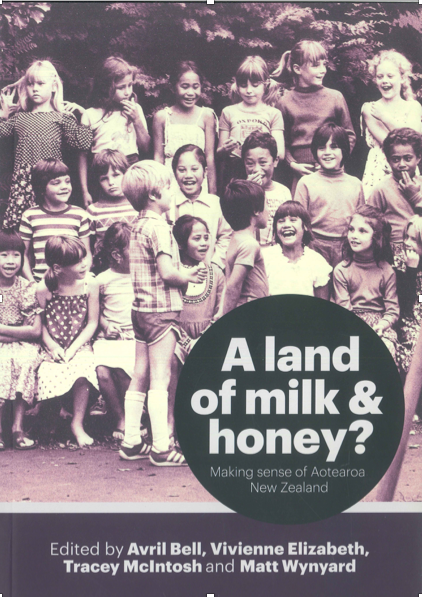
**Sociology 101G**

**Understanding Aotearoa New Zealand**

**Second Semester 2020**



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| **Lecturer:** | Aimee Simpson  Office: 201E-910 (Social Sciences Building, Room 910)  Email: aimee.simpson@auckland.ac.nz |
| **Lecture times:** | Thursdays 1000-1100 [Owen G Glenn, Room 098]  Fridays 0900-1000 [Owen G Glenn, Room 098] |
| **Lecturer’s Office Hours:** | Wednesdays 11am-1pm [201E-910 Social Sciences Building, Room 910] |
| **Tutorials** | Enrol via Student Services Online (SSO)  Tutor contact details will be available on Canvas |

# Course Description

This course invites you to think sociologically about life in Aotearoa New Zealand. By focusing on the social processes, institutions and identities that make Aotearoa New Zealand what it is today, this course asks you to think in possibly new and different ways about what it means to live here now.

In particular, you will have an opportunity to explore the way in which your life and the lives of your family and friends are shaped by major axes of difference such as:

* Ethnicity
* Gender
* Sexuality
* Class

Additionally, you will get to explore a number of current social debates, for example, about violence, punishment and the environment. We will use both written texts and audio-visual material to examine these matters.

The course introduces you to central and at times complex sociological ideas and concepts, so if you want to get the most out of the course you should:

* make coming to lectures **and** tutorials a top priority;
* commit yourself to reading and studying 8-10 hours per week;
* be willing to actively participate through sharing your thoughts and relevant experiences in both lectures and tutorials;
* and be open to new perspectives and ideas.

If you do all of these things, I am confident that you will enjoy and successfully complete this course!

# Learning Outcomes

On the successful completion of this course you should:

* Be able to define and apply a range of sociological concepts to the study of society
* Be able to explain the sociological imagination and apply it to a range of social issues
* Have a foundational sociological understanding of New Zealand society
* Have developed skills in analysing sociological readings

# Assessment

This course is assessed in three ways:

## In-class test (worth 20%)

The in-class test will provide you with valuable feedback on your understanding of the issues and key concepts we have looked at in **Weeks 1 to 5.**Tutorials are essential in preparing you for this test. Your tutor will go over the test format during the tutorials, and further information will be given in Lecture 4. **The in-class test will take place in the lecture in Week 6, on Thursday 3rd September (10-11am in OGGB Room 098).**

## Reflective Reading Assignment (worth 30%)

Due: **4:00pm,** **7th October, 2020 (Arts Assignment Centre, HSB Level 4)**

The reflective reading assignment is comprised of **two** connected parts that combined have a total of **2,000 (+/- 10%) words**.

The **first part** consists of your ***summary***of **two** of the course readings (see assignment guidelines on this). Each summary should be about 450 words long. The **second part** of this assignment requires you to write a ***reflection*** on your summary. The reflection should be about 900 words long. The remaining word count is for an introduction and conclusion. You will be expected to locate and use **four additional and relevant academic sources**relating to the ideas discussed in your assignment. You will need to reference your sources properly (referencing guidelines will be provided).

