

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 : TRIM 1, 2009
(2 March – 1 July)

COURSE COORDINATORS

DR DAVID PEARSON
Room 1020, Murphy Building
Tel: (04) 463 6748
Email: david.pearson@vuw.ac.nz

DR RHONDA SHAW
Room 1022, Murphy Building
Tel: (04) 463 6134
Email: rhonda.shaw@vuw.ac.nz

LECTURES: TUES AND FRI 12.00 – 12.50PM, EALT006

Contents	Page
Programme and Staff.....	2
Lecture, Tutorial Times, Examination Period	2
Course Co-ordinators	2
Website	2
Accommodation for Students with Disabilities	3
Aims and Learning Objectives.....	3
Books for SOSC 112.....	4
Illness, Absence, Withdrawals	4
Workload	4
General University Policies and Statutes	4
Extensions on Due Dates	4
Course Delivery and Mandatory Course Requirements	5
Academic Integrity and Plagiarism.....	5
Assessment.....	5
Essay Titles and Due Dates	6
Final Examination.....	7
Handing in Essays or Other Assignments.....	7
Grades	7
Late Penalties	8
Tutorials	8
Additional Readings	9
SOSC 112 – Course Delivery	15
Assignment Cover Sheet	17

School Location

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

2009 Lecture times, Tutorial Times, and Examination Period

Lectures: Tuesday and Friday 12.00pm – 1.00pm in Easterfield LT006.
Lectures begin on Tuesday 3 March and finish on Friday 5 June 2009.

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

Examination period: Friday 12 June to Wednesday 1 July 2009

Course Co-ordinators

Dr. David Pearson and Dr. Rhonda Shaw

Administration and Staff Contact

The persons listed below 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 administrators.

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

Administration	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, MY 1013
Liaison person for students with disabilities:	Dr Russil Durrant, MY 1120
Liaison person for Māori and Pacific students:	Dr David Pearson, MY 1020
Liaison person for international students	Dr Hal Levine, MY 1023

Website

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

Additional Information 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 Learning 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

Learning 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 Scott, John and 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.

General University Statutes and Policies

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* or go to the Academic Policy and Student Policy sections on: <http://www.victoria.ac.nz/home/about/policy>

This website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates.

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.

Course Delivery and Mandatory Course Requirements

In Sosc 112 students are required to attend lectures, tutorials, submit two essays, and sit an examination at the end of the Trimester. 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) attend the 2 hour exam at the end of the course

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.aspx>

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: Thursday, 9th April 2009 **Word Limit: 1500** **20% of Final Grade**

Choose *one* essay from the following 4 topics:

1. Sociology has been described as a discipline that enables us ‘to think ourselves away from familiar routines of our daily lives in order to look at them anew’ (Tony Giddens). Discuss, using relevant sociological concepts and examples of local social life to illustrate your answer.
2. Critically discuss whether Aotearoa/New Zealand is best described as a modern society, drawing on sociological perspectives to support your argument.
3. Many sociologists have argued that gendered identities are a product of socialisation processes. Drawing on local examples to illustrate your points, discuss the limitations of this view.
4. Critically discuss the relationship between patterns of gender socialization and men and women’s positioning in the labour market.

Essay 2: This essay is compulsory

Due Date: Friday, 5th June 2009 **Word Limit: 2000** **30% of Final Grade**

Choose *one* essay from the following 4 topics:

1. Discuss what you see as the most important factors explaining the persistence of racial and ethnic divisions in New Zealand today.
2. Is globalisation a recent phenomenon or something that has always affected Aotearoa/New Zealand? Discuss, drawing on relevant examples to support your argument.
3. Diana Gittins maintains that ‘a very wide gap exists between ideals and ideologies about families, and how individuals actually live out their lives together.’ Discuss this statement, drawing on relevant examples to illustrate your answer.
4. Discuss the impact of globalisation processes on one aspect of youth culture in Aotearoa/New Zealand.

Final Examination: This is compulsory

The final examination counts towards 50% of the final grade and is 2 hours in length
This is a 'closed-book' examination and will be held during the examination period from 12 June – 3 July. Information about the final examination will be handed out in tutorials and discussed in the lectures.

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 level 9, 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 pm. administrators 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	FAILURE: D	40% - 49%
	A	80% - 84%	E	Below 40%
	A-	75% - 79%		
	B+	70% - 74%		
	B	65% - 69%		

B-	60% - 64%
C+	55% - 59%
C	50% - 54%

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 informed about the system for nominating a tutorial time during the first lecture period. 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 5 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)

Carter, I. (2007) Modernizing, in S. Matthewman *et al* (eds) *Being Sociological*. Basingstoke: Palgrave. (closed reserve)

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)

Hall, S. *et al* (eds) (1992) *Modernity And Its Futures*. Cambridge: Polity. (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) (2006) *Social Divisions*. Basingstoke: Palgrave.

