



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF SOCIAL AND CULTURAL STUDIES
Te Kura Mahinga Tangata

Sociology and Social Policy

SOSC/SPOL 318

Social Movements and the State

20 POINTS

TRIMESTER 1 2014

Important dates

Trimester dates: 3 March to 2 July 2014

Teaching dates: 3 March to 6 June 2014

Easter/Mid-trimester break: 18 April to 4 May 2014

Last assessment item due: 16 June 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:

Tuesday 13:10 – 14:00, MY 632
Thursday 13:10 – 15:00, MY 632

Tutorials:

Tuesday 16:10 – 17:00, KK202
Wednesday 16:10 – 17:00, KK202

Names and contact details

The staff member with overall responsibility for this course is Dr Sandra Grey, who is available to discuss any student queries about the course and assessment.

Course Coordinator: Dr Sandra Grey

Murphy Building, MY 1004

Tel: 04 463 5371

E-mail: Sandra.Grey@vuw.ac.nz

Office hours: 9am Tuesday; 1pm Wednesday

If Sandra is not available and you have an urgent problem then leave a message with the School Administration on 463 5317 or 463 5258.

Communication of additional information

Additional information related to the course will be made available 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 set a forward from the Victoria email system to the email address you do use

Prescription

Social movements and collective actions are key catalysts in social and political change, and in the reduction of inequalities in society. This course will use both empirical studies of social movements and theoretical treatments of key issues to examine the social and political context of protest. The focus will be on key questions such as: Under what circumstances do social movements emerge? How do activists choose political tactics and strategies?; And, how do movements affect social and political change?

Course content

| Date | Topic | Readings | Movie Guest lecturer |
|--------|--|---|-------------------------------------|
| 4-Mar | Citizen activism and popular sovereignty | Brancati | |
| 6-Mar | | <i>BB readings - Rubreck (new); Heywood (new); Mulgan (new)</i> | Film - A force more powerful |
| 11-Mar | Researching social movements | Touraine; Tilly and Tarrow; Tilly; Tenbense | |
| 13-Mar | | Norris; Buechler; Staggenborg | |

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|---------------------------------------|------------------------------------|---|--------------------------------|
| 13-Mar | Theorising emergence | | Guest lecturer - TBC |
| 18-Mar | Identity formation | | |
| 20-Mar | Resource mobilisation | | |
| 20-Mar | Political opportunities | | |
| 25-Mar | Regimes and the political economy | <i>BB reading - Roper</i> | |
| 27-Mar | | | |
| 1-Apr | History from below | <i>BB reading - C Wright Mills</i> | Guest lecturer - TBC |
| 3-Apr | | Hobsbawm | |
| 8-Apr | The context of activism | Edelman Boren | |
| 10-Apr | | Jackson | Film - Hammer and Anvil |
| 15-Apr | A rise in NZ activism | | |
| Essay 1 Due - Wednesday 16 Apr | | | |
| 17-Apr | Waning activism in NZ | | Guest lecturer - TBC |
| Mid trimester break | | | |
| 6-May | Explaining activism in NZ | Carrol and Ratner | |
| 8-May | | Boston, Levine, McLeay, Roberts (2013 NB) | Film - Patu! |
| 13-May | Recapping emergence theories | <i>BB reading - Fraser</i> | |
| 15-May | | | |
| 20-May | Evaluating success | <i>BB reading - Gamson</i> | |
| 22-May | Impacting on social policy | Meyer (2013 NB); Guigni (2013 NB) | Guest lecturer - TBC |
| 27-May | Trade unions and success? | | |
| 29-May | Feminism and successes? | | |
| 29-May | Anti-poverty activism and success? | | |
| 3-Jun | Recapping theories of success | | |
| 5-Jun | Into the future | | |
| Essay 2 Due - Monday 16 June | | | |

Course learning objectives (CLOs)

Students who pass this course will be able to:

1. reflect and critique a range of theories explaining social movement emergence and operation;
2. critically reflect on political processes and explore power dimensions in these processes within New Zealand;
3. demonstrate knowledge of the theories of state, including pluralism, neo-liberal governance, and public choice;

4. have an understanding of when and how collective action has impacted upon social policy decisions in New Zealand;
5. and, have the skills to evaluate the normative claims made by New Zealand social movements and interest groups in the social policy realm.

Within the course students will:

- Develop critical analysis skills;
- Collect, collate, and analyse both primary and secondary data;
- Be encouraged to write clearly and in a sound academic style, i.e. to produce an argument and marshal evidence for it;
- And be encouraged to attend lectures and tutorials to debate key social issues facing society and appreciate different viewpoints.

Teaching format

This course is taught through a combination of lectures and tutorials. Students are expected to regularly attend lectures and tutorials. Enrolment for tutorial classes will be done using the S-Cubed system.

Mandatory course requirements

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

- a) complete two written assignments
- b) complete a double entry journal containing at least 20 of the required readings.

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.

Each student will vary on the amount of time they will need to put into assignments and readings. Students are likely to spend around an hour on each double entry journal. And the two essays are likely to take at least 40 hours to complete. The rest of the time each week is spent in class and doing readings to help understand the broad thrust of the theories and empirical work on social movements.

Assessment

This course is 100% internally assessed and requires three pieces of work (two essays and a double entry journal).

| Assessment items and workload per item | | % | CLO(s) | Due date |
|--|---|-----|---------|--------------------------|
| 1 | Double entry journal (half a page entry each on a minimum of 20 required readings – to be written on Double Entry Journal Template) | 20% | 1, 2, 3 | Weekly until 6 June 2014 |
| 2 | Assignment One (3000 word essay) | 40% | 1, 2, 3 | 4pm 16 Apr 2014 |
| 3 | Assignment Two (3000 word essay) | 40% | 4, 5 | 4pm 16 June 2014 |

Double Entry Journal

Weighting: 20%

Due: Weekly until 6 June 2014

Word limit: half a page entry each on a minimum of 20 require readings

Double entry journals are to be completed by each student and submitted weekly via BlackBoard.

