

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



VICTORIA
UNIVERSITY OF WELLINGTON

School of Social and Cultural Studies

Te Kura Mahinga Tangata

Social Policy

SPOL 203

***SPECIAL TOPIC:
COMPARATIVE WELFARE REGIMES***

Course Outline

CRN 1767 : 24 POINTS : Trimester 2, 2006

COURSE COORDINATOR: DR SANDRA GREY

Room 1012, Murphy Building

Tel: (04) 463 5361

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

LECTURES: TUES, FRI 11AM – 12NOON : KK204

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PART A: GENERAL INTRODUCTION TO SCHOOL AND SOCIAL POLICY STAFF

COURSE COORDINATOR AND LECTURER

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.

Sandra's contact details are:

Sandra Grey

Tel: 463 5361

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

Room: Murphy Building, MY1012

Office hours: Thursdays 9.00am - 11.00am

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.

SCHOOL LOCATION

Social Policy Programme staff are located on level 10 of the Murphy Building. School notice boards are on level 9 and 10, Murphy Building. All notices concerning this course, including information about tutorials, will be posted on the level 9 notice board.

STAFF AND ADMINISTRATION CONTACT

Head of School:

Assoc. Professor Jenny Neale, MY1013

Tel: 463 5827 E-m: Jenny.Neale@vuw.ac.nz

Liaison person for international students:

Professor Mike Hill, MY1001

Tel: 463 6741 E-m: Mike.Hill@vuw.ac.nz

Liaison person for Maori and Pacific students:

Assoc. Professor Jeff Sissons, MY1017

Tel: 463 6131 E-m: Jeff.Sissons@vuw.ac.nz

School Manager:

Kaye McKinlay, MY918 Tel: 463 6546

E-m: Kaye.Mckinlay@vuw.ac.nz

School Administrators:

Monica Lichti, Adam Meers and Catherine Urlich
MY921, Tel: 463 5317, 463 5258 and 463 5677

E-m: sacs@vuw.ac.nz

WEBSITE

The School website is <http://www.vuw.ac.nz/sacs>

COURSE WITHDRAWAL PROCEDURES

If you decide for ANY reason at ANY stage to withdraw from SPOL 203 (or any other course) please see the Faculty of Humanities and Social Sciences for a Change of Course Form. Failure to do so may have consequences for enrolment, bursaries, allowances, loans, etc., i.e. you will get credited with a fail, not a withdrawal, on your record if you do not act promptly.

COURSE WORKLOAD EXPECTATIONS

The design of the course is based upon an assumption that students will need to spend a minimum of 16 hours a week. This workload is in accordance with the guidelines put forward by the Faculty of Humanities and Social Sciences for half-year courses at the 200-level.

PART B: COURSE OBJECTIVES AND LECTURE OUTLINES

COURSE OBJECTIVES

The course will explore how the welfare state varies in different countries. When seeking 'solutions to social problems', students of social policy need imagination and flexibility. Comparing different forms of welfare, and understanding how things really are different in other countries, frees students from the constraints of a particular time and place, and stimulates imaginative thinking.

This course focuses on the set of countries variously called the "OECD democracies" or "advanced capitalist democracies": that is, roughly New Zealand, Australia, Japan, and those in Western Europe and North America.

Students will seek to answer a number of questions about the development of state social policy programmes, including: Why do some countries have large, inclusive welfare states while others have minimal social programmes? What factors have led countries to expand or retrench welfare provisions? Is the welfare state in decline across developed nations, and if so why? How important is the ideological leaning of ruling political parties in determining the direction of social policy?

AIMS OF THE COURSE

- To relate New Zealand's contemporary social policy regime with those in other 'developed nations';
- To explore the convergence and divergence of international welfare regimes in order to better understand how changes in policy are brought about;
- To examine possibilities for policy transfer from outside New Zealand to solve social problems;
- And to compare both the institutional and ideological differences between 'developed nations' in the realm of social policy.

Within the course students will:

- Develop the skills necessary to critically analyse and debate social policies;
- Develop an understanding of the theories and methods of comparative analysis;
- Build an understanding of the value and limits of the comparative approach, both historical and cross-national;
- And be encouraged to develop the imagination and flexibility necessary in seeking solutions to social problems and individual welfare needs.

LECTURE OUTLINE

Introduction to comparative social policy

- Why do comparative research in the social sciences?
Guest Lecture Helena Catt
- An example of comparative work - Comparative social assistance
Guest lecture Bob Stephens
- The challenges of comparative work
- The convergence thesis
- Structural crises and adjustment

Welfare regimes and welfare state change

- Early 'regime' theories
- The Esping-Andersen model

- What does the Esping-Andersen model tell us?
- General Critiques of the E-A model
- Do NZ and Australia fit?
- What about gender?
- Convergence and globalisation

What works?