**Full guidelines on this assignment will be available on Canvas and will be discussed in lectures and tutorials.**

All assignments should be submitted to Arts Assignment Centre HSB Level 4. You must also **submit an electronic version to turnitin.com (see: Assignments in Canvas)**

Your assignment will not be marked if we do not receive a print copy and your mark will not be released if you do not submit your work to Turnitin.

You are required to generate the tracking cover sheet for your work on Canvas. The department cannot generate these for you. Instructions on how to generate your tracking will be put on Canvas.

### Assignment presentation guidelines and submission

Your reading response should:

* have a clear focus
* be legible
* not exceed 2000 words (excluding references)
* be double-spaced
* have a 12-point font
* have a 2.5cm margin on the right side
* have page numbers
* include a word count
* use spell-check
* be justified (Microsoft Word formatting function)
* be referenced correctly using APA referencing style (See: <http://www.cite.auckland.ac.nz/index.php?p=home>)
* have a self-generated cover sheet attached
* have the Turnitin receipt attached

**Submitting Work Late**

Please try your hardest to meet coursework deadlines. Extensions are possible if, for example, you or a family member falls ill, or some other circumstance beyond your control prevents you from completing your work.

You can apply for an **extension by contacting me** via email (<aimee.simpson@auckland.ac.nz>) or during office hours.  You may need to provide supporting information, like a doctor's or counsellor's certificate, but the important thing is to get in contact.

Late submission of coursework is possible without an extension, so long as you are ready to accept a penalty by losing marks. Late penalties help ensure fairness, otherwise some students would have more time to complete work than others.

The penalties for submitting work late when you do not have an extension are 2% per day, with no coursework being accepted if more than 7 days late.

Everyone confronts difficulties at some point. So please talk to or email me if you are experiencing troubles finishing or submitting coursework. I will work with you wherever possible and, of course, it is better to get an assignment in than not at all (even if it is incomplete).

### Plagiarism

Using the work of other writers when preparing an assignment and pretending it is your own by not acknowledging where it came from is called ‘plagiarism’. Even when you are not intending to cheat, submitting someone else’s work or ideas does not provide evidence of your own grasp of the material and thus cannot earn you marks.

This is the University of Auckland’s policy on plagiarism:

*The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the world-wide web. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review.*

We will be using TURNITIN to check for plagiarism – so be warned! Read and follow the Department of Sociology’s Referencing Guideline available on Canvas. If you have any uncertainties, talk to your tutor **before** you submit your assignment. Serious plagiarism will result in a **0 grade** in the first instance and may potentially result in **disqualification** from your university programme.

## Final Examination (worth 50%)

The two-hour closed book exam will assess your overall knowledge and understanding of the course content and readings.

The exam will consist of three parts:

1. Short answer questions testing your understanding of key concepts;
2. An essay response to a particular statement. For this you have to draw on your wider knowledge of the lecture material, readings and tutorial discussions;

**and**

1. A critical review of one of the documentaries from the course.

The in-class test and the assignment are both practice runs for the exam. Previous exam scripts can be reviewed through the library database available at <http://examdb.auckland.ac.nz/>

# Course Textbook

You need to purchase the course textbook: **Bell, A., Elizabeth, V., McIntosh, T. and Wynyard, M. (eds.). (2017). *A Land of Milk and Honey? Making sense of Aotearoa New Zealand.* Auckland: Auckland University Press.**

The readings make up a key part of the course and will provide the basis for discussions in lectures and tutorials, the reading assignment, the in-class test and the final exam.

Most assigned readings are in this text. Any assigned readings that are not in the textbook will be available electronically through Canvas (see Reading Lists).

To enable you to read more widely with ease, the following books have been placed in the Short Loan Collection:

Law, Robin., Campbell, Hugh., and Dolan, John. (1999). Masculinities in Aotearoa New Zealand. Palmerston North, Dunmore Press.