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

Pearson, D. (2005) 'Reconnecting the Antipodes: a reflective note', *Thesis Eleven*, 87 :88-96.

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. (3 day loan)

Readings for Lectures 7-11

Gender, sexuality, and identities

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

Brickell, C. (2008) *Mates & Lovers: A History of Gay New Zealand*. Auckland: Random House.

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)

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.

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

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

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 12-15

Class, Racial and Ethnic Social Divisions

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

Bromell, D. (2008) *Ethnicity, Identity and Public Policy*. Wellington: VUW Institute of Policy Studies.

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)

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

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

Olssen, E. & Hickey, M. (2005) *Class and Occupation : The New Zealand reality*. Dunedin: Otago University Press.

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

Rattansi, A. (2007) *Racism : a very short introduction*. Oxford: Oxford University Press.

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)

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.) (3 day loan)

Readings for lectures 16-18

Families, identities, and diversity

Baker, M. (2007) *Choices and Constraints in Family Life*. Toronto: Oxford University Press.

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.

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)

Forbes, Katherine (2008) 'More Options, Less Choice? Assessing the Desirability of a National Antenatal Down Syndrome Screening Programme in New Zealand', *New Zealand Sociology*, Vol. 23 (1): 77-92.

Glover, M. & Rousseau, B. (2007) "'Your Child Is Your Whakapapa": Maori Considerations of Assisted Human Reproduction and Relatedness', *Sites: A Journal of Social Anthropology & Cultural Studies*, Vol. 4 (2): 117: 136.

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

Shaw, R. (2008) 'Rethinking reproductive gifts as body projects', *Sociology*, Vol. 42 (1): 11-28.

Readings for Lectures 19-22

Globalization, 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)
- Castles, S. and Miller, M.J. (2004) *The Age of Migration*. Basingstoke: Palgrave Macmillan. (3 day loan)
- Collins, C. and S. Jackson (eds) (2007) *Sport in Aotearoa/New Zealand Society*. (Second edition). Melbourne: Thomson Press.
- Cohen, R. & Kennedy, P. (2000) *Global Sociology*. Basingstoke: Macmillan. (3 day loan)
- Fleras, A. & Spoonley, P. (2000) *Recalling Aotearoa: Indigenous Politics and Ethnic Relations in New Zealand*. Auckland: Oxford University Press.
- 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.
- 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)
- Hopper, P. (2007) *Understanding Cultural Globalization*. Cambridge: Polity Press.
- 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.
- Pearson, D. (2003) Am I a New Zealander? In Hird, M. & Pavlich, G. (2003) *Sociology For The Asking*. Auckland: Oxford University Press.
- Phillips, J. (1996) 'The Hard Man: Rugby and the Formation of Male Identity in New Zealand'

In Nauright, J. and T. Chandler (eds), *Making Men: Rugby and Masculine Identity*. London: Frank Cass, pp. 70-90.

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 – Course Delivery – 2009

3 Mar (1) Introduction to SOSC 112 (DP and RS)

Social foundations of New Zealand society

6 Mar	(2) What is sociology? (DP)
10 Mar	(3) Origins of sociology and European modernity (DP)
13 Mar	(4) Placing Aotearoa/New Zealand in the world (DP)
17 Mar	(5) Exploring New Zealand society (DP)
20 Mar	(6) Social divisions, inequalities and diversity (DP)

Gender, sexuality, and identities

24 Mar	(7) Identities and diversity (RS)
27 Mar	(8) Becoming masculine and feminine (RS)
31 Mar	(9) Is gender done to us? (RS)
3 Apr	(10) Sociological perspectives on sexuality (RS)
7 Apr	(11) Men, women and the labour market (RS)

10 April – 26 April (Easter & Mid-trimester break)

Class, racial, and ethnic divisions

28 Apr	(12) Class, status and stratification (DP)
1 May	(13) Racial and ethnic differences (DP)
5 May	(14) Majorities and minorities (DP)
8 May	(15) Ethnicity, class and inequality (DP)

Families and identities

12 May	(16) Families and identity (RS)
15 May	(17) Families and diversity (RS)
19 May	(18) New family formations (RS)

Globalization, identities, and diversity

22 May	(19) Sport, gender, and globalization (RS)
26 May	(20) Contemporary youth culture (RS)
29 May	(21) What is Globalization? (DP)
2 Jun	(22) Globalization and national identity (DP)
5 Jun	(23) Conclusion (DP and RS)

School of Social and Cultural Studies

Te Kura Mahinga Tangata

CULTURAL 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's name: _____

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: _____