



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF SOCIAL AND CULTURAL STUDIES

Te Kura Mahinga Tangata

Sociology and Social Policy

SOSC 305

Social Organisation

20 POINTS

TRIMESTER 2 2014

Important dates

Trimester dates: 14 July to 16 November 2014

Teaching dates: 14 July to 17 October 2014

Mid-trimester break: 25 August to 7 September 2014

Last assessment item due: 17 October 2014

Withdrawal dates: Refer to 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.

Class times and locations

Lectures: Monday 13:10 - 15:00 Murphy MYLT102
Tuesday 13:10 - 14:00 Murphy MYLT102

Names and contact details

Course Coordinator

Mike Lloyd
Murphy building, MY 1015
Tel: 04 463 5678
Email: mike.lloyd@vuw.ac.nz
by appointment

Office Hours

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

The term social organisation is one way to summarise what Sociology is about: people doing things together in an organised fashion. This course examines theories of social organisation, contrasting them with the theoretical movement known as social constructionism. The course also considers empirical research, topics covered including discourse and communication; space and materiality; embodiment; emotions and other social forces; and new forms of social movement.

Course content

Details of the lecture programme will be provided in the first lecture, and thereafter posted on the course Blackboard resource.

Course learning objectives (CLOs)

Students who pass this course should be able to:

1. Understand 'social organisation' as a term that indicates sociology's subject matter (all assignment work)
2. Understand the manner in which social organisation can be investigated (all assignment work, analytical sessions)
3. Think critically about sociological arguments (all assignment work)

Teaching format

The course is taught by lectures and workshops. The workshops are run in various class sessions and are the equivalent to tutorials. These workshops will be oriented around discussing work for assignments and readings relevant to lecture material. The work required for preparation will be announced on blackboard some time before each workshop. Workshops are not compulsory. After the midterm break the 'analytical sessions' will approximate a tutorial session geared towards discussing empirical data. We will be looking at some data, and engaging in discussion about how best to develop sociological analysis of such material.

Mandatory course requirements

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

- Either, submit 3 assignments
- Or, submit 2 assignments and present a seminar.

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.

Reading for and writing assignments should take approximately 6* hours/week

*These are approximations only, and will shift based on the specific tasks each week.

Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	Assignment 1. Exercise using Sage Research Methods resource 2000 words	30%	1,2,3	Aug 12
2	Assignment 2. Essay on 'changes in sociology' 2500 words	35%	1,2,3	Sept 16
3	Assignment 3. Essay or Seminar Presentation 2500 words	35%	1,2,3	Oct 17

Assessment is internal and involves three pieces of work. The first is an exercise in reflection on the variety of research methods in contemporary sociology, the second is an essay focused on a selected resource base, and for the third students can choose between a written essay or a seminar presentation.

Assignment 1. Exercise using Sage Research Methods resource

Weighting: 30%

Suggested length: 2000 words

Due: 4pm, Tuesday August 12

This exercise is dependent upon library access to the Sage Research Methods resource. This is being established, hence the details of the assignment will be provided at the beginning of the course. Class time in Workshop 1 will be used to discuss this exercise.

Assignment 2. Essay on 'changes in sociology'

Weighting: 35%

Suggested length: 2500 words

Due: 4pm, Tuesday September 16

Choose between options 1 or 2:

1. The Sociological Imagination 40 years on.

30 years ago students were often taught the basics of sociology using C Wright Mills' book *The Sociological Imagination* (1959). According to him a key aspect of the sociological imagination is the capacity to shift between perspectives, to range '... from the most impersonal and remote transformation to the most intimate features of the human self – and to see the relations between the two ... The sociological imagination enables us to grasp history and biography and the relations between the two within society. That is its task and its promise'.

Over 40 years later, the *British Journal of Sociology* invited 9 sociologists to give their views on 'Sociology facing the Millennium' and published these in the first journal issue of 2000 along with an editorial introduction (see the list below).

Instructions: Read chapter 1 of Mills' *The Sociological Imagination*, then using **at least 1** of the articles in the *BJS* collection discuss whether C Wright Mills' specification of the sociological imagination is still useful. Has the task of sociology significantly changed in the 21st century? (NB: there will be a background lecture on this assignment well before the assignment due date)

British Journal of Sociology, 2000, vol 51, no. 1

John Urry, 'Editor's introduction: Sociology facing the Millennium'

Manuel Castells, 'Materials for an explanatory theory of the network society'

Immanuel Wallerstein, 'From sociology to historical social science: prospects and obstacles'

Goran Therborn, 'At the birth of the second century sociology: times of reflexivity, spaces of identity, and nodes of knowledge'

Gosta Esping-Anderson, 'Two societies, one sociology, and no theory'

Ulrich Beck, 'The cosmopolitan perspective: sociology of the second age of modernity'

Bruno Latour, 'When things strike back: a possible contribution of 'science studies' to the social sciences'

Barbara Adam, 'The temporal gaze: the challenge for social theory in the context of GM food'

Saskia Sassen, 'New frontiers facing urban sociology at the Millennium'

Mike Featherstone, 'Archiving cultures'

2. Reflection on the 'Coming crisis of Empirical Sociology'

This essay calls for you to respond to a collection of articles set off by Savage and Burrows' 2007 and 2009 articles on 'The Coming crisis of Empirical Sociology'. The source material includes some debate on these 2 articles and the full set will be posted on the course blackboard site.

Savage, M. & Burrows, R. (2007) 'The coming crisis of empirical sociology', *Sociology*, 41(5): 885-899.

Savage, M. & Burrows, R. (2009) 'Some further reflections on the coming crisis of empirical sociology', *Sociology*, 43(4): 762-772.

Assignment 3. Essay or Seminar Presentation

Weighting: 35%

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

Seminar due: during class time, date TBC

Essay due: 4pm, Friday October 17

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 book of readings, or to extend your work from the previous assignments.
- There will be a planning session 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.

Marking Template

Description & Coverage of Essay Topic	Excellent (Range: A+ to A; 85-100): Concise and thorough description of key themes; synthesizes across readings where appropriate.	Very Good (Range: A- to B; 70-84): Concise and thorough description of key themes; occasional synthesis across readings.	Satisfactory (Range: B- to C-; 50-69): Adequate description of key themes; misses opportunities for synthesis across readings.	Unsatisfactory (Range: D to E; 0-49): Insufficient description of key themes; not an appropriate topic for the assigned essay; no synthesis across readings.
Organisation	Excellent (Range: A+ to A; 85-100): Clear outline of essay including a thesis statement and organisational sentences; follows organisational plan through to the end of the essay.	Very Good (Range: A- to B; 70-84): Clear outline of essay including a thesis statement and organisational sentence; carries the majority of the organisation through to the end of the essay.	Satisfactory (Range: B- to C-; 50-69): An outline of the essay including a thesis statement and organisational sentences are present, but demonstrates difficulty pulling the organisation through to the end of the essay.	Unsatisfactory (Range: D to E; 0-49): Inadequate organization of ideas and arguments.
Expression & Argumentation	Excellent (Range: A+ to A; 85-100): Makes an argument clearly supported by appropriate evidence.	Very Good (Range: A- to B; 70-84): Makes an argument and attempts to support with evidence.	Satisfactory (Range: B- to C-; 50-69): The argument is not clear OR the argument is not supported adequately with evidence.	Unsatisfactory (Range: D to E; 0-49): No argument made AND where assertions made are not supported with evidence.
Insight & Interpretation	Excellent (Range: A+ to A; 85-100): Logical interpretation or application of themes in context of real world examples or theoretical frameworks/course concepts and readings.	Very Good (Range: A- to B; 70-84): Logical interpretation or application of themes, but not adequately discussed in context of real world examples or theoretical frameworks/course concepts and readings.	Satisfactory (Range: B- to C-; 50-69): Logical interpretation or application of themes, but not discussed in context of real world examples or theoretical frameworks/course concepts and readings.	Unsatisfactory (Range: D to E; 0-49): Insufficient interpretation or application of themes; AND fails to set the essay in context of examples or theoretical frameworks/ concepts and readings.
Style	Excellent (Range: A+ to A; 85-100): Clear and accurate writing; error free.	Very Good (Range: A- to B; 70-84): Minor writing problems that do not interfere with comprehension of the essay; minor typographical, spelling, and punctuation errors.	Satisfactory (Range: B- to C-; 50-69): Writing problems that distract from comprehension of the essay; minor typographical, spelling, and punctuation errors.	Unsatisfactory (Range: D to E; 0-49): Writing problems inhibit comprehension of the essay; significant typographical, spelling, and punctuation errors.
Bibliography & Referencing	Excellent (Range: A+ to A; 85-100): Contains proper and consistent citation and a complete bibliography.	Very Good (Range: A- to B; 70-84): Contains proper citation and a complete bibliography; some consistency errors.	Satisfactory (Range: B- to C-; 50-69): Contains references to authors, but not proper citations. Complete bibliography; some errors in consistency and format.	Unsatisfactory (Range: D to E; 0-49): No references are used and no bibliography is included.