Liu, James H., Timothy McCreanor, Tracey McIntosh & Teresia Teaiwa (eds.). (2005). *New Zealand identities: Departures and destinations*. Wellington: Victoria University Press.

McLennan, Gregor, Ruth McManus and Paul Spoonley (eds.). (2010). *Exploring society: Sociology for New Zealand students*. Auckland: Pearson.

Roper, Brian S. (2005). *Prosperity for all? Economic, social and political change in New Zealand since 1935*. Southbank, Victoria: Thomson.

You will also find interesting things to read in (all accessible through the library catalogue):

* New Zealand Sociology
* Kotuitui: New Zealand Journal of Social Sciences Online
* Sites: A Journal of Social Anthropology and Cultural Studies
* MAI Review

In addition, the following two resources are excellent for working out the meaning of sociological terms and extending your knowledge and insights:

Johnson, Allan G. (2000). *The Blackwell Dictionary of Sociology*. Malden, MA: Blackwell.

Ritzer, George (ed.). (2007). *Blackwell Encyclopedia of Sociology*. Malden, MA: Blackwell.

# Tutorials

Tutorials begin in the **first week** of the course semester. The tutorials will help you to prepare for the test, essay assignment and exam, as well as giving you the opportunity to discuss readings and issues from the course in depth.

# Canvas

The course outline and restricted versions of power-point presentations will be placed on Canvas. Full lecture power-point presentations and notes will **not** be placed on Canvas. Success depends on your active engagement with the course. The resources placed on Canvas cannot replace your attendance at lectures and participation in class. If, for whatever reason, you happen to miss a lecture it is best to get the full notes from a fellow student as well as to take notes from the lecture recordings. You have to be proactive if you miss a lecture or tutorial.

Important information about the course will be posted to you via **Canvas Announcements** which you should also receive through your official university email (your login followed by @aucklanduni.ac.nz). It is imperative that you check your announcements as it is the primary way that the teaching team will contact you (unless we email you directly). Please ensure that you keep your **notifications on** for Canvas Announcements (available under ‘settings’ on Canvas), and do not hesitate to get in touch with me if you are not receiving announcements.

# Electronic Communications Policy

Please note that the Sociology teaching team – lecturer and tutors – will only use UOA email addresses to contact students. Similarly, staff members will only respond to student emails sent from UOA email addresses. It is important that you check your student emails regularly to ensure that you do not miss any important information. **Please do not expect tutors and/or lecturers to respond to emails outside of the working week and working hours.**

If you have questions regarding classes you have missed, please discuss this with your tutor or myself in person. We are available during office hours and if possible before or after class as well as by appointment.

# Lecture Recordings

Recordings of the lectures will be made and uploaded on to Canvas. However, guest lectures and lectures where there is significant student participation (i.e. discussions) may not be recorded. There is always the possibility of technical failure, and the lectures are not designed for distance learning, so recordings should not be relied upon as a substitute for attending.

# Lecture Outline

**Week 1**

**1: Introduction to Sociology 101: What is Sociology?**

**2: Private Troubles, Public Issues in Aotearoa New Zealand**

McLennan, Gregor, Paul Spoonley, Steve Matthewman, Chris Brickell; Ruth McManus (2019). “The Sociological Imagination: Insights, Themes and Skills.” *Exploring Society: Sociology for New Zealand Students.* 4th ed. (pp. 1-16). Auckland: Auckland University Press.

**Week 2**

**3: A Settler Society**

**Reading (in textbook):** Wynyard, Matthew. (2017). “Plunder in a Promised Land: Maori Land Alienation and the Genesis of Capitalism in Aotearoa New Zealand”. In Bell, A., Elizabeth, V., McIntosh, T. and Wynyard, M. (eds.), *A Land of Milk and Honey?: Making sense of Aotearoa New Zealand* (pp. 13-25). Auckland: Auckland University Press.

