

Victoria University of Wellington



MASTER OF PUBLIC POLICY PROGRAMME

MAPP 555

SOCIAL POLICY

(Second Trimester Course – 15 points)

2005 COURSE OUTLINE

Co-ordinator:

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Module Dates, Times and Locations

| | | |
|--------------|-------------------------|-----------------|
| Module Four: | Friday 26 August 2005 | 8:30am - 6:00pm |
| Module Five: | Friday 14 October 2005 | 8:30am - 6:00pm |
| Module Six: | Friday 18 November 2005 | 8.30am - 6.00pm |

Locations: Pipitea Campus.
Rooms will be advised prior to each module.

Course Objectives

The course will look at theoretical developments in social policy as well as issues of policy development and implementation within the New Zealand context. Particular attention will be given to the analysis of social security, the level of assistance to families with dependent children, the evaluation of welfare-to-work and case management schemes in the context of labour market operations, policies for dependent children at risk, poverty, income dynamics, housing trends, and policy for superannuation. The emphasis will be on integrated, long-term and strategic social policy across all the social spheres and the relevant economic policy issues.

Reference to changes in New Zealand's demographic structure, including ethnic mix, and how that impinges on the welfare state will be made. Attention will be placed on the theory underlying social policy / the welfare state, both in general and for each area of social policy, and the appropriate role for government, private, and voluntary provision. Policy instruments to achieve objectives will be analysed, as will the appropriate method of financing social policy and institutional structures for implementing social policy. Policy instruments to achieve objectives will be analysed, as will the appropriate method of financing social policy and institutional structures for implementing social policy. The frameworks of economics, sociology, politics, demography, gender and ethnicity will be used. While evaluation will be made of specific pieces of social legislation and policy issues, the discussion will often concentrate on broader conceptual, philosophical and methodological issues.

Analysis will be made of:

- Justifications for the role of government in social policy and the appropriate balance between private market, family, and voluntary funding and provision.
- The need for strategic social policy to ensure that long-term and inter-sectoral issues and policies are analysed and developed.
- The change in the form of the welfare state from direct provision and input financing to contracting and accountability for outputs.
- The importance of demographic trends for the analysis of social policy.
- How differing cultural, philosophical, historical, and political backgrounds produce different welfare systems.
- Attempts to improve the efficiency and equity of social policy.
- The role of evaluation in social policy.
- The interrelationships between economic and social policy.
- The use and limitations of comparative analysis in social policy.
- The role of service delivery compared to financial assistance for families with dependent children.

Course Structure

The following gives a broad indication of the scope and sequencing of topics. Hopefully several visiting lectures can be brought in for the particular expertise, and this may require rescheduling some of the timetable.

Module Four Friday 26 August 2005

- 1. The Nature of the Welfare State** **Associate Professor Bob Stephens and
Dr Karen Baehler**
 - Historical evolution of the welfare state, internationally and in New Zealand
 - Justifying the welfare state, using the lens of economics, politics, sociology and gender analysis
 - The values, assumptions, and welfare state models that ground arguments for and against various reform proposals in New Zealand and elsewhere
 - If the goal of social policy is to enhance well-being, then what is well-being? Is it an appropriate target of government activity? How do different definitions of well-being influence policy choices?

- 2. Ethnic and Demographic Effects** **Dr Paul Callister**
 - The role and importance of demographic trends in social policy analysis
 - The role of ethnicity in Social Policy
 - The impact of ethnic trends

- 3. The Labour Market** **Associate Professor Bob Stephens**
 - Demand and supply of labour, wages and inequality
 - Labour supply incentives, tax rates and benefit levels
 - Labour market models
 - Unemployment types and solutions

- 4. Income Maintenance** **Associate Professor Bob Stephens**
 - Social insurance or social assistance
 - Justifying the state's involvement in social assistance provision
 - New Zealand's system of social security

Module Five **Friday 14 October 2005**

5. Assistance to Families with Children **Associate Professor Bob Stephens**

- Universal or targeted assistance
- In-work benefits
- Adequacy of payment levels

6. The Tax-Benefit Interface **Associate Professor Bob Stephens**

- Working for Families / Future Directions
- Criteria for Evaluation
- Unit of analysis, income period
- Universal or targeted assistance
- EMTRs, incentive effects, case management

7. Work-for-the-Dole **Dr Karen Baehler**

- Types of welfare-to-work schemes
- Jobs Jolt and DPB Evaluation
- Role of case management
- U.S.-N.Z. comparison

