



School of Social and Cultural Studies

Te Kura Mahinga Tangata

Social Policy

SPOL 304

***Special Topic: Social Movements, Interest Groups,
and Social Policy***

Course Outline

CRN 1767: 24 POINTS: Trimester 2, 2006

COURSE COORDINATOR: DR SANDRA GREY

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Tel: (04) 463 5361
E-mail: Sandra.Grey@vuw.ac.nz

LECTURES: MON 1-3PM, TUES 1-2PM, VZ506

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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. Prof. Jenny Neale, MY1013 Tel: 463 5827; e-m: Jenny.Neale@vuw.ac.nz
Liaison person for students with disabilities:	Dr Rhonda Shaw, MY1022 Tel: 463 6134; e-m: Rhonda.Shaw@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
Liaison person for international students:	Prof Mike Hill Tel: 463 6741; e-m: Mike.Hill@vuw.ac.nz
School Manager:	Kaye McKinlay; MY918 Tel: 463 6546; e-m: Kaye.Mckinlay@vuw.ac.nz
School Administrators:	Monica Lichti, Adam Meers, Catherine Urlich MY921. Tel: 463 5317, 463 5258, 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 304 (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 18 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 300-level.

PART B: COURSE OBJECTIVES AND LECTURE OUTLINES

COURSE OBJECTIVES

The aim of the paper is to further debate about the role of social movements, interest groups, and other forms of public pressure in modern democracies. Students will investigate the influence of non-government actors on the policy process and further their understanding of the role of 'civil society' in social policy development and implementation.

At the end of the course students should be able to:

- critically reflect on policy processes and explore power dimensions in these processes within New Zealand;
- demonstrate basic knowledge of policy process models and theories;
- demonstrate knowledge of the theories of pluralism and public choice;
- have an understanding of when and how collective action has impacted upon social policy decisions in New Zealand;
- 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 to understand social policies issues and debates, and to appreciate different viewpoints.

LECTURE OUTLINE

New Zealand society and activism

1. Setting the scene – a history of struggle
2. Setting the scene – our history of struggle
3. The social and political terrain – 1970 to 1983
4. The social and political terrain – 1984 to the present

Introduction to studying non-institutional actors

5. Introduction – defining social movements and interest groups
6. Social movements and interest groups as change agents?
7. Are non-institutional actors legitimate political actors?
8. What do non-institutional actors want?
9. What impacts upon the influence of non-institutional actors?
10. Political opportunities structures, resource mobilisation, and framing

New social movements

11. The women's movement
12. The women's movement
13. Maori activism
14. Maori activism

The old divide

15. Unions, socialists, and the labour movement
16. Unions, socialists, and the labour movement
17. Farmers, manufacturers, and the Business Roundtable

Interest group activism

18. Education sector interest groups
19. Counter-movements and neo-conservatism
20. GLBT advocacy

What does NZ tell us about political activism?

21. Who was successful in bringing change?
22. What aided (or hindered) success?
23. Structure and agency debates
24. What of future protest

REQUIRED READINGS FROM NOTEBOOK

Please complete the readings prior to the lectures each week, as this will aid discussion and your learning for this course. These readings will form the basis of your journal assessment for this course.

Epilogue: Influence and the policy process

Week one

Guy Powles (1970) "The Future of Dissent: Address to the Student Congress"
David Thorns and Charles Sedgwick (1997) "Politics and the State"

An introduction to social movements and interest groups

Week two

Richard Shaw and Chris Eichbaum (2005)
Sidney Tarrow (1996)
Alberto Melucci (1985)

Social movements, interest groups, and public policy "success"

Week three and four

David S. Meyer (2003)
William A. Gamson (1975)
Doug McAdam, John D. McCarthy, and Mayer N. Zald (1996)

Protest and public participation in New Zealand

Week five

Christine Dann (1985)
Myra Marx Ferree and William A. Gamson (1999)

Week six

G. H. Andersen (1985) A Guide For Active Unionists
G. H. Andersen (1996) "A socialist viewpoint on: The unions today"

Week seven

Moana Jackson (1991)
Also Ani Mikaere <http://www.brucejesson.com/lecture2004.htm>

Week eight

Jack Vowles and Juliet Roper (1997) "Business and Politics During the Postwar Era"
Also "Statement of Purpose" on the NZBRT website <http://www.nzbr.org.nz/>

Epilogue: Influence and the policy process

Weeks nine and ten

Paul Burstein and April Linton (2002)
Stewart Burns (1990)

Weeks eleven and twelve

William K. Carroll and R. S. Ratner (2001)

David Duemler (2000)

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) complete a journal summary of each of the **required readings**

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. Students who have not met these requirements will not pass the course and will be given a K grade.

DETAILS OF ASSESSMENT

Assessment will be by a combination of in-term assessment and an end of year examination. The schedule of work and the manner in which the final grade will be calculated is shown below:

	Weighting	Due Date
Journal	20%	Wednesdays, August 2, August 16, September 20, and October 4, 2006.
Assignment 1	40%	Wednesday, September 6, 2006.
Assignment 2	40%	Wednesday, October 18, 2006.

