

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/PUBL 113

*Social and Public Policy:
Values and Change*

Course Outline

CRN 9512 : 18 POINTS : Trim 2, 2007

COURSE COORDINATOR: DR SANDRA GREY

Room 1012, Murphy Building

Tel: (04) 463 5361

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

Lectures: 9 July - 14 October 2007
Tuesday 11.00am - 11.50am MCLT102
Thursday, 11.00am – 11.50am HULT323

Contents	PAGE
Part A: General Introduction to School and Social Policy Staff.....	2
Part B: Course Objectives, Learning Objectives and Lecture Outline.....	6
Part C: Tutorial Topics and Requirements	9
Part D: Course Assessment Requirements	14
Part E: Course Assessment Protocols and Procedures	16
Part F: Course Readings	19
Appendix A: References and Bibliographies	25
Appendix B: Assignment Marking Sheet	26
Assignment Cover Sheet.....	27

PART A: GENERAL INTRODUCTION TO SCHOOL AND SOCIAL POLICY STAFF

COURSE COORDINATOR

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.

Tel: 463 5361

Email: Sandra.Grey@vuw.ac.nz

Room: Murphy (MY) 1012

Office hours: Thursdays 1-3pm

If Sandra is not available and you have an urgent problem, please leave a message with the SACS Administration team on 463 5317 or 463 5258.

TUTORS

There will be tutorials run in conjunction with this course. The tutors can answer any student queries about the organisation of the tutorial programme, and also queries about the assignments. Tutor offices are on level 10 of the Murphy Building (either Room 1006 or 1018). Tutors are available to see students in their designated office hours each week. The tutors will advise students in the first tutorial which office they will be using, what their office hours will be, and their contact details. Office hours will also be posted outside the door of the Tutors' Room.

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.

OTHER SACS CONTACTS

Head of School:

Assoc. Professor Jenny Neale, MY1013

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

International Student Liaison:

Dr Hal Levine MY1023

Tel: 463 6132 E-m: Hal.Levine@vuw.ac.nz

Maori and Pacific Student Liaison

Assoc. Professor Jeff Sissons, MY1017

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

Students with Disabilities Liaison:

Dr Rhonda Shaw, MY1022

Tel: 463 6134 E-m: Rhonda.Shaw@vuw.ac.nz

School Manager:

Carol Hogan, MY918

Tel: 463 6546 E-m: Carol.Hogan@vuw.ac.nz

School Administrators:

Monica Lichti, Adam Meers, Amy Stratton

MY921, Tel: 463 5317, 463 5258, 463 5677

E-m: sacs@vuw.ac.nz

PUBL 113 AND THE SCHOOL OF GOVERNMENT

This paper is double-labelled as a Social Policy (SPOL) and a Public Policy (PUBL) paper. Students completing a major in Public Policy (BA or BCA) are being encouraged to take it, and staff of the School of Government, which has responsibility for the Public Policy Programme, will be contributing to the teaching. While all matters relating to the paper should be raised in the first instance with the course coordinator Dr Sandra Grey, students wishing to discuss any matter relating to other Public Policy papers, the Public Policy major or further study in Public Policy are encouraged to contact the Undergraduate Programme Coordinator in the School of Government, Dr Chris Eichbaum:

Tel: 463 5675

E-mail: chris.eichbaum@vuw.ac.nz

Room: Rutherford House Room 830 (level 8)

Office hours: As required (phone or send an email to make an appointment)

If the matter is an urgent one and Chris is not contactable by email or on his office phone, please try (027) 2709079.

FACULTY OF COMMERCE AND ADMINISTRATION OFFICES

Advice is available for BCA students from the following:

Railway West Wing (RWW) - FCA Student Administration Office

The Student Administration Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications. To check for opening hours call the office on (04) 463 5376.

Easterfield (EA) - FCA/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce & Administration and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA005) and offices 125a to 131 (Level 1). The office is available for the following:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- FCA Student Administration forms (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

Check with the Student Administration Office for opening times (04) 463 5376

WEBSITES

The School of Social and Cultural Studies website is <http://www.vuw.ac.nz/sacs>

The School of Government website is www.sog.vuw.ac.nz

COURSE WITHDRAWAL PROCEDURES

If you decide for ANY reason at ANY stage to withdraw from SPOL 113 or PUBL 113 (or any other course) please see the Faculty of Humanities and Social Sciences (if you are BA student) or the Faculty of Commerce and Administration (if you a BCA student) 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 12 hours each week on course work. This includes class contact hours. This workload is in accordance with the guidelines put forward by the Faculty of Humanities and Social Sciences for half-year courses at the 100-level.