8. Poverty **Associate Professor Bob Stephens**

- Measuring poverty, social exclusion and deprivation
- Efficiency of social security in alleviating poverty
- Who is poor in New Zealand
- Short-term alleviates and long-term solutions

Module Six Friday 18 November 2005

- 9. Poverty and Income Dynamics** **Associate Professor Bob Stephens**
- Types of dynamic analysis
 - Persistent poverty
 - Intergenerational transmission of poverty and income inequality
- 10. Student Presentations** **Associate Professor Bob Stephens and Dr Karen Baehler**
- Reporting back from the groups
- 11. Housing** **Associate Professor Bob Stephens**
- The operation of the housing market: income distribution or market failure
 - Accommodation Supplement and income-related rents
 - Housing adequacy, affordability and accessibility
- 12. Superannuation Policy** **Associate Professor Bob Stephens**
- The impact of an aging of the population
 - New Zealand superannuation, its level, funding, the surcharge
 - Private superannuation, taxation changes, relationship to public, coverage
 - The arguments concerning pre-funding and investing the fund

Assessment

| Assignment | Due Date | Length | Weight |
|-----------------------|---------------------|------------|--------|
| 1 st essay | Monday, 3 October | 3000 words | 40% |
| 2 nd essay | Monday, 21 November | 5000 words | 60% |

In addition to the formal assessment above, each student will present a 10-15 minute presentation, based either on a reading or addressing a stage in the policy process on a particular topic. This will be discussed in the first session.

This presentation is part of the requirement for the course.

Essay One:

Either

- (a) “The removal of these (Maori / non- Maori) social and economic disparities is not just an issue of social justice but also, due to population dynamics, one of long-term economic development for New Zealand”. [Stephens (2003)].

Critically evaluate this statement. Discuss the policy approaches and options that could be developed to address these disparities.

Or

- (b) Critically evaluate the proposed move to a core or single social security benefit.

Essay Two

Whilst this is an essay topic, it starts as a group project. The class will be divided into two groups and analyse the issues, for presentation to the class in the final session. The presentation will be 30 minutes long, with time for questions. Each student will write an individual essay, but drawing on the communal work.

Topic(s) – to be announced

Please send / hand-in all assignments to:

Francine McGee,
School of Government,
Victoria University of Wellington,
Level 8 Reception,
Rutherford House,
23 Lambton Quay,
P.O. Box 600,
Wellington.

Students should keep a copy of all submitted work.

Readings

General

Stephens, R. (1996) “Social Services” in Silverstone, B., A. bollard and R. Lattimore (eds.) *A Study of Economic Reform: The Case of New Zealand*, Amsterdam, North-Holland.

1. Frameworks of Analysis

Esping-Anderson, G. (2003) 'Against Social Inheritance', in A. Giddens (ed.) *Progressive Futures*, London, Policy Network.

Stephens, R. (1999) 'Economics and Social Policy', in Milne, D. and Savage, J. (eds.) *Reporting Economics*, Wellington, NZ Journalists Training Organisation.

Sen, A.K. (1999) 'Freedom and the Foundations of Justice,' ch 3 in *Development as Freedom*, Oxford, Oxford University Press.

2. Demographic and Ethnic Perspectives

Callister, P. (2004) Ethnicity measures, intermarriage and social policy, *Social Policy Journal of New Zealand*, 23: 109-40,
<http://www.msd.govt.nz/publications/journal/23-december-2004/23-pages109-140.html>

Ministry of Economic Development et al (2003) *Population and sustainable development 2003*, Ministry of Economic Development, Ministry of Social Development, the Department of Labour and Statistics New Zealand: Wellington,
<http://www.msd.govt.nz/documents/publications/strategic-social-policy/population-sustainable-development.pdf>

3. The Labour Market

Wilson, M (1996) "Institutional Labour Markets, Benefit Levels and Unemployment" *Social Policy Journal of New Zealand* Issue 6, July.

Mayhew, k. (2000) 'The Assessment: Labour Markets and Welfare' *Oxford Review of Economic Policy*, 16(1).

4. Social Security

Barr, N. (1999) "Fundamentals of Social Security Analysis" *Social Security Journal*

Stephens, R. (2001) "Social Policy and Benefit Reform" mimeo, paper presented to an IIR Conference, Wellington, October.

5. Assistance to Families with Dependent Children

Stephens, R. (2003) "The Level of financial Assistance to families with Dependent Children" *Social Policy Journal of New Zealand*, Issue 20, June.