JOURNAL

Double entry journals are to be completed by each student. A half page entry should be written for each of the course readings.

Up to 10 marks will be allocated on the basis of the level of understanding and insight within the student's journal entries. The remaining marks will be allocated at 1 mark for every three article read and critiqued, up to a maximum of 10 marks. As a minimum student's must read the **20 required readings** listed in this course outline, however you are encouraged to read more widely than the 20 required readings.

Journals are to be submitted in four blocks:

Wednesday August 2, 2006 – readings under the headings

- **Activist Aotearoa?**
- **An introduction to social movements and interest groups**

Wednesday August 16, 2006 – readings under the heading

- **Social movements, interest groups, and public policy “success”**

Wednesday September 20, 2006 – reading under the heading

- **Protest and public participation in New Zealand**

Wednesday October 4, 2006 – reading under the heading

- **Epilogue: Influence and the policy process**

Students will be given both a hard copy version and an electronic version of the Double Entry Journal Template at the start of the course.

Double Entry Journal Template (Sample only)
SPOL 304 - 2006

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 on double entry journals see Barbara J. Millis, US Air Force Academy)

Name:	
Article:	
Key Points	Reponses

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 6 September

Length: 3,000 words

Value: 40%

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

1. Public choice theory rose to prominence in New Zealand during the 1980s and 1990s. Discuss the approach of this theory towards interest groups and its impact upon their operation in New Zealand.
2. Anne Phillips states that “Democracy cannot continue to proceed on the assumption of an undifferentiated humanity, or the complacent assertion that voices are equally weighted by their equal right to participate in the vote.” Can social movement and interest group activity help to equalise power in democracies like New Zealand?
3. How do social movements acquire the common identity which binds actors together?

ASSIGNMENT 2 – ESSAY

Due: Wednesday 18 October

Length: 3,000 words

Value: 40%

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

1. Trace the claims making of a social movement or interest group 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 power dynamics behind major changes or continuities in one area of social policy (for example, social security; superannuation; housing; education).
3. Are social movements in the 21st century in New Zealand successfully reconciling material and discursive claims?

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%	
	B	65%-69%	
	B-	60%-64%	As above, but less individual insight and preparation. High level of understanding exhibited. Assignment well presented.
	C+	55%-59%	Work lacks originality, individual insights and not strong on understanding. However, material used is relevant and presentation is satisfactory.
	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.
	F	Overall failure.	
	K	Failed due to not satisfying mandatory course requirements.	

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 disabilities. The policy aims to give students with disabilities 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 course readings available from the Student Notebooks centre. Please ensure you buy a copy of these readings.

GOVERNMENT AND OTHER WEB SITES

All government departments have their own websites where you can access the latest information on policies and strategies. Most departments also have publications such as policy documents, briefing papers etc. listed on their web page which you can usually view, download, save or print out. All government websites have a web address that goes **www.[and then an abbreviation of the department's name]govt.nz**.

For example:

Ministry of Social Development is <http://www.msd.govt.nz>

Child Youth and Family it is <http://www.cyf.govt.nz/>

Te Puni Kokiri it is <http://www.tpk.govt.nz>

For Cabinet press releases and ministerial speeches go to www.beehive.govt.nz

In addition the website: www.stuff.co.nz, which is the combined website of a number of New Zealand newspapers, has on-line access to both national and international headlines and news. You can also get free 'headlines alert' emailed to you daily. Scoop, <http://www.scoop.co.nz/mason/> is a Wellington based Internet news agency, which also offers a free emailing service for news on current events.

The 'Jobs Letter' is a very good New Zealand fortnightly on-line publication that has information on jobs, employment and unemployment and related education and economic issues including commentary on recent government policy initiatives. It also has a good search engine, enabling you to search previous issues of the Jobs Letter. You can get free copies of the latest issue e-mailed to you. The URL for this publication is <http://www.jobsletter.org.nz/>

A selection of website for non-government organisations that may be of interest during the course, though bear in mind this is a very limited selection of the interest groups in New Zealand society.

<http://www.iso.org.nz/about.htm>

<http://www.union.org.nz/>

<http://aotearoa.wellington.net.nz/back/intro.htm>

<http://www.womenz.org.nz/>

<http://menz.org.nz/home.htm>

<http://www.laganz.org.nz/index.html>

<http://www.ageconcern.org.nz/>

<http://www.dpa.org.nz/>

<http://www.mentalhealth.org.nz/>

<http://www.nzbr.org.nz/>

<http://www.fedfarm.org.nz/>

<http://www.maxim.org.nz/>

<http://www.tln.org.nz/home.asp>

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 sources you have used in preparation for the assignment, including those not directly cited in the essay. All references from the assignment should be listed on a separate page at the end of the assignment 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
<p>Overall Comments</p>					

Office use only

Date Received:

(Date Stamp)

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:* _____