- What are the outcomes of different regimes?
- Policy learning, policy diffusion, and policy borrowing
- Normative goals of social policy
- Which regimes reduce poverty and promote equality?
- Which regimes achieve economic efficiency?
- Which regimes achieve social stability?

Comparative research and the accuracy of regime models

- How well did the models work to help us understand welfare state change?
- Did the models help us identify policies that may work in NZ?
- What is good evidence in comparative work?
- A new model?

ILLNESS AND MEETING THE ASSESSMENT REQUIREMENTS OF THE COURSE

If illness or bereavement prevents you from submitting an assignment by the due date, then you may be given an extension of time. Extensions on the basis of personal circumstances will also be considered. Any requests for extension must be discussed with Sandra Grey. Note however, that extensions must be applied for before the date on which the assignment is due, and that the period of extension will not exceed the period of illness. You may be asked to produce a medical certificate.

PART C: COURSE ASSESSMENT REQUIREMENTS

MANDATORY COURSE REQUIREMENTS

Students must fulfill the following requirements:

- a) completion of two written assignments
- b) completion of an in class test.

A list of any students who have not achieved requirements a) and b) of the above by the end of the trimester teaching period will be posted on the Social Policy notice board on level 9 of Murphy Building.

	Weighting	Due Date
Assignment 1	40%	Wednesday August 23, 2006.
In-class test	20%	Tuesday September 26, 2006.
Assignment 2	40%	Wednesday October 18, 2006.

IN-TERM ASSESSMENT WORK

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 1 – ESSAY

Due: Wednesday August 23, 2006

Value: 40%

Length: 2,500 words

Choose **ONE** of the following three options:

1. Explore the concept of decommodification which is central to the work of Gøsta Esping Andersen and evaluate its usefulness in comparative social policy work.
2. Critique Gøsta Esping Andersen's categorisation of New Zealand as a liberal welfare regime.
3. Compare the welfare model of Richard Titmus to the regime classifications presented by Gøsta Esping Andersen.

IN-CLASS TEST

Date: Tuesday September 26, 2006

Value: 20%

The test will be conducted during the lecture period on Tuesday September 26th, in the normal lecture room. The test will be based on tutorial readings.

ASSIGNMENT 2 – ESSAY

Due: Wednesday October 18, 2006

Value: 40%

Length: 2,500 words

Choose **ONE** of the following two options:

1. Find a case study approach and a large scale comparative on one social policy topic (ie housing, welfare, health) and evaluate the different approaches.
2. Alcock says comparative studies can be classified into four different approaches. Choose a seminal example of a theoretic study and one policy evaluation example, and compare these approaches.

PART D: COURSE ASSESSMENT PROTOCOLS AND PROCEDURES

HANDING IN ESSAY AND OTHER WRITTEN ASSIGNMENTS

When?

It is the policy of the School of Social and Cultural Studies that all written assignments must be handed in by **4 pm** on the due date.

Where?

Assignments must be place in the assignment box located to the side of the lifts on level 9, Murphy Building.

Assignments **MUST NOT** be placed in individual staff pigeonholes, or under staff office doors, or handed to lecturers or tutors. This is to ensure that all work is properly recorded when submitted, and to avoid problems that have arisen in the past when work has "gone missing".

At 4 pm the assignment box is emptied, the work date-stamped and its receipt recorded, and then handed to the appropriate markers.

SCHOOL ASSIGNMENT COVER SHEET

Please include a School Assignment Cover sheet when submitting your 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.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

www.vuw.ac.nz/home/studying/plagiarism.html

GRADES

The Social Policy Programme follows University policy in giving letter grades for all internally assessed work instead of giving numerical marks. The following table sets out the range of marks within which each letter grade is assigned. Your final grade and marks for the course will be an aggregate of the grades you achieve during the course.

Pass	A+	85% or over	Evidence of familiarity with relevant reading and sound understanding of concepts, plus individual interpretation and insights of a higher order. An A grade will not be achieved without such insight. Work well presented with logical structure and clarity of expression.
	A	80%-84%	
	A-	75%-79%	
	B+	70-74%	As above, but less individual insight and preparation. High level of understanding exhibited. Assignment well presented.
	B	65%-69%	
	B-	60%-64%	Work lacks originality, individual insights and not strong on understanding. However, material used is relevant and presentation is satisfactory.
	C+	55%-59%	
C	50%-54%		
Fail	D	40%-49%	Little evidence of reading or comprehension. No insight. Poor presentation.
	E	Below 40%	A clear failure to reach an adequate standard on the criteria set out.

Good expression (spelling, grammar, punctuation and sentence construction) and accurate referencing are considered important for this course. Consequently, **10% of the mark** for each assignment will be allocated according to the standard of expression and referencing.

