

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 1, 2006

COURSE COORDINATOR: DR SANDRA GREY

Room 1012, Murphy Building

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LECTURES: TUES, FRI 14:10-15:00 MC LT101

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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.

Sandra's contact details are:

Tel: 463 5361

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

Room: Murphy (MY) 1012

Office hours: Tuesdays 10am to 12noon

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
Liaison person for international students:	Professor Mike Hill, MY1001 Tel: 463 6741 E-m: Mike.Hill@vuw.ac.nz
Liaison person for Maori and Pacific students:	Assoc. Professor Jeff Sissons, MY1017 Tel: 463 6131 E-m: Jeff.Sissons@vuw.ac.nz
Liaison person for students with disabilities:	Dr Rhonda Shaw, MY1022 Tel: 463 6134 E-m: Rhonda.Shaw@vuw.ac.nz

School Manager: Kaye McKinlay, MY918 Tel: 463 6546
E-m: Kaye.Mckinlay@vuw.ac.nz

School Administrators: Monica Lichti, Adam Meers and Catherine Urlich
MY921, Tel: 463 5317, 463 5258 and 463 5677
E-m: sacs@vuw.ac.nz

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.

PART B: COURSE OBJECTIVES, LEARNING OBJECTIVES AND LECTURE OUTLINE

Course objectives

Studying policy requires an understanding of the political, economic, and ideological changes which have occurred in a nation-state. The aim of this course is to encourage students to critically reflect on the values and ideologies that underpin social policy and public policy in New Zealand. Students will also be encouraged to examine the economic, political, and institutional arrangements within New Zealand which impact 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
Feb 28	What is public policy? What is social policy?
Mar 3	Why do we need social and public policy?
Mar 7	How is policy studied? Economic; politics; sociology And Student Learning Centre Deborah Laurs
Mar 10	What impacts on policy? Ideas, values, and beliefs
Mar 14	What impacts on policy? Institutions, organisations, and actors
Mar 17	What impacts on policy? Policy processes
Mar 21	Constitutional arrangements and the Treaty of Waitangi Chris Eichbaum
Mar 24	The impact of globalisation on policy
MODULE TWO:	The politics of welfare in New Zealand
Mar 28	Colonial legacies
Mar 31	The 'golden era' of New Zealand welfare
Apr 4	Neo-liberalism and social policy
Apr 7	Rogernomics and the "Mother of All Budgets"

MID SEMESTER BREAK

ESSAY ONE DUE MONDAY 24 APRIL

Apr 25	ANZAC DAY HOLIDAY
Apr 28	The third way and renewal of social democracy Chris Eichbaum
May 2	Minister of Social Development TBC
May 5	Feminist and anti-racist critiques of policy developments
May 9	New conservative and fundamentalist critiques of policy developments

MODULE THREE: The values and discourses of welfare: current policy debates

May 12	Fiscal policy Bob Stephens
May 16	The values behind fiscal policy Bob Stephens
May 19	Social security and income generation in New Zealand

ESSAY TWO DUE MONDAY 22 MAY

May 23	The values behind social security
May 26	Health policy - New Zealand's changing health care system Jackie Cumming
May 30	The values behind health policy - equity, efficiency and markets Jackie Cumming
June 2	Exam revision and wrap up

Lecture Preparation

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

Mar 3	Read definitions of 'policy' from New Zealand government department's (Handout)
Mar 7	Read Marshall reading (Notebook)
Mar 10	Read pages 21-23 of the Goodin article (Notebook)
Mar 14	Visit the Electoral Commission website http://elections.org.nz/democracy/system_of_government.html