Double Entry Journal Template (Sample only)
SPOL/SOSC 318

Instructions

Outline in the left-hand column the key points of the article.
Opposite each point, include a response of some sort. Comments can be informal or formal.

(For more information on double entry journals see the material posted on BlackBoard)

Name:

Article:

| Key Points | Reponses/Critiques |
|------------|--------------------|
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Essays

The objective in the first and second assignments is to foster problem solving and analytical abilities by requiring students to apply course learning to a specific social policy context.

Assignment One – Essay

Weighting: 40%

Due: 4pm Wednesday, 16 April 2014

Length: 3,000 words

Choose ONE of the following options:

1. Choose one theory of state and examine how this theorising treats social movements and other forms of citizen activism and democratic participation.
2. Compare and contrast the major differences between the European and American traditions of social movement theorising, and their relationships to material and cultural approaches in social theory.

Assignment Two – Essay

Weighting: 40%

Due: 4pm Monday, 16 June 2014

Length: 3,000 words

Choose ONE of the following options:

1. Trace the claims-making of a social movement or social movement organisation in New Zealand over one decade using the collective's own newsletters, pamphlets, publications, and press releases. For example, use selections from Salient to follow the student movement at Victoria University of Wellington from 1970 to 1980; or Broadsheet from 1995 to 2005 to look at the women's movement in New Zealand.
2. Explore the role of social movements in one area of social policy (for example, social security; superannuation; housing; education).

Marking Template/Schedule

Please refer to the Marking Template/Schedule at the end of this course outline.

Submission and return of work

The two essays must be placed in the assignment box on level 9, Murphy Building, to the side of the lifts. The Assignment Box is cleared at 4pm on the due date, all work is date-stamped, its receipt recorded, and then handed on to the appropriate markers.

The double entry journal will be submitted via BlackBoard on a weekly basis, with final entries due by 6 June 2014.

Every effort will be made to return marked assignments within two-weeks of the due date. Marked assignments will be available for collection between **2.00 and 4.00 pm** from Monday to Friday at the Murphy 9th floor reception desk.

School Assignment Cover Sheet

Please include a School Assignment Cover sheet when submitting your two written assignments. You may wish to have your own front sheet, but please ensure you place the School's cover sheet on the top as this ensures critical identifying information is provided. A sample School Assignment Cover sheet is at the end of this Outline. Further copies may be found at the School Administration office, and on the Assignment Box, on level 9 of Murphy building.

Students **MUST** keep a photocopy of every written assignment. Unless students have followed this procedure, the School will not accept responsibility for pieces of written work claimed to have been handed in.

Extensions and penalties

Extensions

Please contact the Course Coordinator, Sandra Grey, to apply for an extension.

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.

Materials and equipment and/or additional expenses

There are no additional materials required for this course with the exception of 'Student Notes'.

Practicum/placement/field trip/internship arrangements

There are no other arrangements for this course.

Set texts

Each student should buy the prepared book of Student Notes from VicBooks, since ready access to and familiarity with its contents will be required throughout the course. Available from [vicbooks](#), ground floor Easterfield Building, Kelburn Parade.

Additional articles which can be used for the double entry journal will be posted to BlackBoard each week.

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/resources/subjectcontacts.html>
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- VUWSA: www.vuwsa.org.nz

School Contact Information

Head of School: Dr Allison Kirkman, MY1013

Tel: 463 5676 E-m: allison.kirkman@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 Trevor Bradley, MY1101

Tel: 463 5432 E-m: trevor.bradley@vuw.ac.nz

Students with Disabilities Liaison: Dr Russil Durrant, MY1120

Tel: 463 9980 E-m: russil.durrant@vuw.ac.nz

School Manager: La'Chelle Pretorius, MY918

Tel: 463 6546 E-m: lachelle.pretorius@vuw.ac.nz

School Administrators: Suzanne Weaver, Heather Day, Alison Melling, MY921,
Tel: 463 5317; 463 5258; 463 5677
E-m: sacs@vuw.ac.nz
School of Social and Cultural Studies: www.victoria.ac.nz/sacs/

STUDENT:

Assignment Received:

Due Date:

Word Length:

Comments

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|--|--|--|--|--|
| Description & Coverage of Essay Topic | Excellent (Range: A+ to A; 80-100): Concise and thorough description of key themes; synthesizes across readings where appropriate. | Very Good (Range: A- to B; 65-79): Concise and thorough description of key themes; occasional synthesis across readings. | Satisfactory (Range: B- to C; 50-64): 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; 80-100): 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; 65-79): 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; 50-64): 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; 80-100): Makes an argument clearly supported by appropriate evidence. | Very Good (Range: A- to B; 65-79): Makes an argument and attempts to support with evidence. | Satisfactory (Range: B- to C; 50-64): 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; 80-100): 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; 65-79): 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; 50-64): 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; 80-100): Clear and accurate writing; error free. | Very Good (Range: A- to B; 65-79): Minor writing problems that do not interfere with comprehension of the essay; minor typographical, spelling, and punctuation errors. | Satisfactory (Range: B- to C; 50-64): 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; 80-100): Contains proper and consistent citation and a complete bibliography. | Very Good (Range: A- to B; 65-79): Contains proper citation and a complete bibliography; some consistency errors. | Satisfactory (Range: B- to C; 50-64): 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