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; class representatives may be able to help you in this. 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 (see Appendix 3 of the Assessment Handbook)

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 name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

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 contacts are **Dr Allison Kirkman, Murphy Building, room 407** and **Dr Stuart Brock, Murphy Building, room 312**. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

Manaaki Pihipihinga Programme

This programme offers:

- Academic mentoring for all Māori & Pacific students at all levels of undergraduate study for the faculties of Commerce & Administration and Humanities & Social Sciences. Contact Manaaki-Pihipihinga-Programme@vuw.ac.nz or phone 463 6015 to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses

- Postgraduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities
- Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; Pacific-Support-Coord@vuw.ac.nz or phone 463 5842.

Manaaki Pihipihinga is located at: 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring & some first year Commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Māori Studies mentoring is done at the marae.

Student Services

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 B: COURSE OBJECTIVES, LEARNING OBJECTIVES AND LECTURE OUTLINE

SPOL/PUBL 113 is the introductory course for Social Policy at VUW. The Social Policy curriculum

- is about a wide range of questions concerning human aspirations and wellbeing;
- examines the economic, social, and demographic changes that influence social policy;
- involves critical reflection on the content, processes, and outcomes of social policy decisions;
- explores and evaluates a range of ways societies might respond to social issues; and,
- is both theoretical and applied, and students are encouraged to explore the relationships between theories and empirical/applied work.

SPOL/PUBL 113 Course objectives

Critical reflection on the content, processes, and outcomes of social and public policy is at the core of this introductory policy course. In particular, students will examine the values that underpin social and public policies in New Zealand using current debates about health, welfare, and fiscal policy. Also examined are the ideologies used to defend and critique welfare policies in New Zealand, including neo-liberalism, feminism, social democracy, and antiracism. These debates will be set in the context of changing social, economic, political, and institutional arrangements which have impacted upon policy development and implementation.

Aims of the course

- To explore the values, morals, and beliefs underpinning social and public policies in New Zealand over the last three decades;
- To understand the political, economic, administrative, and ideological changes that have impacted on the planning and provision of social and public policy in New Zealand;
- To explore the impacts of the Treaty of Waitangi and globalisation on New Zealand policy development and delivery;
- To examine some of the major critiques of and challenges to social policy and public policy, including feminism, anti-racism, and neo-conservatism.

Within the course students will:

- Begin to develop the skills necessary to critically analyse government policies and strategies;
- Be encouraged to write clearly, i.e. to produce an argument and marshal evidence for it;
- And be encouraged to use tutorials to further understanding of current social policies issues and debates, and to appreciate different viewpoints.

Lecture and Assessment Timetable

MODULE ONE: Introduction to social and public policy

10 July	What is public policy? What is social policy?
12 July	How is policy studied? Economic; politics; sociology And Student Learning Support Deborah Laurs
17 July	Why do we need social and public policy?
19 July	What impacts on policy? Theories of policy change
24 July	Ideas, values, and beliefs
26 July	Institutions, organisations, and actors
31 July	Constitutional arrangements <i>Chris Eichbaum</i>

MODULE TWO: The politics of the New Zealand 'welfare state'

- 2 Aug Why is history important?
- 7 Aug Colonial legacies
- 9 Aug The 'golden era' of New Zealand welfare
- 14 Aug Neo-liberalism and social policy
- 16 Aug Rogernomics and the "Mother of All Budgets"

MID SEMESTER BREAK

ESSAY ONE DUE August 22, 2007

- 4 Sept The third way and renewal of social democracy *Chris Eichbaum*
- 6 Sept Guest Lecture: Minister of Social Development David Benson-Pope
- 11 Sept The impact of globalisation on policy
- 13 Sept The Treaty of Waitangi

MODULE THREE: The values and discourses of policy debates

- 18 Sept Fiscal and monetary policy *Bob Stephens*
- 20 Sept The values behind fiscal and monetary policy *Bob Stephens*
- 25 Sept New Zealand's changing health care system *Jackie Cumming*

ESSAY TWO DUE September 26, 2007

- 27 Sept The values behind health policy *Jackie Cumming*
- 2 Oct Feminist and anti-racist critiques of policy developments
- 4 Oct New conservative and fundamentalist critiques
- 9 Oct Why have NZ policy changes occurred?
- 11 Oct Exam revision and wrap up

Lecture Preparation

In order to make the most of lectures it is important for you carry to out some initial preparatory reading or activities each week. This preparation will help you understand the lecture, the course, and pass the final examination!

