SOCS2200 - SOCIAL ANALYSIS: KEY PERSPECTIVES IN THE SOCIAL SCIENCES
10 UNITS
Semester 1, 2006

Course Outline

Course Co-ordinator: Dr Pam Nilan
Room: W317
Ph: +61 2 49215912
Fax: +61 2 49216933
Email: Pamela.Nilan@newcastle.edu.au

Lecturers:
Dr Pam Nilan (Callaghan)
Consultation hours: Mon 9-11, 2-4; Tues 9-1, 4-5, Thurs 9-10, 11-1, 2-5

Kathleen Butler (Central Coast)
Consultation hours: Wed 1-2, Thurs 1-2

Callaghan Tutors:
Dr Cary Bennett
Consultation hours: Thurs 9-10, 3-4

Dr Annona Pearse
Consultation hours: Thurs 11-12

Teaching Methods: Lecture, Tutorial
Course Overview
Description:
This course is a prescribed course for students enrolled in the Bachelor of Social Science. It is open to other students as an elective.

In this course students examine key topics and perspectives in the social sciences, relevant to social science careers. Theory and contemporary research on social class and inequality, social capital, gender, the state and social policy, bureaucracy and work, and the welfare state are covered.

Course Objectives:
On successful completion of this course students will be able to:
1. Demonstrate an understanding of a range of social theories and research relevant to the Social Sciences.
2. Critically appraise and discuss the relevant literature.
3. Communicate understanding of social theories and debates in written and oral forms.
4. Apply the insights of social theory to professional practice in the Social Sciences, particularly in the areas of social research, social policy and program management.

Course Content:
Theories of social class (Marx and Weber); the "end of class" debate; the experience of social inequality.
1. Bureaucracy (Weber's model); deskilling and work; the McDonaldization thesis.
2. The 'capitalist state'; the welfare state, globalisation and economic rationalism.
3. Governmentality and normalisation.
4. Social capital; the theory of declining social capital; the engineering of social capital.
5. Gender; the materialist-feminist model; gender in work and domestic life today; gender inequality and social services.

Modes of Delivery:
Internal Mode

Assumed Knowledge:
20 units of approved Social Science courses at 1000 level.

Course Requisites: Assessment Items:
Essays / Written Assignments 2500 words; 50%; due week 7.
Examination: Take Home 2000 words; 40%; due week 13.
Presentations - Individual 500 words; 10%; due throughout semester.

Contact Hours:
Lecture: for 1 Hour(s) per Week for the Full Term
Tutorial: for 1 Hour(s) per Week for the Full Term

Online copy submission to Turnitin
In addition to hard copy submission, students are required to submit an electronic version of all assignments to Turnitin via the course Blackboard website, which has been established for this course.

Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

Please Note:
For this 10 unit course, students are required to spend on average 120-140 hours of effort and study in the semester as total load in the semester. This includes contact and non-contact hours, reading, collecting project materials both as texts and online, and writing.
Course Timetable:

Callaghan Campus:
Lecture Thursday 10.00 AM - 11.00 AM [SRLT1]
and Tutorial Thursday 11.00 AM - 12.00 noon [V111]
or Thursday 1.00 PM - 2.00 PM [V105] [W238]
or Thursday 2.00 PM - 3.00 PM [V104]

Central Coast:
Lecture Wednesday 2.00 PM - 3.00 PM [O_CN1:1.05]
and Tutorial Wednesday 3.00 PM - 4.00 PM [O_CN2:1.11]

Textbook:

SOCS2200 Social Analysis: Key Perspectives in the Social Sciences Weekly Guide

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<th>Lecture Topic &amp; Assessment at a Glance</th>
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<td>February 22/23</td>
<td>Introduction to Globalising Inequalities (Pakulski pp. 3-18)</td>
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<td>2</td>
<td>March 1/2</td>
<td>Dimensions of Inequality (pp. 18-35)</td>
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<td>3</td>
<td>March 8/9</td>
<td>Are Social Conditions Becoming More or Less Equal? (pp. 41-57)</td>
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<td>4</td>
<td>March 15/16</td>
<td>Power Inequalities: Status Groups and Elites (pp. 58-71)</td>
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<td>5</td>
<td>March 22/23</td>
<td>Markets and Functionalist Views of Inequality (pp. 72-88)</td>
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<td>6</td>
<td>March 29/30</td>
<td>Inequalities in Post-Industrial Societies (pp. 93-108)</td>
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<td>7</td>
<td>April 5/6</td>
<td>Cultural Capital and Habitus: Tools for Studying Inequality (pp. 109-122)</td>
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<td>8</td>
<td>April 12/13</td>
<td>Citizenship and Social Capital (pp. 123-136)</td>
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<td>Mid-Semester Recess (includes Easter) Thursday 14 April – Friday 28 April</td>
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<td>Anzac Day Public Holiday – Monday 25 April</td>
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<td>May 3/4</td>
<td>Risk Society and Individualisation (pp. 137-151)</td>
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<td>May 10/11</td>
<td>Globalisation and Inequality (pp. 157-181)</td>
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<td>New Wealth and Power (pp. 182-193)</td>
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<td>May 24/25</td>
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<td>13</td>
<td>May 31/June</td>
<td>Inequality and Justice in the Globalising World (pp. 210-223)</td>
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<td>Take Home Exam</td>
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<td>14</td>
<td>June 7/8</td>
<td>Course Review – Individual Consultations</td>
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Queen’s Birthday Public Holiday: Monday 12 June
Examination period: Wednesday 14 June – Friday 30 June
**Description of Assessment Items:**

**Individual Presentations:** 500 words; 10%; due throughout semester

All students will make an oral presentation of approximately 10 minutes in length during the tutorial time. This will be in the form of a brief critical summary of the reading assigned for that week – and will make use of at least one other reference. Students are encouraged to use audio-visual aids to assist their presentation. Following the oral presentation, a 500 word written paper (references must be in a list at the end but are not included in the word count) will be given to the lecturer. Presentation dates and times will be determined during the tutorial in the second week of semester and commence in Week Three.

**Essay:** 2500 words; 50%; due week 7

The essay of 2500 words (references must be in a list at the end but are not included in the word count) takes the form of a critical appraisal of one government or non-government project developed to address a form (or forms) of social inequality in Australia. Examples might include the Youth Suicide Task Force, initiatives to combat domestic violence, Indigenous rights groups or refugee defense groups. Material about the organisation (or group), its aims and activities will need to assembled as part of the essay and submitted as an appendix. The critical appraisal will take the form of an evaluation of the project or intervention using at least two of the theoretical perspectives offered in the textbook - Pakulski, J. 2004, Globalising Inequalities: New Patterns of Social Privilege and Disadvantage, Allen & Unwin, Sydney. At least six other references are also required.

**Take Home Examination:** 2000 words; 40%; due week 13

This take home examination will be given to students at the beginning of Week Twelve, and three days will be allowed for its completion.

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<th>Grading guide</th>
<th>Fail (FF)</th>
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<td>49% or less</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
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<td>50% to 64%</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
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<td>65% to 74%</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
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<td>75% to 84%</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<td>85% upwards</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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Plagiarism

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment: or

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.

Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at:

Changing your Enrolment

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses: 31 March 2006
For semester 2 courses: 31 August 2006
For Trimester 1 courses: 18 February 2006
For Trimester 2 courses: 10 June 2006

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the School Office.

To change your enrolment online, please refer to

http://www.newcastle.edu.au/study/enrolment/change-enrol.html

Contact Details: Faculty Student Service Offices

The Faculty of Education and Arts
Room: GP1-22 (General Purpose Building)
Phone: 0249 215 314

The Dean of Students
Dr Jennifer Archer
Phone: 492 15806
Fax: 492 17151
resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards


Web Address for Rules Governing Postgraduate Academic Awards


STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.
Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 49 21 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at:

www.newcastle.edu.au/services/disability

Studentmail and Blackboard: www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email.

Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

**Written Assignment Presentation and Submission Details**

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

**Hard copy submission for on-Campus students:**

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.

- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.

- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.

- **Staple the pages** of your assignment together (do not use pins or paper clips).

- **University coversheet:** All assignments must be submitted with the University coversheet: www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf

- **Assignments are to be deposited in the Sociology discipline assignment box:**
  - **Callaghan students:** Either submit assignments in class or via the School of Humanities and Social Science Office, Level 1, McMullin Building, MC127
  - **Ourimbah students:** Either submit assignments in class or via the Student HUB at the Campus Information and Service Centre

**Keep a copy of all assignments:** It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups

**Penalties for Late Assignments**

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.

**Assignment Re-submission**

Students who have failed an assignment may be permitted to revise and resubmit it in this course. Also, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.
Remarks
Students can request to have their work re-marked by the Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at:

Return of Assignments
Where possible, assignments will be marked within 3 weeks and returned to students in class. At the end of semester, students can collect assignments from the course co-ordinator.

Preferred Referencing Style
In this course, it is recommended that you use the use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors). Further information on referencing and general study skills can be obtained from:

Student Representatives
We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

Student Communication
Students should discuss any course related matters with their Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:

**GUIDE TO LECTURES AND TUTORIALS**

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**Week 1 - February 22/23**

**Lecture:** Introduction to Globalising Inequalities

**Reading:**

**Tutorial:** There are no tutorials in Week 1.

**References:**
**Week 2 - March 1/2**

**Lecture:** Dimensions of Inequality  


**Tutorial Discussion Questions:**
1. What are some of the institutional measures in contemporary capitalist democracies that limit the power of money/property and prevent the excessive accumulation of privilege and disadvantage?  
2. What are the three main focal points in contemporary debates about power inequalities?  
3. What are the differences between the terms: social inequality, social stratification, and social class?  
4. Why do some contemporary social theorists proclaim ‘the death of class’?

**References:**  
Wright, E.O (ed) 2004, If Class is the Question, What is the Answer? Six Approaches to Class Analysis, CUP, Cambridge.

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**Week 3 - March 8/9**

**Lecture:** Are Social Conditions Becoming More or Less Equal?  


**Tutorial Discussion Questions:**
1. Identify the two social trends which form the basis of Marx’s ‘historical materialism’.  
2. What are the three important implications for the analysis of structured social inequalities that arise from the four waves of contemporary neo-Marxist reformulations of Marx’s original class theory?  
3. What are the three primary features or components of de Toqueville’s theory of democracy?  
4. List 2-3 main differences between Marxist class theory and Toquevillian democratic theory. Are contemporary social conditions becoming more or less equal?

**References:**  

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**Week 4 - March 15/16**

**Lecture:** Power Inequalities: Status Groups and Elites  


**Tutorial Discussion Questions:**
1. Define the following Weberian terms: the ‘bureaucratic trend’, social closure, the nouveau-riche.  
2. Describe the ways in which Parkin’s development of the concept of ‘social closure’ involved a refinement of Weber’s original ideas.
3. What are the six tenets of classic ‘elite theory’ as developed by the ‘Italian School’ of social theorists during the late nineteenth century and the first decades of the twentieth century?

4. Describe in five lines Eva Etzioni-Haleva’s late twentieth century modification of classic elite theory.

References:
Parkin, F. 1979, Marxism and Class Theory, Tavistock, London.

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Week 5 - March 22/23
Lecture: Markets and Functionalist Views of Inequality

Tutorial Discussion Questions:
1. According to Davis and Moore’s reformulation of Durkheim’s original theorising, what are the three preconditions for socially functional stratification?
2. List the ways in which stratification systems (Parsons 1953) change towards more specific, specialised systems.
3. Describe the neoclassical labour market theory of income inequality.
4. Why does Pakulski think that theories about market segmentation and stratification are valuable for our understanding of income inequalities between groups in society?