6. Tax-Benefit Interface

Stephens, R. (1997) "The Interaction and Co-ordination of Tax and Benefit Programmes" in R. Krever (ed.) *Tax Conversations: A Guide to Key Issues in the Tax Reform Debate*, Kluwer law International.

Blundell, R. (2000) "Work Incentive and 'In-Work' Benefit Reforms: a Review" *Oxford Review of Economic Policy*, 16(1).

7. Work for the Dole

Have a look at the government's 'Jobs Jolt' fact sheets on the web –
<http://www.msd.govt.nz/media-information/jobs-jolt-update-2004-fact-sheets/>

The Urban Institute (2005) "Parents, Children, and Work: A Transformed Landscape," Section 1 of "Assessing the New Federalism: Eight Years Later," The Urban Institute, Washington DC.

8. Poverty

Atkinson, A. (1989) *Poverty and Social Security*, Ch. 1.

Waldegrave, C., Stephens, R. and King, P. (2003) "Gauging New Zealand's success at Poverty reduction in the New Millennium", *Australian Journal of Social Issues*, 28(4), November.

Materials for Lectures 9-12 will be prepared at a later date.

Background Reading (on the New Zealand Welfare State)

Boston, J. and P. Dalziel (eds.) (1992) *The Decent Society? Essays in Response to National's Economic and Social Policies*, Auckland, Oxford University Press.

Boston, J., Dalziel, P., and S. St. John (eds.) (1999) *Redesigning the Welfare State in New Zealand*, Auckland, Oxford University Press.

Briefing Papers to Incoming Government (especially Treasury 1999, Social Policy 1999, 2002).

Cheyne, C., M. O'Brien and M. Belgrave (1999) *Social Policy in Aotearoa/New Zealand: A critical introduction*, Auckland, Oxford University Press.

Duncan, G. (2004) *Society and Politics: New Zealand Social Policy*, Albany, Pearson Education.

Green, D. (2006) *From Welfare State to Civil Society: Towards Welfare that Works in New Zealand*, Wellington, New Zealand Business Roundtable.

Jones, M. (1997) *Reforming New Zealand Welfare: International Perspectives*, Sydney, Centre for Independent Studies.

Kelsey, J. (1995) *The New Zealand Experiment*, Auckland, AUP, C. 11.

McClure, M. (1998) *A Civilised Community: A History of Social Security in New Zealand: 1898-1998*, Auckland, Auckland University Press.

Ministry of Social Development (2004) *The Social Report*, Wellington, MSD.

Royal Commission on Social Policy (1998) *The April Report*, Wellington, Government Print.

Social Policy Journal of New Zealand (commenced 1993, biannual, contains a useful coverage of research and policy papers on social policy in NZ).

Thomson, D. (1991) *Selfish Generations? The Ageing of New Zealand's Welfare State*, Bridget Williams Books.

Faculty of Commerce and Administration Offices

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.

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 (EA 005) and offices 125a to 131 (Level 1). The office, will be open from 9:00am to 5:00pm during Trimester 2, offers 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.

Please note:

There will be a Student Administration Adviser, from the RWW office, based in EA 005 from Monday 27 June to Friday 1 July (9:00am to 5:00pm) and from Monday 4 July to Friday 22 July (11:00am to 1:00pm).

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

Student Conduct 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 can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the 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 or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with 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 Grievances Policy which is published on the VUW website at www.vuw.ac.nz/policy/AcademicGrievances.

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. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

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

Find out more about plagiarism and how to avoid it, on the University's website at www.vuw.ac.nz/home/studying/plagiarism.html.

Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all 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, then 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 to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, telephone 463-6070 or email disability@vuw.ac.nz. The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/ or email student-services@vuw.ac.nz.

VUWSA employs two 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 is located on the ground floor, Student Union Building, telephone (04) 463 - 6983 or (04) 463 – 6984 or email education@vuwsa.org.nz.

Maori and Pacific Mentoring programme (Manaaki Pihipihinga)

This is a free programme of mentoring for Maori and Pacific students doing first year courses within the Faculty of Commerce and Administration. Weekly one hour mentoring sessions: drafting and editing assignments/discussing any questions that you might have from tutorials or lectures and going over every aspect of essay writing, either in small group sessions or on a one-to-one basis.

This includes:

- A computer suite hooked up to cyber commons for students to use to produce their assignments.
- Regular skill-based workshops with a learning adviser from Student Learning Support Services.
- Networking with other Maori and Pacific support groups throughout the university.

For more information please contact:

Melissa Dunlop, Programme Coordinator

Telephone (04) 463 - 6015 or email Maori-Pacific-Mentoring@vuw.ac.nz