- 12 July Marshall in notebook pp. 17-19; Dalton et al. in notebook 6-7.
- 17 July Bridgman and Davis in notebook pp. 2-5.
- 19 July Dalton et al. in notebook pp. 12-16
- 24 July Goodin et al. in notebook pp. 23-24
- 26 July NZ Planning Council in notebook pp. 20-21
Visit the Electoral Commission website
http://www.elections.org.nz/democracy/system_of_government.html

- 31 July Cabinet Manual in notebook pp. 42-44
 2 August Dalton et al in notebook pp. 9-12
- 7 Aug Davey in notebook pp. 82-83
 9 Aug Grant in notebook 73-81; Commission on Social Justice in notebook pp. 220-226.
- 14 Aug Rudd in notebook pp. 95-97; Green in notebook pp. 100-101
 16 Aug Watch *Revolution* Vis 2690 OR *Someone Else's Country* Vis 2306
- 4 Sept Giddens in notebook pp. 133-137
 6 Sept Read about the Minister for Social Development
<http://www.beehive.govt.nz/Minister.aspx?MinisterID=71>
- 11 Sept Barney in notebook pp. 69-72
 13 Sept Hayward in notebook pp. 49 and 67-68;
 Watch *Globalisation and Maori* DVD 811
- 18 Sept Hazeldine in notebook pp. 263-266
 20 Sept Hazeldine in notebook pp. 263-266
- 25 Sept Cumming and Mays in notebook pp. 279-288
 27 Sept Cumming and Mays in notebook
- 2 Oct Explore the CEDAW report on the Ministry of Women's Affairs
 website <http://mwa.govt.nz/index.html>
 Poata Smith in notebook pp. 138-142
- 6 Oct Heywood in notebook pp. 164-166

PART C: TUTORIAL TOPICS AND REQUIREMENTS

TUTORIAL TIMETABLE

Subject	Room	Start	Finish	Tue	Wed	Thu
SPOL/PUBL113	MY105	10:00	10:50	T		
SPOL/PUBL113	MY403	15:10	16:00		W	
SPOL/PUBL113	MY531	16:10	17:00		W	
SPOL/PUBL113	MY531	9:00	9:50			R
SPOL/PUBL113	MY302	13:10	14:00			R

TUTORIAL OUTLINE AND READINGS

The aim of tutorials is to further your critical thinking skills by encouraging you to analyse questions, engage in critical reading, formulate arguments, and debate. You will also learn some basic research and writing skills, and have time to discuss good techniques with your tutors. **It is essential that you adequately prepare for tutorials.**

The following is a guideline for tutorials. Please note each tutor will organise the structure of his/her tutorials based around the topics and readings listed below. For each tutorial discussion there are a number of required readings (taken from the student notebook) and some additional recommended readings. I have set out some questions that you should be able to answer if you have critically engaged with the readings. These questions are only a guide and you should be able to add to the list.

Week 1 – No tutorials

Week 2 - An introduction to social and public policy

Notebook reading: Bridgman and Davis; Dalton et al pages 3-13.

Extra readings: Cheyne, C., O'Brien, M. and Belgrave, M. (2004) "Introduction" in *Social Policy in Aotearoa/New Zealand: A Critical Introduction*, Auckland: OUP

Duncan, G. (2007) "Chapter One" in *Society and Politics: New Zealand Social Policy*, Auckland: Pearson Education New Zealand.

Shaw, R. and C. Eichbaum (2005) "Chapter 1: What is Public Policy?" in *Public Policy in New Zealand* Auckland: Pearson Education New Zealand.

Questions: What is social policy? What is public policy? What is the central institution involved in the forms of 'policy' we study? What are the differences between public policy and social policy? What other types of policies do governments make?

Tutorial activity: Discuss how issues move from being private concerns to public policy concerns? And what concerns should be dealt with by 'social policy'?

Week 3 - Library skills

Two special library skills sessions will be run during this week for SPOL/PUBL 113 students by Librarian Jillian Spiers. The sessions are aimed at students who have not attended library skills sessions already in 2007 and spaces will be filled on a first come, first served basis. Times and location will be announced in lectures.

All students must complete the library skills exercise which will be handed out during the tutorial in the library and in the lectures during Week 3 of trimester.

