

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 and Social Policy

SOSC 305

Social Organisation

Course Outline

CRN 1641 : 24 POINTS : TRIMESTER 2, 2007

COURSE COORDINATOR: DR MIKE LLOYD

Room 1015, Murphy Building

Tel: (04) 463 5678

Email: mike.lloyd@vuw.ac.nz

LECTURES : TUES 1 – 3PM & FRI 1 – 2PM : MYLT220

COURSE COORDINATOR

Mike Lloyd
Murphy building, MY 1015
Tel: 04 463 5678
E-mail: mike.lloyd@vuw.ac.nz

OFFICE HOURS

Friday 11am -1pm

LECTURES

Tuesday 1-3pm, MYLY220
Friday, 1-2pm, MYLY220

COURSE CONTENT AND OBJECTIVES

Any group of persons – prisoners, primitives, pilots, or patients – develop a life of their own that becomes meaningful, reasonable and normal once you get close to it.

Erving Goffman, *Asylums* (1962)

Basically what I have to sell is the sorts of work I can do. I don't have to sell its theoretical underpinnings, its hopes for the future, its methodological elegance, its theoretical scope, or anything else. I have to sell what I can do, and the interestingness of my findings.

Harvey Sacks, in Lerner (2004).

This course presents sociology as a grounded inquiry. That is, following Goffman and Sacks, can we do sociology in such a way that it is close to the social worlds we are surrounded by, and hence more sensible to the members of society? Can we make sociology less obscure, more understandable, but at the same time rigorously analytical?

One way that we can do this is by using the term 'social organisation' as a motif for what sociology is about. The word 'social' refers to joint activity; the word 'organisation' refers to anything that has a systematic structure, whether inherent to it, or imposed upon it. Thus, this course is about people doing things together in an organised fashion.

This is not as simple as it seems. Is the social organisation that sociologists write about directly discernable within the 'real world', and perhaps known by participants to socially organised activities? Or, does organisation have a life of its own, hence the ability to impose itself upon individuals. Consequently, the course mixes discussion of theory and research. The key aim in this discussion is to ground sociological inquiry in pragmatic questions. That is, to understand 'social organisation' we can ask Who, What, Where, When and How questions. So called

'Micro' social theories are the best current candidates to inform this kind of sociology. Hence, alongside lectures, the tutorials will involve reading and discussing Brian Roberts' textbook *Micro Social Theory* which provides a good introduction to the variety of ways our world is socially organised.

The course aims to:

- Introduce 'social organisation' as a framing question for sociological inquiry
- Provide the theoretical grounds for this move
- Indicate the manner in which social organisation can be investigated
- Encourage students to think critically about sociological arguments

LECTURE PROGRAMME

Part I: Framing Considerations

July 10	Introduction to the course
July 13	Sociology: Indignation and critique?
July 17	Popular psychology
July 20	The social construction of ...
July 24	Social organisation: what you already know
July 27	Keywords
July 31	Tutorial 1
Aug 3	Doing things with things
Aug 7	Tutorial 2
Aug 10	Rules and tricks of the trade
Aug 14	Tutorial 3
Aug 17	<i>In Class Test</i>

AUG 20 – SEP 2 MID TRIMESTER BREAK

Part II: Organising

Sep 4	Organising humour/tutorial 4
Sep 7	Organising love: Altruism and eros as cases. Rhonda Shaw
Sep 11	Organising bullshit/tutorial 5
Sep 14	Organising tba
Sep 18	Organising tba/tutorial 6
Sep 19	Assignment one due

Sep 21	Organising philanthropy. Trish Nickel
Sep 25	Organising tba/Tutorial 7
Sep 28	Organising tba
Oct 2	Planning session for student seminars
Oct 5	Student seminars
Oct 9	Student seminars
Oct 12	Course conclusion
Oct 16	Assignment two due

TUTORIAL PROGRAMME

There are seven tutorials for this course. They revolve around a systematic reading of the course textbook, *Micro Social Theory* (Brian Roberts, 2006, available from the university bookshop for \$71.95). One copy of the textbook has been placed on closed reserve. The tutorials require students to prepare by reading the appropriate chapters of the textbook as follows:

July 31	chapter 1 & 2
Aug 7	chapter 3 & 4
Aug 14	chapter 5 & 6
Sep 4	guidance on assignment 1
Sep 11	chapter 7
Sep 18	chapter 8
Sep 25	chapter 9 & 10

Tutorials are not compulsory. There is little point in turning up to the tutorials unless you have read and thought about the required reading.

WORKLOAD AND MANDATORY COURSE REQUIREMENTS

Mandatory course requirement is completion of the test and two assignments. While attendance at lectures is not compulsory, students are expected to regularly attend lectures, and will be advantaged if they do so. University guidelines stipulate that a half year stage three course should require between 16 to 18 hours per week of student work (this includes class time).

ASSESSMENT

Assessment is internal and involves three pieces of work. The first is a test, the second is an essay based on the course textbook, and for the third students can choose between a written essay or a seminar presentation

In Class Test

Friday Aug 17

Weighting: 30%

The test is based on the material covered in the first 11 class sessions, ie. both lectures and chapters from the course textbook discussed in tutorials one to three. A guidance statement on the test will be handed out at least two weeks before the date of the test.

Essay

Critical discussion piece

Weighting: 35%

Due: 4pm, Wednesday Sep 19

Choose an article from a recent sociology journal (ie. from 2000 onwards). The article should be a report on research, ie. avoid purely theoretical discussions. Using your understanding of 'social organisation', read the article in detail and then work up a critical discussion.

Tutorial 4 will be used to clarify ways of approaching this assignment.

Essay or Seminar Presentation

Weighting: 35%

Essay Due: 4pm, Tuesday October 16

Either a 2500 word essay **or** a seminar presentation on a topic of your own choice.

Points to note:

- you may pursue any relevant topic that interests you, but you should check with the course coordinator before proceeding beyond the initial stages; early notification of intention to take the seminar option would be appreciated.
- a good way to work up a topic is to make use of material in the course textbook, including your reading covered in the test, or to extend your work from assignment 1.
- There is a planning session on Oct 2 for those taking the seminar option. This will provide fuller details on how to present a seminar. The basic framework is 20 minutes for speaking and 5 to 10 minutes for discussion. All that needs to be handed in are the notes used for the presentation.

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

Dr Rhonda Shaw is the School of Social and Cultural Studies' Disability Liaison Person.

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.

OTHER CONTACT INFORMATION

Head of School:	Assoc. Professor Jenny Neale, MY1013 Tel: 463 5827 E-m: Jenny.Neale@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 David Pearson, MY1020 Tel: 463 6748 E-m: David.Pearson@vuw.ac.nz
Students with Disabilities Liaison:	Dr Rhonda Shaw, MY1022 Tel: 463 6134 E-m: Rhonda.Shaw@vuw.ac.nz
School Manager:	Carol Hogan, MY918 Tel: 463 6546 E-m: Carol.Hogan@vuw.ac.nz
School Administrators:	Monica Lichti, Adam Meers , Amy Stratton 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

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: _____