**4: Democracy and Political Representation / Using the Sociological Imagination**

**Reading (in textbook):** Shaw, Richard. (2017). “We’re all in this together: Democracy and Politics in Aotearoa New Zealand”. In Bell, A., Elizabeth, V., McIntosh, T. and Wynyard, M. (eds.), *A Land of Milk and Honey?: Making sense of Aotearoa New Zealand* (pp. 43-56). Auckland: Auckland University Press.

**Week 3**

**5: Māori Sovereignty / Tino Rangatiratanga**

**Reading (in textbook):** Walker, Ranginui. (2017). “Rangatiratanga, Kāwanatanga and the Constitution”. In Bell, A., Elizabeth, V., McIntosh, T. and Wynyard, M. (eds.), *A Land of Milk and Honey?: Making sense of Aotearoa New Zealand* (pp. 26-43). Auckland: Auckland University Press.

**6: Political Activism and Land Protests**

**Documentary:** Te Reo Television. (1997). *Inside New Zealand: Radicals*. New Zealand: TV3 Network and New Zealand on Air.

**Week 4**

**7: Māori Identities**

**Reading (see Canvas 'Reading List'):** McIntosh, Tracey. (2005). “Māori Identities: Fixed, Fluid, Forced”. In Liu, J.H., McCreanor, T., McIntosh, T. and Teaiwa, T. (eds.), *New Zealand Identities: Departures and Destinations*. Wellington: Victoria University Press.

**Suggested additional reading (in textbook):** Tukutai, Tahu., and Webber, Melinda. (2017). “Ka Pū te Ruha, Ka Hao te Rangitahi: Māori Identities in the Twenty-first Century”. In Bell, A., Elizabeth, V., McIntosh, T. and Wynyard, M. (eds.), *A Land of Milk and Honey?: Making sense of Aotearoa New Zealand* (pp. 71-82). Auckland: Auckland University Press.

**8: Pākehā Identity**

**Reading (in textbook):** Matthewman, Steve. (2017). Pākehā Ethnicity: The Politics of Privilege. In Bell, A., Elizabeth, V., McIntosh, T. and Wynyard, M. (eds.), *A Land of Milk and Honey?: Making sense of Aotearoa New Zealand* (pp. 83-92). Auckland: Auckland University Press.

**Suggested additional reading**: Mikaere, Ani. (2004). “Are We All New Zealanders Now? A Maori Response to the Pakeha Quest for Indigeneity”. *Red & Green,* 4: 33-45.

**Week 5**

**9: Neoliberalism**

**Reading (in textbook):** Humpage, Louise. (2017). “The land of me and money? New Zealand society under neoliberalism”. In Bell, A., Elizabeth, V., McIntosh, T. and Wynyard, M. (eds.), *A Land of Milk and Honey?: Making sense of Aotearoa New Zealand (*pp.121-133). Auckland: Auckland University Press.

**10: Class Inequality**

**Reading (in textbook):** McNeill, Kellie. (2017). “The Poor Will Always Be With Us”. In Bell, A., Elizabeth, V., McIntosh, T. and Wynyard, M. (eds). *A Land of Milk and Honey?: Making sense of Aotearoa New Zealand* (pp. 146-157). Auckland University Press.

**Week 6**

**9: In-class Test**

**10: The New Zealand Revolution**

**Documentary:** Bruce, Bryan (2013). *Mind the Gap*. New Zealand: Red Sky Film & TV Ltd.

**Mid-Semester Break – Monday 7 September – Friday 18 September**

**Week 7**

**13: Migration and Multiculturalism**

**14: Chinese New Zealanders**

**Documentary:** Scott, Gary., and Gibson, Dave. (2007). *Here to Stay*. New Zealand: TVNZ

**Reading (see Canvas ‘Reading List’):** Ip, Manying., and Pang, David. (2005). “New Zealand Chinese Identity: Sojourners, Model Minority and Multiple Identities”. In: Liu, J.H., McCreanor, T., McIntosh, T. and Teaiwa, T. (eds.) *New Zealand Identities: Departures and Destinations*. Wellington: Victoria University Press.