Week 4 - What impacts on social policy? Ideas

Notebook readings: New Zealand Planning Council; Goodin, R.E et. al.

Questions: What are values? What are morals? What are normative values? How do values impact upon policy? Why should we be concerned about poverty? What types of social equality might a state advocate? What is autonomy and freedom? Is it possible to balance freedom and equality?

Tutorial activity: Debate whether the government's role is to promote social equality or economic efficiency?

Week 5 – What impacts on social policy? Institutions

Notebook readings: T. Dalton et. al pages 13-22; T. Tenbensen and R. Gauld; Keith.

Additional readings: Shaw and Eichbaum (2005) Chapters 2 to 6.

Questions: Who should be involved in policy making? What role do politicians play in policy making? What role do public servants play in policy making? What role do interest groups play in policy making?

What processes are often followed in policy-making? Why do we need models of policy making? What are the main differences/similarities between the rationalist, stakeholder, participatory, and neo-liberal models of policy making?

Tutorial activity: List all the different elements that are likely to impact upon policy decisions using the lecture notes and readings for Lectures 4 to 8.

Week 6 – The main themes of New Zealand early social policy history

Notebook readings: J. A. Davey (2001); Commission on Social Justice.

Additional readings: Margaret McClure (1998) 'A Civilised Community': The origins of the Social Security Act, 1929-1939. *A Civilised Community: A History of Social Security in New Zealand 1898-1998* Auckland: Auckland University Press

Bronwyn Dalley and Margaret Tenant (eds) (20004) *Past judgement: social policy in New Zealand history* Dunedin: University of Otago Press.

Cradle to grave [videorecording].

Questions: What is egalitarianism? When is New Zealand's welfare state said to start? What is universalism? What is targeting? Who were the 'deserving poor'? What is Keynesianism? What types of rights are appealed to in relation to welfare provision? What influences social policy according to Judith Davey?

What is social justice? What is the core of Rawls' theory of justice? Are all inequalities unjustified?

Tutorial activity: Debate the principles of universal provision of welfare or targeted provision.

Week 7 – Neo-liberalism and the ‘revolution’ in New Zealand

Notebook readings: C. Rudd (1999); R. Douglas (1993); J. Shipley (1998); Green (1998).

Extra readings: *Revolution* [videorecording]. *Someone else’s country* [videorecording].

Duncan, G. (2007) “Chapter Seven”

Muriel Newman (2003) “ACT’s welfare vision” in *Liberal Thinking* Wellington: ACT New Zealand.

Questions: What is neo-liberalism? How are rights discussed within a neo-liberal ideology? Who is responsible for welfare according to neo-liberals? Are neo-liberals more interested in freedom or equality? What type of equality is favoured by neo-liberals? What size should the state be according to neo-liberal proponents? When did neo-liberalism ‘take hold’ in New Zealand?

Tutorial activity: Using the Goodin et al article, identify the values that are found within the work of Roger Douglas and Jenny Shipley.

Week 8 - The Third Way and Social Democracy

Notebook readings: A Giddens (2002); Eichbaum (2006).

Extra reading: Duncan, G. (2007) “Chapter Eight”

Questions: What is the third way? How does the third way vary from neo-liberalism? How does the third way vary from Keynesianism? How do ideologies impact upon social policy? What is meant by social development? What is globalisation? Is globalisation inevitable? Why are global markets important in terms of social policy? Does the third way advocate for government responsibility for welfare? How is individual responsibility viewed under both neo-liberalism and the third way?

Tutorial activity: Critique the concept of social development from neo-liberal and Keynesian perspectives.

Week 9 – Institutions and processes revisited

Notebook readings: Hayward and Barney readings from notebook.

Extra reading: Barrett, M. and Connolly-Stone, K. (1998) “The Treaty of Waitangi and Social Policy” *Social Policy Journal of New Zealand*, Issue 11, December 1998, pp. 29-48.

What is globalisation? What impact does it have on social and public policy? How does globalisation challenge policy makers in New Zealand?

What Principles of the Treaty of Waitangi are part of New Zealand policy development? How are Principles determined? What are the implications of the Treaty of Waitangi on social policy development?

Tutorial activity: List all the factors which are likely to limit the policy choices of Cabinet and the governing political party.

Week 10 – Examining the values behind health policy

Notebook readings: T. M. Wilkinson (1995); Cumming and May; Raymont and Cumming.

Extra reading: C. Cheyne et al. (2004) Chapter 3.