References:

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Week 6 - March 29/30
Lecture: Inequalities in Post-Industrial Societies

Tutorial Discussion Questions:
1. What are the contributions of (a) citizenship progress and (b) social welfare rights to the decomposition and blurring of class divisions?
2. According to Giddens, what are the conditions that lead to the formation of an ‘underclass’?
3. List some of the ‘down sides’ or negative aspects of social mobility.
4. Why is social closure higher (and social mobility less) at either extreme end of the social hierarchy – elites and professions on the one hand and disadvantaged groups and the ‘underclass’ on the other?

References:

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Week 7 - April 5/6
Lecture: Cultural Capital and Habitus: Tools for Studying Inequality
Textbook Chapter:

Tutorial Discussion Questions:
1. What is the difference between (a) cultural capital and (b) economic capital, and what is the relationship between these two forms of capital?
2. What are two key features of habitus?
3. If we analyse the hierarchy of cultural tastes and lifestyles in a society, what can that tell us about social inequalities?
4. Why do Bourdieu’s later analyses of social inequality place such a strong emphasis on gender?

References:

Week 8 - April 12/13
Lecture: Citizenship and Social Capital
Textbook Chapter:

Tutorial Discussion Questions:
1. What were the four factors that slowed down the expansion of extended social-welfare citizenship in the 1970s and 1980s and how was this process further accelerated by global political changes?
2. Within the social inequality debate, why has there been a shift to ‘human rights’ and away from an emphasis on the rights of citizens of the state?
3. What are the characteristics of social capital?
4. How does Fukuyama’s expanded definition of social capital differ from Coleman’s original concept of the term?

References:

Semester Break and Easter

Week 9 - May 3/4
Lecture: Risk Society and Individualisation
Textbook Chapter:

Tutorial Discussion Questions:
1. How do the ‘risks’ (Beck 1992) of late modern or postmodern society differ from the hazards of the ‘modern’ age?
2. What are the key dimensions of inequality and conflict in ‘risk’ society?
3. In Giddens’ theorising, what are the key aspects of change that accompany globalisation, individualisation and progressive reflexivity, to fundamentally alter patterns of social inequality in advanced societies?
4. List the three most important factors that account for variations in access to computers and internet use.
References:

Week 10 - May 10/11
Lecture: Globalisation and Inequality
Textbook Chapter:
Discussion Questions:
1. What three points should be considered in arguments about the close relationship between globalisation-spurred growth and income inequality (p. 163)?
2. Why is the correlation between democracy and the Gini coefficient of income distribution close to zero?
3. How can it be the case that ethno-racial status is both egalitarian and hierarchical?
4. What are the key features of the declining gender gap identified in many recent studies of gender inequality in advanced societies?
References:

Week 11 - May 17/18
Lecture: New Wealth and Power
Textbook Chapter:
Tutorial Discussion Questions:
1. What kinds of wealth growth differences between countries are masked by the widening of economic gaps between rich and poor worldwide?
2. What are some of the new sources of ‘super-wealth’?
3. Why does ‘private wealth’ tend to erode ‘public services’?
4. In the new global environment of wealth and power, what does the phrase ‘American hegemony’ usually mean?
References:

Week 12 - May 24/25
Lecture: New Poverty and Disadvantage
Textbook Chapter:
Tutorial Discussion Questions:
1. What are the main contributing factors to the phenomenon where increased economic growth rates do not translate into poverty reduction in developed countries? Why is this so?
2. Who are the new poor? (three categories)
3. List the four factors (or forces) that shape the emergence of the ‘new poverty’.
4. List the four features that characterise the typical situation of ‘illegal’ immigrants.

Reference:

Week 13 - May 31/June 1
Lecture: Inequality and Justice in the Globalising World
Textbook Chapter:
Tutorial Discussion Questions:
1. Explain, in your own words, why Pakulski claims that, overall, ‘world inequality’ is due mainly to the economic gaps between nations and regions.
2. What is the ‘paradox of globalisation’?
3. What role does consumption play in amplifying the effects of social differentiation?
4. The book finishes with a set of three principles of liberal egalitarian justice compatible with the analysis of complex inequalities. What do you think of these?

Reading:

Week 14 - June 7/8
Lecture: Course review
Tutorial: Individual consultations

Further Reading on Social Inequality: