



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF SOCIAL AND CULTURAL STUDIES  
*Te Kura Mahinga Tangata*

# Social and Public Policy: Values and Change

## SPOL/PUBL 113

20 POINTS

TRIMESTER 1 2014

### Important dates

**Trimester dates:** 3 March to 2 July 2014

**Teaching dates:** 3 March to 6 June 2014

**Easter/Mid-trimester break:** 18 April to 4 May 2014

**Study week:** 9 – 13 June 2014

**Examination/Assessment Period:** 13 June to 2 July 2014

Note: students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.

**Withdrawal dates:** Refer to [www.victoria.ac.nz/students/study/withdrawals-refunds](http://www.victoria.ac.nz/students/study/withdrawals-refunds). If you cannot complete an assignment or sit a test or examination, refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats).

## Class times and locations

Lectures: Wednesday 15:10-16:00, COLT122  
Thursday 15:10-16:00, HULT323

Tutorials: Monday 10:00-10:50, CO118  
Monday 14:10-15:00, KK106  
Monday 15:10-16:00, KK107  
Tuesday 15:10-16:00, CO228  
Wednesday 16:10-17:00 KK204  
Thursday 12:00-12:50 KK201  
Thursday 16:10-1700 MY301

## Names and contact details

**COURSE COORDINATOR: SANDRA GREY**

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Tel: 463 5371

Room: Murphy (MY) 1004

Office hours: Tuesday 9-10am; Wednesday 1-2pm

## Communication of additional information

Additional information related to the course will be made available on BlackBoard. You will automatically receive all Blackboard announcements as an email sent to your @myvuw.ac.nz email address. If you are not going to use this Victoria email address set up for you, we strongly encourage you to set a forward from the Victoria email system to the email address you do use

## Prescription

This course focuses on the values and ideologies that underpin social policy and public policy in New Zealand. The course will examine the economic, political, and institutional arrangements within New Zealand which impact upon policy development and implementation.

## Course content

<i>Date</i>	<i>Topic</i>	<i>Lecture reading</i>
5-Mar	Introduction	
6-Mar	What is policy?	Dalton et al.
<b>Why do we need social/public policy?</b>		
12-Mar	Stability and efficiency	Goodin et al.
13-Mar	Meeting needs and solving problems	

19-Mar	To promote social justice and equality	Social Justice Commission
<b>What impacts on policy choices?</b>		
20-Mar	The actors	
<i>Assignment 1 Due - Monday 24 March 2014</i>		
26-Mar	The policy processes	Tenbensen and Gauld
27-Mar	Our constitution	Keith
2-Apr	Te Tiriti o Waitangi	Hayward
3-Apr	Path dependency and paradigm shifts	
9-Apr	Globalisation	Barney
<b>What values and ideologies inform policy choices?</b>		
10-Apr	Introduction to values, norms, and ideologies	
<i>Assignment 2 Due - Monday 14 April 2014</i>		
16-Apr	Conservatism	Heywood
17-Apr	Neo-liberalism	Green
Mid-trimester break		
7-May	Social democracy	Titmuss
8-May	Feminism and anti-racism	
<b>Studying policy change in NZ</b>		
14-May	Change and policy 'revolutions' in NZ	
15-May	Colonial legacies	Rudd
<i>Assignment 3 Due - Monday 19 May 2014</i>		
21-May	Social democracy	Davey and Grey Shipley; Douglas; and Revolution Vis 2690
22-May	Rogernomics and the 'Mother of All Budgets'	

28-May	The NZ way?	Eichbaum
29-May	Austerity as the new norm?	
4-Jun	What next?	
5-Jun	Exam revision and wrap up	

## Course learning objectives (CLOs)

Students who pass this course will be able to:

1. Analyse the values, morals, and beliefs underpinning social and public policies in New Zealand over the last three decades;
2. Question the 'norms' and justifications underpinning contemporary policy decisions;
3. Establish an initial understanding of the core institutional, economic, and demographic factors that impact on the planning and provision of social and public policy in New Zealand;
4. Establish an initial understanding of the impact of Te Tiriti o Waitangi and globalisation on New Zealand policy development and delivery;
5. Develop academic reading and writing skills;
6. Use tutorials to discuss contemporary policy issues and political debates, and to reflect upon different viewpoints.

## Teaching format

Lectures and tutorials:

Students are expected to regularly attend lectures and will be advantaged if they do so. Enrolment for tutorial classes will be done using the S-Cubed system.

## Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

- submit three written assignments;
- sit the final examination;
- must attend 5 of the 9 scheduled tutorials.

## Workload

The expectations are that students will work 10 hours per point, therefore a 20 point course equates to 200 hours over the trimester. This includes scheduled contact time, individual or group study, and work on assessment tasks.

The workload allocated to the required tasks for this course will vary from student to student however it is expected that students will spend:

- at least 10 hours on assignment 1
- at least 15 hours on assignment 2
- at least 25 hours on assignment 3
- at least 30 hours preparing for the final examination

The remainder of the expected time for this course will be spent reading material in preparation for lectures and tutorials, in group discussions, and in class itself.

## Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	Assignment 1: Critical reading and library quiz (1000 words)	15%	2, 3, 4	4pm 24 March
2	Assignment 2: Comparative reading exercise (1200 words)	15%	2, 3, 4	4pm 14 April
3	Assignment 3: Essay (2000 words)	20%	1, 2, 3, 4	4pm 19 May
4	Examination (2 hours)	50%	1, 2, 3	During the Exam period (13 June to 2 July 2014)

### IN-TERM ASSESSMENT WORK

#### ASSIGNMENT 1 Critical reading and library quiz

**Weighting: 15%**

**Due date:** 4pm, 24 March 2014

**Word Limit:** 1,000 words

Please note there are two parts to this assignment, both must be submitted in order to fulfill course requirements.

Write critical summaries of any **TWO** of the following articles found in the student notes:

Bridgman P. and G. Davis (2000) "Why Policy Matters." In *The Australian Policy Handbook* 2nd Edition, Crows Nest NSW: Allen and Unwin, 3-8.

Dalton, T. et. al (1996) "Towards a framework for understanding and participating in social policy making." In *Making Social Policy in Australia: An Introduction*. St Leonards NSW: Allen and Unwin, 3-22

Tenbenschel, T. and R. Gauld (2000) "Models and Theories." In P. Davis and T. Ashton (eds) *Health and Public Policy in New Zealand*, Auckland, Oxford: Oxford University Press, 24-43.

Titmuss, R. M. (1971) "Welfare State and Welfare Society", in *Commitment to Welfare*, Allen and Unwin, 124-137

Commission on Social Justice (2000) "What is Social Justice?" In C. Pierson and F. G. Castles (eds) *The Welfare State: A Reader*. Cambridge, Polity Press: 51-62

**AND** complete the library quiz which will be posted to blackboard in Week 2.

#### ASSIGNMENT 2: Comparative reading exercise

**Weighting 15%**

**Due date:** 4pm, 14 April 2014

**Word Limit:** 1,200 words

Behind all social and public policy decisions are a range of ideological positions. Discuss the values which make up **ONE** of the ideological positions listed below:

- Conservatism
- Neo-liberalism
- Social democracy
- Feminism

To discuss your chosen concept you are required to use one reading from the student notes for this course; a chapter from a book from the Victoria University Library; and one journal article.

### **ASSIGNMENT 3: Essay**

**Weighting 20%**

**Due date:** 4pm, 19 May 2014

**Word Limit:** 2,000 words

Please answer ONE of the questions below.

1. What are the core values underpinning New Zealand's contemporary welfare regime?
2. Have the processes of globalisation impacted upon the New Zealand policy-making?
3. Discuss the dominant ideology of New Zealand's tertiary education policy under the current National-led government.
4. Discuss the rationale given by New Zealand governments when providing state housing.

### **Marking Guide/Template:**

Please see the template/marking guide on the back page of this course outline.

### **FINAL EXAMINATION**

**Weighting: 50%**

**Date:** TBA

**Length:** 2 hours

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 5 June. The examination will take place during the examination period of 13 June to 2 July 2014

### **Submission and return of work**

Assignments must be placed in the assignment box on level 9, Murphy Building, to the side of the lifts. The Assignment Box is cleared at 4pm on the due date, all work is date-stamped, its receipt recorded, and then handed on to the appropriate markers. Every effort will be made to return marked assignments within two-weeks of the due date. Marked assignments will be available for collection between **2.00 and 4.00 pm** from Monday to Friday at the Murphy 9th floor reception desk.

### **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.

### **Extensions and penalties**

#### **Extensions**

Any request for an extension must be made to your tutor before the original assignment due date. 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.

## Penalties

Late submissions for student assignments 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: 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

## Materials and equipment and/or additional expenses

There are no additional materials required for this course with the exception of the course readings.

## Set texts

Each student should buy the prepared book of Student Notes from VicBooks, since ready access to and familiarity with its contents will be required throughout the course. Available from [Vicbooks](#), ground floor Easterfield Building, Kelburn Parade.

## Recommended reading

Rashbrooke, M. (2013) *Inequality: a New Zealand Crisis -- and what we can do about it*, Wellington, N.Z: Bridget Williams Books.

Cheyne, C., O'Brien, M. and Belgrave, M., (2008) *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. (2008) *Public policy in New Zealand: institutions, processes and outcomes*, 2<sup>nd</sup> ed. Auckland: Pearson Education.

Lunt, N., O'Brien, M. and Stephens, R. (eds) (2008) *New Zealand, new welfare*. Cengage Learning, Australia.

O'Brien, M. (2008) *Poverty, policy and the state : social security reform in New Zealand*, Bristol, UK : Policy.

## Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:
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## Student feedback

Enhancements made to this course, based on the feedback of previous students, will be covered during the course.

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

## Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: [www.victoria.ac.nz/students/study/exams/integrity-plagiarism](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Aegrotats: [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)
- Resolving academic issues: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Special passes: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)
- Student Contract: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Subject Librarians: <http://library.victoria.ac.nz/library/resources/subjectcontacts.html>
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)

## School Contact Information

Head of School: Dr Allison Kirkman, MY1013

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International Student Liaison: Dr Hal Levine MY1023

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School Manager: La'Chelle Pretorius, MY918

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School Administrators: Suzanne Weaver, Alison Melling, Heather Day MY921,

Tel: 463 5317; 463 5677; 463 5258;

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School of Social and Cultural Studies: [www.victoria.ac.nz/sacs/](http://www.victoria.ac.nz/sacs/)



STUDENT:

*Assignment Received:*

*Due Date:*

*Word Length:*

**Comments**

<b>Description &amp; Coverage of Essay Topic</b>	<b>Excellent (Range: A+ to A; 80-100):</b> Concise and thorough description of key themes; synthesizes across readings where appropriate.	<b>Very Good (Range: A- to B; 65-79):</b> Concise and thorough description of key themes; occasional synthesis across readings.	<b>Satisfactory (Range: B- to C; 50-64):</b> Adequate description of key themes; misses opportunities for synthesis across readings.	<b>Unsatisfactory (Range: D to E; 0-49):</b> Insufficient description of key themes; not an appropriate topic for the assigned essay; no synthesis across readings.
<b>Organisation</b>	<b>Excellent (Range: A+ to A; 80-100):</b> Clear outline of essay including a thesis statement and organisational sentences; follows organisational plan through to the end of the essay.	<b>Very Good (Range: A- to B; 65-79):</b> Clear outline of essay including a thesis statement and organisational sentence; carries the majority of the organisation through to the end of the essay.	<b>Satisfactory (Range: B- to C; 50-64):</b> An outline of the essay including a thesis statement and organisational sentences are present, but demonstrates difficulty pulling the organisation through to the end of the essay.	<b>Unsatisfactory (Range: D to E; 0-49):</b> Inadequate organization of ideas and arguments.
<b>Expression &amp; Argumentation</b>	<b>Excellent (Range: A+ to A; 80-100):</b> Makes an argument clearly supported by appropriate evidence.	<b>Very Good (Range: A- to B; 65-79):</b> Makes an argument and attempts to support with evidence.	<b>Satisfactory (Range: B- to C; 50-64):</b> The argument is not clear <b>OR</b> the argument is not supported adequately with evidence.	<b>Unsatisfactory (Range: D to E; 0-49):</b> No argument made <b>AND</b> where assertions made are not supported with evidence.
<b>Insight &amp; Interpretation</b>	<b>Excellent (Range: A+ to A; 80-100):</b> Logical interpretation or application of themes in context of real world examples or theoretical frameworks/course concepts and readings.	<b>Very Good (Range: A- to B; 65-79):</b> Logical interpretation or application of themes, but not adequately discussed in context of real world examples or theoretical frameworks/course concepts and readings.	<b>Satisfactory (Range: B- to C; 50-64):</b> Logical interpretation or application of themes, but not discussed in context of real world examples or theoretical frameworks/course concepts and readings.	<b>Unsatisfactory (Range: D to E; 0-49):</b> Insufficient interpretation or application of themes; <b>AND</b> fails to set the essay in context of examples or theoretical frameworks/concepts and readings.
<b>Style</b>	<b>Excellent (Range: A+ to A; 80-100):</b> Clear and accurate writing; error free.	<b>Very Good (Range: A- to B; 65-79):</b> Minor writing problems that do not interfere with comprehension of the essay; minor typographical, spelling, and punctuation errors.	<b>Satisfactory (Range: B- to C; 50-64):</b> Writing problems that distract from comprehension of the essay; minor typographical, spelling, and punctuation errors.	<b>Unsatisfactory (Range: D to E; 0-49):</b> Writing problems inhibit comprehension of the essay; significant typographical, spelling, and punctuation errors.
<b>Bibliography &amp; Referencing</b>	<b>Excellent (Range: A+ to A; 80-100):</b> Contains proper and consistent citation and a complete bibliography.	<b>Very Good (Range: A- to B; 65-79):</b> Contains proper citation and a complete bibliography; some consistency errors.	<b>Satisfactory (Range: B- to C; 50-64):</b> Contains references to authors, but not proper citations. Complete bibliography; some errors in consistency and format.	<b>Unsatisfactory (Range: D to E; 0-49):</b> No references are used and no bibliography is included.

Based on rubric by Angela M. Eikenberry, 2006; Modified by Patricia Nickel and Sandra Grey, 2008