Shaw and Eichbaum (2005) “Chapter 15: From social welfare to social development”

Guald, R. (2001) *Revolving Doors: New Zealand's Health Reforms*. Wellington, Institute of Policy Studies and Health Services Research Centre.

Questions: What types of health care are offered by the New Zealand state? What does it mean to marketise social services? What is rational policy making? Do we act as self-maximising rational actors?

Tutorial activity: List the major ‘policy problems’ affecting New Zealand youth today. List any ‘policy solutions’ you feel are necessary to aid youth in the health and social security policy arenas.

Week 11 - Are women and Maori disadvantaged by current social policies?

Notebook readings: Te Ahu Poata-Smith; Waring; Heywood; Kenway.

Extra Readings: C. Cheyne, et al. (2004) Chapter 5;

Duncan, G. (2007) “Chapter Five”

F. Williams (1989) *Social Policy: A Critical Introduction*. Cambridge, Polity Press.

Questions: What do we mean when we look at a social problem as systemic? Who is responsible for social ills: individuals or society as a whole? Who should cure social ills: individuals or society as a whole? What do we mean by the term ‘marginalised’?

What are the main reasons for a feminist critique of social policy? What is anti-racism? Are these valid critiques of New Zealand social policy? What is meant by social disadvantage? What is discrimination? Have women been disadvantaged as a group by New Zealand’s social and economic arrangements? How can feminist and anti racist critiques be utilised in New Zealand? What does a gender lens bring to social policy?

What do conservatives think of collective claims against the state? Who has responsibility for well-being according to conservatives?

Tutorial activity: Debate the role of Te Puni Kokiri and the Ministry of Women’s Affairs in New Zealand policy making and society.

Week 12 - Exam revision

TUTORIAL ATTENDANCE

There is a mandatory course requirement that students must attend at least 7 of the scheduled tutorials. If you find that for any reason you are unable to meet this mandatory requirement, you should discuss it with your tutor as soon as possible. Students are responsible for ensuring their attendance at each tutorial has been noted on the tutorial attendance roll.

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.

EXAMINATION

The final examination in the course is conducted by the Faculty of Humanities and Social Sciences. Students who are unable to sit the examination because of ill health or whose preparation for the examination is affected by illness or disability should consult the University Calendar or Faculty Office about the options that may be open to them.

PART D: COURSE ASSESSMENT REQUIREMENTS

MANDATORY COURSE REQUIREMENTS

Students must fulfill the following requirements:

- a) attendance at a minimum of 7 scheduled weekly tutorials
- b) completion of two written assignments
- c) sit the final end of course examination.

A list of any students who have not achieved requirements a) and b) of the above requirements 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 regardless of whether or not they sit the final examination.

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
Assignment 1	20%	August 20, 2007 before 4 pm
Assignment 2	30%	September 24, 2007 before 4 pm
Examination	50%	2 hour Faculty conducted examination

IN-TERM ASSESSMENT WORK

The objective in the first and second assignments is to foster problem solving and analytical abilities by requiring students to critically reflect on the content, processes, and outcomes of New Zealand social and public policy developments.

ASSIGNMENT 1 – ESSAY

Due date: August 20, 2007

Word Limit: 2,000

20% of final grade

Write an essay on **ONE** of the four topics below:

1. Describe and critique the processes by which individual problems become social and public policy.
2. If Bridgman and Davis are right and policy is an authoritative response to a public issue – who or what shapes this response.
3. Governments should be responsible for improving the well-being of citizens. Discuss arguments for and against this statement.
4. Should the Treaty of Waitangi be considered during policy making processes in New Zealand? If yes, why? If no, why not?

As part of the first assignment students are required to complete the library exercise given out during the library tutorials. The library excise should be stapled to the back of the essay.

ASSIGNMENT 2 - ESSAY

Due date: September 24, 2007

Word Limit: 2,500

30% of final grade

Write an essay on **ONE** of the five topics below:

1. Which policy model best describes the major changes in policy in New Zealand since 1984.
2. Goodin et al. give six justifications for welfare policy. Which of the values presented by the authors has dominated New Zealand social policy development since 1999.
3. Feminists claim that women experience the welfare state differently from men. Explore this statement with reference to developments in New Zealand education, welfare, or health policy.
4. How do processes of globalisation affect social and public policy development?
5. In what ways are Maori and Pacific Island peoples more disadvantaged in New Zealand society than Pakeha? How can policy address this disadvantage?