**Suggested Additional Reading (see Canvas ‘Reading List’):** Ward, Colleen., and Lin, En-Yi. (2005). “Immigration, Acculturation and National Identity”. In: Liu, J.H., McCreanor, T., McIntosh, T. and Teaiwa, T. (eds.) New Zealand Identities: Departures and Destinations. (pp. 155-206). Wellington: Victoria University Press.

**Additional Documentaries:** Bates, John, and Manying, Ip. (2004). *New Faces, Old Fears*. New Zealand: Bates Productions.

Kiwa Productions. (2002). *Inside New Zealand: Chinks, Coconuts and Curry Munchers*. New Zealand: TV3.

**Week 8**

**15: Pacific New Zealanders**

**Documentary:** Salmon, Dan et al. (2010). *Polynesian Panthers: A Documentary*. Tumanako Productions.

**Reading (in textbook):** Mila, Karlo. (2017). “Deconstructing the Big Brown Tails/Tales: Pasifika People in Aotearoa New Zealand”. In Bell, A., Elizabeth, V., McIntosh, T. and Wynyard, M. (eds.), *A Land of Milk and Honey?: Making sense of Aotearoa New Zealand* (pp.95-107). Auckland: Auckland University Press.

**Suggested additional reading (see Canvas ‘Reading List’): “**Anae, M. (2003). O A’u/I-My identity journey”. In P. Fairbrain-Dunlop and G. S. Makisi (Eds.), *Making Our Place: Growing up PI in New Zealand* (pp. 19-45). Australia: Dunmore Press Ltd.

**16: Masculinities**

**Reading (in textbook):** Pringle, Richard. (2017). “Man Up? A Socio-historical Examination of Pākehā and Māori Masculinities in Aotearoa New Zealand”. In Bell, A., Elizabeth, V., McIntosh, T. and Wynyard, M. (eds.), *A Land of Milk and Honey?: Making sense of Aotearoa New Zealand* (pp.198-211). Auckland: Auckland University Press.

**Suggested additional readings (see Canvas ‘Reading List’):** Campbell, Hugh., Law, Robin., and Honeyfield, James. (1999). “'What it Means to be a Man': Hegemonic Masculinity and the Reinvention of Beer.” In R. Law, H. Campbell and J. Dolan (eds.) *Masculinities in Aotearoa/New Zealand* (pp. 166-186). Palmerston North: Dunmore.

**Week 9**

**Assignment due Wednesday, 7th October, 2020, 4 p.m.**

**Both** copies of the assignment (hard copy and electronic) must be submitted by **4pm** and they must be **exactly** the same.

**17: Queer Aotearoa**

**Reading (see Canvas ‘Reading List’):** Town, Shane. (1999). “Queer(Y)ing Masculinities in Schools: Faggots, Fairies and the First XV”. InLaw, R., Campbell, H. and Dolan, J. (eds.) *Masculinities in Aotearoa/New Zealand*. Palmerston North: Dunmore.

**Suggested additional reading (see Canvas ‘Reading List’):**

Schmidt, Johanna. (2017). “Homosexuality in Aotearoa New Zealand: Regulation and Resistance”. In Bell, A., Elizabeth, V., McIntosh, T. and Wynyard, M. (eds.). *A Land of Milk and Honey?: Making sense of Aotearoa New Zealand* Auckland: Auckland University Press, pp.173-185.

**18: Gender and Paid Work: A Site of In/equality?**

**Reading (in textbook):**Elizabeth, Vivienne. (2017). “Gender Inequalities are a Thing of the Past. Yeah Right!” In Bell, A., Elizabeth, V., McIntosh, T. and Wynyard, M. (eds.), *A Land of Milk and Honey?: Making sense of Aotearoa New Zealand* (pp.212-226). Auckland: Auckland University Press.

**Suggested Additional Documentary:** Nash, Terre, Kent Martin and Marilyn Warning. (1995). *Who's Counting?: Marilyn Waring on Sex, Lies and Global Economics*. New Zealand: National Film Board of Canada and Media Services NZ.

