counts towards 50% of the final grade and is 2 hours in length. This is a Registry-conducted examination. This is a 'closed-book' examination. Information about the final examination will be handed out in tutorials.

The examination period runs from 19 October – 10 November 2007

Aegrotat Provisions

See the Examination Statute in the *Calendar* (p. 77)

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 the 9th floor, 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 p.m. the Administrative Assistants 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 Sheets

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 9th floor of Murphy. 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
	A	80% - 84%
	A-	75% - 79%
	B+	70% - 74%
	B	65% - 69%
	B-	60% - 64%
	C+	55% - 59%
C	50% - 54%	
FAILURE:	D	40% - 49%
	E	Below 40%

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	$\frac{1}{2}$
20	1
30	$1\frac{1}{2}$
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. You will be asked to select a tutorial time during the first week of the trimester. 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. Rhonda Shaw.

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 tutorials sessions. Further information on essay writing is provided in the handout on tutorial topics and essay writing.

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

Additional Readings

Readings for Lectures 2-6

Social Foundations of New Zealand Society

Ballara, A. (1998) *Iwi*. Wellington: Victoria University Press. (3 day loan)

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)

Giddens, A. (1997) *Sociology*. Cambridge: Polity Press. Chap 2.

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. (1996) *Social Identity*. London: Routledge. Chaps 1-4. (closed reserve)

Liu, J. H. *et al* (2005) *New Zealand Identities: Departures and Destinations*. Wellington: Victoria University Press.

McLennan, G. *et al* (2004) *Exploring Society: Sociology for New Zealand Students*. (2nd ed.) Auckland: Pearson Education. Chaps 1-2.

Mills, C. Wright (1959) *The Sociological Imagination*. New York: Oxford University Press.

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

Payne, G. (ed) (2000) *Social Divisions*. Basingstoke: Macmillan.

Pearson, D. (2001) *The Politics of Ethnicity in Settler Societies States of Unease*. Basingstoke: Palgrave Macmillan. Chap 1. (closed reserve)

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

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.

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

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.)

Readings for Lectures 7-12

Gender, Sexuality, and Identities

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

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)

Du Plessis & G. Fougere (eds) (1998) *Politics, policy and practice: Essays in honour of Bill Willmott*. Christchurch: University of Canterbury Press. (3 day loan)

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.

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

Habgood, R. (2001) Negotiating Housework. In *Sociology of Everyday life in New Zealand* edited by C. Bell. Palmerston North: Dunmore.

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

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

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, Race and Ethnic Social Divisions

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

Bulmer, M. & Solomos, J. (eds) (1999) *Racism*. Oxford: Oxford University Press.

Caldwell, J. and Brown, C. (2007) *8 Tribes: The Hidden Classes of New Zealand*, Auckland: Little Wicked Books, see <http://www.8tribes.co.nz/> -

Cheyne, C. et al (2004) *Social Policy in Aotearoa/New Zealand*, Melbourne: Oxford University Press.

Cornell, S. & Hartmann, D. (1998) *Ethnicity and Race Making Identities in a Changing World*. Thousand Oaks: Pine Forge Press. (3 day loan)

Crompton, R. (1993) *Class and Stratification*. Cambridge: Polity Press. (any edition) (3 day loan)

Duncan, G. (2004) *Society and Politics*. Auckland: Pearson Education. Pp. 242-255.

Fenton, S. (2003) *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)

Greif, S.W. (ed) (1995) *Immigration & National Identity in New Zealand*. Palmerston North: Dunmore Press.

Liu, J. H. et al (2005) *New Zealand Identities: Departures and Destinations*. Wellington: Victoria University Press. (3 day loan)

Macpherson, C. Spoonley, P. & Anae, M. (eds.) (2001). *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* (2000) *Exploring Society*, Auckland: Pearson Education. Chaps 8 & 11

Morris, L. (1993) *Dangerous Classes: The Underclass and Social Citizenship*. New York: Routledge.

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)

Readings for lectures 17-19 Families, Ageing, and Identities

Bird, L. & Drewery, W. (2000) *Human Development in Aotearoa: A journey through life*. Auckland: McGraw-Hill. (3 day loan)

Cameron, J. (1990) *Why have children?* Christchurch: Canterbury University Press. (3 day loan)

Cameron, J. (1997) *Without issue: New Zealanders who choose not to have children*. Christchurch: Canterbury University Press.

Daniels, K. (2004) *Building a family with the assistance of donor insemination*. Palmerston North: Dunmore Press.

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.

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)

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

Poole, M. (Ed.) (2005) *Family: Changing families, changing times*. NSW, Australia: Allen & Unwin.

Shaw, R. (2007) 'Relating: Family'. In *Being Sociological*, edited by S. Matthewman, C. L. West-Newman, & B. Curtis. United Kingdom: Palgrave Macmillan.

Toynbee, C. & Jamieson, L. (1990) 'Shifting patterns of parental control in Scotland and New Zealand, 1900-1980'. In *Politics of Everyday Life*, edited by H. Corr & L. Jamieson. London: Macmillan.

Readings for Lectures 20-23

Globalisation, 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)

Brickell, C. & B. Taylor (2004) What It Means to Be a Gay Man, pp. 145-164. In *Queer in Aotearoa New Zealand*, edited by L. Alice & L. Star. Palmerston North: Dunmore Press. (3 day loan)

Castles, S. and Miller, M.J. (2004) *The Age of Migration*. Basingstoke: Palgrave Macmillan. (3 day loan)

Cohen, R. & Kennedy, P. (2000) *Global Sociology*. Basingstoke: Macmillan. (3 day loan)

Cohen, S. (2002) *Folk Devils and Moral Panics*. 3rd Ed. London: Routledge.

Connell, R. W. (2000) *The Men and the Boys*. Berkeley: University of California. (3 day loan)

Eriksen, T. H. (2002) *Ethnicity and Nationalism*. London: Pluto Press.

Fleras, A. & Spoonley, P. (2000) *Recalling Aotearoa: Indigenous Politics and Ethnic Relations in New Zealand*. Auckland: Oxford University Press.

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.

Held, D. & McGrew, A. (eds.) (2003) *The Global Transformations Reader*. Cambridge: Polity Press. (3 day loan)

Jagose, A. (1996) *Queer Theory*. Dunedin: University of Otago Press. (3 day loan)

Kelsey, J. (1999) *New Zealand and the Global Economy*, and *At The Crossroads* (2000). Wellington: Bridget Williams Books.

McRobbie, A. (2000) *Feminism and Youth Culture*. United Kingdom: McMillan. (3 day loan)

McLennan, G. et al (2004). *Exploring Society: Sociology for New Zealand Students*. (2nd ed.) Auckland: Pearson Education. Chaps 9, 11 & 14.

Patman, R. & Rudd, C. (eds) (2005) *Sovereignty Under Siege?: Globalisation and New Zealand*, Aldershot: Ashgate. (3 day)

Pearson, D. (2003) Am I a New Zealander? In Hird, M. & Pavlich, G. (2003) *Sociology For The Asking*. Auckland: Oxford University Press.

Smith, A. (1995) *Nations and Nationalism in a Global Era*. Cambridge: Polity Press with Blackwell.

Yska, R. (1993) *All shook up: the flash bodgie and the rise of the New Zealand teenager in the Fifties*. Auckland: Penguin. (3 day loan)

Zemke-White, K. (2004) Keeping it Real (Indigenous): Hip Hop in Aotearoa as Community, Culture, and Consciousness, pp. 205-228. In C. Bell & S. Matthewman (eds) *Cultural Studies In Aotearoa New Zealand: Identity, Space and Place*. South Melbourne, Victoria: Oxford University Press.

SOSC 112 – Lecture Outline – 2007

10 Jul	(1) Introduction to SOSC 112 (DP and RS)
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Social foundations of New Zealand society

13 Jul	(2) What is a sociological perspective? (DP)
17 Jul	(3) Exploring New Zealand society (DP)
20 Jul	(4) Aotearoa / New Zealand as a settler society (DP)
24 Jul	(5) Social divisions and rankings (DP)
27 Jul	(6) Egalitarianism and inequalities (DP)

Gender, sexuality, and identities

31 Jul	(7) Identities and diversity (RS)
3 Aug	(8) Becoming masculine and feminine in Aotearoa / New Zealand (RS)
7 Aug	(9) Sociological perspectives on sexuality (RS)
10 Aug	(10) Men, women, and the labour market (RS)
14 Aug	(11) Sport, gender, and leisure (RS)
17 Aug	(12) Violence, social differences and divisions (RS)

20 August – 31 August	Mid trimester break
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Class, Race and Ethnic Divisions

4 Sept	(13) Class, status and stratification (DP)
7 Sept	(14) Racial and ethnic differences (DP)
11 Sept	(15) The formation of racial and ethnic minorities (DP)
14 Sept	(16) Ethnicity, class and identity (DP)

Families, ageing, and identities

18 Sept	(17) Families and identity (RS)
21 Sept	(18) Families and diversity (RS)
25 Sept	(19) Implications of ageing (Allison Kirkman)

Globalization, identities, and diversity

28 Sept	(20) Postmodern identities (RS)
2 Oct	(21) Contemporary youth culture (RS)
5 Oct	(22) What is globalization? (DP)
9 Oct	(23) Globalization and national identity (DP)
12 Oct	(24) Conclusion (DP and RS)

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School of Social and Cultural Studies

Te Kura Mahinga Tangata

ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

SOCIAL SCIENCE RESEARCH

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: _____