FINAL EXAMINATION

This is a 2-hour examination and counts for 50% of the total course mark. It is a 'closed book' examination. Information about the final examination will be handed out in the lecture on October 11. The examination period for Trimeseter 2 2007 is from 19 October – 10 November 2007

PART E: 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 placed in the assignment box located to the left 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 Cover Sheet

Please include a School 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 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 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.
	B	65%-69%		High level of understanding exhibited. Assignment well presented.
	B-	60%-64%		
	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.	

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..

PART F: COURSE READINGS

SET TEXTS

There are prepared course readings available at the cost of \$ 19.15 from the Student Notebooks Centre. Please ensure you buy a copy of these readings.

RECOMMENDED TEXTS

Cheyne, C., O'Brien, M. and Belgrave, M., (2004) *Social Policy in Aotearoa/New Zealand: A Critical Introduction*, Auckland: OUP

Duncan, G. (2007) *Society and Politics: New Zealand Social Policy*, Auckland: Pearson Education.

Shaw, R. and Eichbaum, C. (2005) *Public policy in New Zealand : institutions, processes and outcomes* Auckland: Pearson Education.

TEXTS TO HELP WITH COMMON TERMS AND CONCEPTS

Alcock, P., Erskine, A., and May, M. (2002) *The Blackwell dictionary of social policy* Oxford: Blackwell Publishers Ltd: Oxford.

Alcock, P., Erskine, A. & May, M. (2003) *The Student's Companion to Social Policy*. Malden, MA : Blackwell Publishers.

Heywood, A., (2003) *Political ideologies: an introduction* Basingstoke: Palgrave.

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.msdc.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/> is a Wellington based Internet news agency, which also offers a free emailing service for news on current events.

If you are going to use websites for academic research, please ensure you are going to a reputable source (such as Government Departments). It is NOT acceptable to use sites such as Wikipedia as a resource for essays.

ADDITIONAL READINGS

A list of additional readings is set down for each of the modules in this course. It is not expected that students will read all of the books listed below, but that these additional readings will be used selectively. Also students are encouraged to look beyond the lists provided, as there are many more texts on social policy in the Victoria University Library.

As well as searching for books students are encouraged to search for journal articles on social policy topics. Journals often contain more up-to-date discussions of current social policy issues and debates. In the VUW library you can use the computers behind the information desk on the second floor to search journals on-line. Three databases that are particularly relevant for social policy are 'Expanded Academic', 'Proquest' and the 'International Bibliography of the Social Sciences'. Tutorial sessions will be held for SPOL/PUBL 113 students early in trimester. However, if you require additional help, any of the librarians will help you to do on-line searches. You may also want to attend one of the library database sessions that run throughout the semester. Details of up-coming library sessions are available on the Library homepage at <http://www.vuw.ac.nz/library/instruction/index.aspx>

Enjoy the journey.

MODULE ONE: Introduction to social and public policy

Alcock, P., Erskine, A., and May, M. (2002) *The Blackwell dictionary of social policy* Blackwell Publishers Ltd: Oxford

- Alcock, P., Erskine, A. & May, M. (1998) *The Student's Companion to Social Policy* Blackwell Publishers Ltd: Oxford
- Baldock, John, Nick Manning, and Sarah Vicerstaff (2003) *Social Policy* Oxford: Oxford University Press
- Bogges, S., Corcoran, M., and Jenkins, S. P. (1999) *Cycles of disadvantage?* Institute of Policy Studies: Wellington
- Considine, M. (1994) *Public Policy- a Critical Approach* MacMillian Educational Australia Pty Ltd: South Melbourne
- Drake, R. F. (2001). *The principles of social policy*. New York, Palgrave
- Deacon, Bob; Hulse, Michelle and Stubbs, Paul (1997) *Global Social Policy: International Organisations and the Future of Welfare* Sage Publications: London
- Drake, Robert (2001) *The principles of social policy* New York: Palgrave
- Hill, M. (1997) *The Policy Process in the Modern State (3rd edition)* Prentice Hall/Harvester Wheatsheaf: Hertfordshire
- Hill, Michael (2003) *Understanding social policy* Malden, Mass.: Blackwell
- Lavalette, M. and A. Pratt (2001). *Social policy: a conceptual and theoretical introduction*. London, Sage
- Levin, P. (1997) *Making social policy: the mechanisms of government and politics, and how to investigate them* Open University Press: Philadelphia
- Sabatier, P. (ed.) (1999) *Theories of the Policy Process: Theoretical Lenses on Public Policy* Westview Press: Boulder Colorado
- Spicker, P. (1995) *Social Policy: Themes and Approaches* Prentice Hall Harvester Wheatsheaf: London
- Weimer, D.L. and Vining, A.R. (1999) *Policy Analysis - Concepts and Practice* Prentice-Hall Inc.: New Jersey

MODULE 2: The politics of welfare in New Zealand

- Boston, J., Dalziel, P. and St John, S. (eds) (1999) *Redesigning the Welfare State in New Zealand: Problems, Policies, Prospects* Oxford University Press: Auckland
- Boston, J. (2000). *Left turn: the New Zealand general election of 1999*. Wellington, Victoria University Press.
- Brash, Don (2004) "Nationhood" speech at the Orewa Rotary Club, 27 January 2004.
- Castles, F., Gerritsen, R., Vowles, J. (eds) (1996) *The Great Experiment - Labour Parties and Public Policy Transformation in Australia and New Zealand* Auckland University Press: Auckland
- Dalley, Bronwyn and Margaret Tennant (eds) (2004) *Past judgement: social policy in New Zealand history* Dunedin: University of Otago Press
- Goldfinch, S, (2000) *Remaking New Zealand and Australian economic policy: ideas, institutions and policy communities* Victoria University Press: Wellington
- Kelsey, J. (1999) *Reclaiming the future - New Zealand and the global economy* Bridget Williams Books: Wellington

McClure, M. (1998) *A civilised community: a history of social security in New Zealand 1898-1998* Auckland University Press: Auckland

Royal Commission on Social Policy (1988) *April Report*

Royal Commission on Social Policy (1988) *Towards a Fair and Just Society* Royal Commission on Social Policy: Wellington

Shannon, P (1991) *Social Policy* Oxford University Press: Auckland

Sykes, Rob et. al. (2001) *Globalisation and European welfare states* Basingstoke: Palgrave

St John, S. and Heynes, A. (October 1993) *The Welfare Mess* Department of Economics, University of Auckland: Auckland

Neo-liberalism and its critics

Cox, J. (2001) *Middle class welfare* New Zealand Business Roundtable: Wellington

Douglas, Roger (1993) *Unfinished business* Random House New Zealand: Auckland

Easton, Brian (1997) *The commercialisation of New Zealand* Auckland University Press: Auckland

Green, David (2001) *Poverty and benefit dependency* New Zealand Business Roundtable: Wellington

Kelsey, Jane (1997) *The New Zealand experiment: A world model for structural adjustment?* Auckland University Press/Bridget Williams Books: Auckland

Prebble, Richard and ACT New Zealand (2003) *Liberal thinking* Wellington: ACT New Zealand

Russell, M., Carlaw, J. and Fraser, I. (1996) *Revolution* Video recording from Images Ink: Auckland

The Third Way

Chatterjee et al (1999) *The new politics: A third way for New Zealand* Dunmore Press Ltd: Palmerston North

Davey, J.A. (2000) *Another New Zealand Experiment: A Code of Social and Family Responsibility* Institute of Policy Studies: Wellington

Giddens, A. (2001) *The Global Third Way Debate* Polity Press: Cambridge

Gould, J. (2000) 'Closing the Gaps?' *Political Science* Vol. 52, No. 2 pp. 116 -124

Miller, R. (2000) 'The Third Way' *Political Science* Vol. 52, No. 2 pp. 174-180

Percy-Smith, J. (2000). *Policy responses to social exclusion: towards inclusion?* Buckingham, Open University Press

Robinson, D. (2002) *Building Social Capital* Institute of Policy Studies: Wellington

Scanlon, C. (2001) "A Step to the Left? Or Just a Jump to the Right? Making Sense of the Third Way on Government and Governance" in the *Australian journal of political science* Vol. 36:3, pp. 481-498

The third sector and government

Bell, C, (1997) *Community Issues in New Zealand* The Dunmore Press: Palmerston North

- Brock, K. (2002) *Improving Connections Between Governments and Nonprofit and Voluntary Organizations: Public Policy and the Third Sector* McGill/Queens University Press
- Crampton, P. Woodward, A. and Dowell, A. (2001) 'The Role of the Third Sector in Providing Primary Care Services – Theoretical and Policy Issues.' *Social Policy Journal of New Zealand* Issue 17 December 2001 pp. 1-21
- Lewis, D. (1999) *International Perspectives on Voluntary Action: Reshaping the Third Sector* Earthscan: London
- Ministry of Social Policy (2000) *Models of Community-Government partnerships and their effectiveness in achieving welfare goals: a review of the literature* MSP: Wellington