**Week 10**

**19: Women’s Movement and Social Change**

**Documentary:** Goldson, Annie and Dawn Hutchesson. (2004*). Sheilas 28 Years on.* New Zealand: Smiley Film Distribution.

**Reading (in textbook):** Schuster, Julia. (2017). “We Still Need Feminisim in Aotearoa: The Achievements and Unfinished Tasks of the Women’s Movement”. In Bell, A., Elizabeth, V., McIntosh, T. and Wynyard, M. (eds.), *A Land of Milk and Honey?: Making sense of Aotearoa New Zealand* (pp.173-185). Auckland: Auckland University Press.

**20: A Violent Society?**

**Reading (in textbook):** Elizabeth, Vivienne. (2017). “No Promised Land: Domestic Violence, Marginalisation and Masculinity”. In Bell, A., Elizabeth, V., McIntosh, T. and Wynyard, M. (eds.), *A Land of Milk and Honey?: Making sense of Aotearoa New Zealand,* (pp. 239-250). Auckland: Auckland University Press.

**Suggested additional reading:** Currie, Elliott. (1997). Market, Crime and Community: Toward a Mid-Range Theory of Post-Industrial Violence. *Theoretical Criminology*, 1(2): 147-172.

**Week 11**

**21: An Incarcerated Society**

**Reading (in textbook):** McIntosh, Tracey & Goldman, Bartek. (2017). “Locked up: Incarceration in Aotearoa New Zealand”. In Bell, A., Elizabeth, V., McIntosh, T. and Wynyard, M. (eds.), *A Land of Milk and Honey?: Making sense of Aotearoa New Zealand*. Auckland: Auckland University Press, pp.251-263.

**Suggested additional reading:** Pratt, John, and Clark, Marie. (2005). Penal Populisim in New Zealand. Punishment and Society, 7(3): 303-322.

**22: Green Aotearoa?**

**Reading (in textbook):** Tucker, Corinna. (2017). “Clean, Green Aotearoa New Zealand?” In Bell, A., Elizabeth, V., McIntosh, T. and Wynyard, M. (eds.), *A Land of Milk and Honey?: Making sense of Aotearoa New Zealand*. Auckland: Auckland University Press, pp.278-290.

**Suggested additional documentaries:** Top Shelf Productions. (2006). Inside New Zealand: Our Dirty Little Secret. TV3: New Zealand.

TV3 Network. (1995). Inside New Zealand: The Poisoning of New Zealand. TV3: New Zealand.

**Week 12**

**23: Course Summary**

**24: Exam Revision**

**Equity and Anti-racism policy**

We have zero tolerance for racism and other forms of discrimination on this course. The lecture room and classrooms will be safe places where everybody feels welcome and secure. We fully support and endorse the Sociology and Criminology Department’s Equity Statement, and will treat this as a course contract

**Sociology 101 Equity Contract**

It is the duty of everybody in the classroom to uphold the individual and collective mana of the group.Our actions, including speech, should acknowledge and enhance the mana of ourselves and others. There are consequences for actions that fail to do so. Actions that diminish the mana of others include any practice which aims at bullying, excluding, marginalizing, harassing, discriminating against, rendering insecure, exploiting, criminalizing, terrorizing, or harbouring exterminatory fantasies against an identity group of people imagined as sharing a common determining feature. Speech or actions that are, for example, knowingly racist, sexist, ableist, ageist, homophobic or transphobic are completely unacceptable in the classroom.

While free speech is a fundamental right in a democracy and we encourage respectful debate and discussion of diverse ideas, an abstract idea of free speech in general cannot and must not be used as a cover for specific instances of hateful speech or discrimination. Students in the course are expected to respect all other students and staff. If you witness hate speech or discrimination you are encouraged to raise this with the lecturer, your tutor or the University Proctor.

**Kaupapa (guiding principles)**

*Whanaungatanga* - *Whakapapa* is a conceptual orientation whereby we acknowledge the intergenerational interconnectedness of all things. Flowing from our understanding of whakapapa we acknowledge the importance of building and maintaining relationships, care for each other, and working collectively.

*Mana* - The combination of our power and ability to act as well as a measure of our social standing. Our actions should acknowledge and enhance the mana of ourselves and others. There are consequences for actions that fail to do so.

*Rangatiratanga* - In full acknowledgement of our interconnectedness we also maintain our independence as learners and our responsibility to act as rangatira (leaders) of our learning process. Good leadership also takes account of the needs, abilities, and mana of the group.

**Student Support Services**

**The Student Learning Centre** ([www.slc.auckland.ac.nz](http://www.slc.auckland.ac.nz)) offers help to students in developing effective academic learning and performance skills and helps those who encounter difficulties in their studies. The Student Learning Centre caters for all students and all their study needs.

* It is located on Level 3 of the Kate Edger Student Information Commons
* Offers courses and individual consultations on how to perform at your best at university
* For all students from 1st year to doctoral level
* Covers everything from conversation skills and essay writing, to reading and thesis writing
* R.EAL Programme (Results for English as an Additional Language for students)
* LEX - (Language Exchange) Programme

**English Language Enrichment** ([www.cad.auckland.ac.nz/index.php?p=ele](http://www.cad.auckland.ac.nz/index.php?p=ele)) offers students effective English language support in an electronic learning environment.

* It is located in the Kate Edger Student Information Commons on Level 1 opposite the University Bookshop
* You can meet with a personal language advisor who will give you advice on the best way to improve your academic English
* You can use the 1000+ language learning materials in your own time
* There are group activities and workshops to give you further practice

**The Department of Applied Language Studies and Linguistics** ([www.arts.auckland.ac.nz/dalsl](http://www.arts.auckland.ac.nz/dalsl)) offers credit courses for students for whom English is an additional language that can help with academic English writing, listening and speaking.

We understand that life has a habit of turning upside down at the most inopportune times. All staff members involved in this course are committed to help you succeed. However, we cannot assist you if you do not ask for help. Make use of office hours and keep your tutor informed if you run into difficulties as soon as possible.

# Guidelines on dealing with problems and complaints

Sometimes, in the course of studying, students can encounter issues or problems with an aspect of their learning experiences that they would like resolved. The kinds of problems students encounter can be diverse: it might be an issue with lecture content, or a belief that an assignment or mark has not been marked fairly, or a feeling that a tutor or lecturer is not behaving respectfully. When such problems arise, the University recognises that it is usually best for the matter to be resolved promptly and informally. There are a number of people within the Sociology Department and in the University, who can assist you resolving problems or complaints.

When the problem is related to a course – its content, a mark for an essay/assignment, or feedback on an essay/assignment – then it is usually preferable to speak to the person most directly concerned, which will normally be a tutor or lecturer. Should the matter remain unresolved following such a conversation and it is serious enough to warrant a complaint then these should be taken, in the first instance, to the Head of Discipline, Associate Professor Campbell Jones ([c.jones@auckland.ac.nz](mailto:c.jones@auckland.ac.nz) .

Before formulating a complaint, students may wish to seek the advice from the following:

• The Student Learning Centre

• WAVE advocates ([senioradvocate@ausa.org.nz](mailto:senioradvocate@ausa.org.nz))

See: <http://www.auckland.ac.nz/uoa/home/for/current-students/cs-student-support-and-services/student-advocacy-service>

• Disability Services

• A University Counsellor

• A University Chaplain

• The University Mediator

They might also want to consult:

• The Student Charter.

See: <http://www.auckland.ac.nz/uoa/home/for/current-students/cs-academic-information/cs-regulations-policies-and-guidelines/cs-student-charter>

• The Student Learning and Research Grievance Procedures

See: <http://www.auckland.ac.nz/uoa/home/for/current-students/cs-academic-information/cs-regulations-policies-and-guidelines/cs-grieva>

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