Appendix A (page 25) includes information about the preferred format for referencing and bibliographies for this course.

LATE PENALTIES

Late submissions for student assignments in all Sociology and Social Policy undergraduate courses are subject to a penalty. The exact deduction will be calculated on the basis of one half mark per day late for each 10 marks, i.e. 1 mark will be deducted each day for an assignment worth 20% of the total course mark.

Note that 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.

EXTENSIONS

If you are given an extension, a new submission date will be identified and you will have to submit the work in the same manner as above by 4 p.m. on that day. Failure to do so will result in penalties being applied in the same manner as those for the original submission date.

Also, see information on requesting extensions on page 4 of this Outline.

GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at www.vuw.ac.nz.

Student and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at: www.vuw.ac.nz/policy/studentconduct. The Policy on Staff Conduct can be found on the VUW website at: www.vuw.ac.nz/policy/staffconduct

Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; the class representatives may also be able to help you. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at: www.vuw.ac.nz/policy/academicgrievances

Students with Impairments

The University has a policy of reasonable accommodation of the needs of students with impairments. The policy aims to give students with impairments the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building: telephone: 463-6070, email: disability@vuw.ac.nz

The School of Social and Cultural Studies' Disability Liaison person is Dr Rhonda Shaw, MY1022, telephone: 463 6134 E-m: Rhonda.Shaw@vuw.ac.nz.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contact is Dr Allison Kirkman, Murphy Building, MY407, telephone: 463 5676. Assistance for specific groups is also available from the Kaiwawao Maori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email: student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at: www.vuw.ac.nz/st_services/

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at education@vuwsa.org.nz) is located on the ground floor, Student Union Building.

PART E: COURSE READING

SET TEXTS

There are prepared Student Notes available from the Student Notebook Shop for approx \$30.00. Please ensure you buy a copy of these readings.

APPENDIX A

REFERENCES

The preferred style of referencing for this course is in-text rather than footnotes, i.e. information about the source of the reference is added into the text. This includes the author, date of publication and, where appropriate, the page number. For example:

A study of organisational behaviour showed (Howat 1985) a link between...

Clerehan (1989) showed in her study...

In a study of gender differences ... (Mills 1988:22).

You may use footnotes instead, but make sure you are consistent with format.

Full details of all references are to be listed in the bibliography at the end of the assignment.

Please make sure you reference not only direct quotes and statistics, but also all ideas and information sourced from other material.

BIBLIOGRAPHIES

A bibliography is a list of all the references and sources you have used in preparation for the assignment, including those not directly cited in the essay. The references should be listed in alphabetical order by the author's surname.

An acceptable format is: Author's surname, initials (date of publication) *Title of book* (in italics) Publisher: place published. See the list of recommended readings in this course outline for examples of references in this format.

For information sourced from websites, the format is: Name of website, author (if given) *title or heading of article* (if given), full web address, the date (day/month/year) you accessed the information.

The main thing to remember is to be consistent and careful with your presentation, particularly with punctuation. Depending on the type of reference source used, a different format may be required.

Student Learning Support Services has an excellent on-line guide to references and bibliographies at

www.vuw.ac.nz/st_services/slss/resources/writingskills/refandbib.htm.

APPENDIX B

ASSIGNMENT MARKING SHEET (SAMPLE ONLY)

STUDENT:		Mark:			
<i>Due Date:</i>	<i>Assignment Received:</i>	<i>Late Penalty:</i>		<i>Word Length:</i>	
Use of Material	Excellent	Very Good	Good	Satisfactory	Unsatisfactory
Coverage of essay topic	Excellent	Very Good	Good	Satisfactory	Unsatisfactory
Understanding	Excellent	Very Good	Good	Satisfactory	Unsatisfactory
Organisation	Excellent	Very Good	Good	Satisfactory	Unsatisfactory
Insight	Excellent	Very Good	Good	Satisfactory	Unsatisfactory
Expression	Excellent	Very Good	Good	Satisfactory	Unsatisfactory
Bibliography and referencing	Excellent	Very Good	Good	Satisfactory	Unsatisfactory
Overall Comments					

Office use only

Date Received: _____

School of Social and Cultural Studies

Te Kura Mahinga Tangata

ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

SOCIAL SCIENCE RESEARCH

Assignment Cover Sheet

(please write legibly)

Full Name: _____

Student ID: _____ **Course (eg ANTH101):** _____

Tutorial Day: _____ **Tutorial Time:** _____

Tutor (if applicable): _____

Assignment Due Date: _____

CERTIFICATION OF AUTHENTICITY

I certify that this paper submitted for assessment is the result of my own work, except where otherwise acknowledged.

Signed: _____ **Date:** _____