Based on rubric by Angela M. Eikenberry, 2006; Modified by Patricia Nickel and Sandra Grey, 2008

Appendix B from Assessment Handbook: Course grades and overall qualification results

1. Course grade ranges and indicative characterisations

Pass/fail Grade Normal range Midpoint Indicative characterisation

Pass A+ 90%–100% 95 Outstanding performance

A 85%–89% 87 Excellent performance

A- 80%–84% 82 Excellent performance in most respects

B+ 75%–79% 77 Very good performance

B 70%–74% 72 Good performance

B- 65%–69% 67 Good performance overall, but some weaknesses

C+ 60%–64% 62 Satisfactory to good performance

C 55%–59% 57 Satisfactory performance

C- 50%–54% 52 Adequate evidence of learning

Fail D 40%–49% 45 Poor performance overall, some evidence of learning

E 0–39% 20 Well below the standard required

K Fail due to not satisfying mandatory course requirements, even though the student's numerical course mark reached the level specified for a pass, usually 50%.

Submission and return of work

Submit a paper copy 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**.

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 coordinator **prior** to the due date and discuss the problem. Extensions of time are not permitted except for illness, or bereavements.

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 and recommended reading

There is no set text for this course. Links to relevant reading material will be provided on the course Blackboard resource.

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:

Student feedback

Enhancements made to this course, based on the feedback of previous students, will be covered during the course.

Student feedback on University courses may be found at 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
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: 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
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria [graduate profile](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile): www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz

School Contact Information

Head of School:	Dr Allison Kirkman, MY1013 Phone: 463 5676, Email: allison.kirkman@vuw.ac.nz
International Student Liaison:	Dr Hal Levine, MY1023 Phone: 463 6132, Email: hal.levine@vuw.ac.nz
Māori and Pacific Student Liaison:	Dr Trevor Bradley, MY1101 Phone: 463 5432, Email: trevor.bradley@vuw.ac.nz
Students with Disabilities Liaison:	Dr Russil Durrant, MY1120 Phone: 463 9980, Email: russil.durrant@vuw.ac.nz
School Manager:	La'Chelle Pretorius, MY918 Phone: 463 6546, Email: lachelle.pretorius@vuw.ac.nz
School Administrators:	Suzanne Weaver, Heather Day, Alison Melling, MY921, Phone: 463 5317; 463 5258; 463 5677 Email: sacs@vuw.ac.nz
School of Social and Cultural Studies:	www.victoria.ac.nz/sacs