Policy and process changes in welfare

- Boston, J. (1995) *The State Under Contract* Bridget Williams Books Limited: Wellington
- Hallett, C. and A. Prout (2003). *Hearing the voices of children: Social policy for a new century*. New York, Routledge
- Lang, H. G., "The Case For Reform" in Burns, C (1982) *The Path to Reform New Zealand* Institute of Public Administration: Wellington, pp. 26-39
- Martin, John (1996) 'The Schick Report - An Evaluation of State Sector Reform' *Public Sector* Vol.19, No. 4 pp. 10-13
- Robinson, March (2000) 'Contract Budgeting' *Public Administration* Vol.78, No 1 pp. 75-90
- Schick, A. (1996) *The Spirit of Reform: Managing the New Zealand State Sector in a Time of Change*
- Sharp, A. (1994) *Leap into the Dark: the Changing Role of the State in New Zealand Since 1984*: Auckland University Press: Auckland

MODULE 3: Values, beliefs, and welfare discourses: current New Zealand social policy debates

Values and beliefs

- Heywood, A., (2003) *Political ideologies: an introduction* Palgrave: Basingstoke
- Alcock, P., Erskine, A. & May, M. (1998) *The Student's Companion to Social Policy* Blackwell Publishers Ltd: Oxford
- Castles, F. G. and Pierson, C. (eds) (2000) *The Welfare state: a reader* Polity Press: Oxford
- Drake, R. F. (2001) *The principles of social policy* Palgrave: New York
- Pierson, C. (2001) *Hard choices: social democracy in the twenty-first century* Polity Press; Oxford
- Spicker, P. (1995) *Social Policy: Themes and Approaches* Prentice Hall Harvester Wheatsheaf: London
- Teple, G. (2000) *Globalization and the Decline of Social Reform* Garamond Press: Canada

Social policy critiques: From Maori and feminists

- Barrett, M. and Connolly-Stone, K. (1998) "The Treaty of Waitangi and Social Policy" *Social Policy Journal of New Zealand*, Issue 11, December 1998, pp. 29-48

- Bashevkin, S. (2002). *Welfare hot buttons: women, work, and social policy reform*. Pittsburgh, Pa., University of Pittsburgh Press
- Chapple, S. (2000) 'Maori Socio-Economic Disparity' *Political Science* Vol. 52, No. 2 pp. 101-115
- Charles, Nickie (2000) *Feminism, the state and social policy* Basingstoke: Macmillian
- Durie, M. (1998) *Te mana, te kawanatanga : the politics of Maori self-determination* Oxford University Press: Auckland
- Else, A. (1997) "Having it both ways? Social Policy and the Positioning of Women in relation to Men" *Social Policy Journal of New Zealand*, Issue 9, November 1997, pp. 16-26
- Hallett, C. (ed.) (1996) *Women and Social Policy: An Introduction* Prentice Hall/Harvester Wheatsheaf: London
- Hayward, Janine (1997) "Appendix: The Principles of the Treaty of Waitangi" in Alan Ward, Rangahaua Whanui National Overview Report Vol. 2, Wellington: Waitangi Tribunal
- Jencks, C. (1993) *Rethinking social policy: Race, poverty, and the underclass* Harper Perennial: New York
- Jones, Shane (2000) "Development and Maori Society: Building From the Centre or the Edge?" in Antony Hooper (ed) *Culture and Sustainable Development in the Pacific*, Canberra: Asia Pacific Press
- Joseph, Paul (2000) "Maori and the Market: the Waitangi Tribunal", *Race and Class*, Vol. 41, No. 4, April-June
- Moreland, Jane (2000) *The women are behind it all?: women's influence on social policy* Wellington: Research papers, Victoria University of Wellington
- Pascall, G. (1997) *Social policy: A new feminist analysis* Routledge: London
- Sainsbury, D. (1996) *Gender, equality, and welfare states* Cambridge University Press: Cambridge
- Te Puni Kokiri (2000) *Progress towards closing social and economic gaps between Maori and Non-Maori* TPK: Wellington
- Williams, Fiona (1989) *Social Policy: A Critical Introduction*. Cambridge, Polity Press
- Yeatman, A. (1998) *Activism and the Policy Process* Allen & Unwin: St Leonards

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).

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

http://www.vuw.ac.nz/st_services/slss/index.aspx

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:

(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: _____
(Last name) (First 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: _____