Mar 17	Read pages 15-19 of the Dalton article (Notebook)
Mar 21	Read "The Story of the Treaty" (Handout)
Mar 24	Watch Globalisation and Maori DVD 811
Mar 28	Read Grant commentary and cartoons (Notebook)
Mar 31	As above
Apr 4	Read pages 60-62 of the Green article (Notebook)
Apr 7	Watch Revolution Vis 2690 OR Someone Else's Country Vis 2306
Apr 28	Read Giddens' article (Notebook)
May 5	Explore the CEDAW report on the Ministry of Women's Affairs website http://mwa.govt.nz/index.html
May 12	Read Hazledine article (Notebook)
May 16	As above
May 19	Explore the Work and Income NZ website to establish who is eligible for social security payments in New Zealand http://www.workandincome.govt.nz/
May 23	As above
May 26	Read Cumming and Mays article (Notebook)
May 30	As above
June 2	Complete examination preparation sheet (Handout)

PART C: TOPICS AND TUTORIAL REQUIREMENTS

Tutorial Timetable

Tues	15:10	16:00	MY531
Tues	16:10	17:00	MY105
Thur	10:00	10:50	CO216
Thur	12:00	12:50	MY 631
Fri	11:00	11:50	MY531
Fri	13:10	14:00	MY531

TUTORIAL OUTLINE

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.

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 important therefore that you adequately prepare for tutorials.

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 this list of questions yourself.

WEEKS BEGINNING:

Monday 6 March - 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. (2004) "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.

Brian Easton (1995) "Towards an alternative" in *The Commercialisation of New Zealand* Auckland, Auckland University Press: 210-229.

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'?

Monday 13 March - Library skills

These sessions will be run by Librarian Jillian Spiers in the library. Please note that there are only four library tutorial times:

- Tuesday 3pm
- Thursday 12 noon
- Friday 11am
- Friday 1pm

Those in other tutorials will have to attend one of these four times.

An exercise based on the skills discussed the library tutorial will form a part of the first assignment, so please ensure you make it to one of the four tutorials.

Monday 20 March - 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?

Monday 27 March – What impacts on social policy? Institutions

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

Additional readings: Shaw and Eichbaum Chapters 2 to 6.

Hayward and Barney readings from notebook.

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.

Monday 3 Apr – The main themes of New Zealand social policy history

Notebook readings: J. A. Davey (2001)

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?

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

Monday 24 Apr – Neo-liberalism and the ‘revolution’ in New Zealand

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

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

Duncan, G. (2004) “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.

Reminder: Tuesday 25 April is ANZAC day and the University is closed.

For those students who are in the Tuesday tutorials, please ensure you attend one of the other tutorials during this week. Ensure you advise your usual tutor which alternative tutorial you attended, so that your class attendance is recorded accurately.

Monday May 1 - The Third Way and Social Democracy

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

Extra reading: Duncan, G. (2004) “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.

Monday 8 May - 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. (2004) “Chapter Five”

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.

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

Questions: 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? 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'? How can feminist and anti racist critiques be utilised in New Zealand? What does a gender lens bring to social policy? What are the implications of the Treaty of Waitangi on social policy development? 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.

Monday 15 May – Examining the values behind social security and health policy

Notebook readings: Commission on Social Justice; Saunders; Maharey; Ministry of Social Development; 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 are social services? Should governments be responsible for social services? What is social security? Why have successive New Zealand governments encouraged adults to be actively involved in the labour market? Why is paid employment important?

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?

What is social justice? Why is social justice appealed to in social policy? What is equality? What forms of equality should governments attempt to generate, and why? Why is citizenship important? Has globalisation affected citizenship? If so, in what ways has globalisation affected citizenship? What rights are conferred upon New Zealand citizens? What policies affect citizenship entitlements?

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.

Monday 22 May - Exam revision

TUTORIAL ATTENDANCE

There is a mandatory course requirement that students must attend at least 7 of the 10 scheduled weekly 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%	Monday 24 Apr 2005 before 4 pm
Assignment 2	30%	Monday 22 May 2005 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 apply course learning to a specific social policy context.

ASSIGNMENT 1 – ESSAY

Due date: April 24, 2006 **Word Limit: 2,000** **20% of final grade**

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

1. Goodin et al state that one moral argument for social policy is to promote social equality. Explore this statement.
2. Discuss the institutional and ideational factors which impact upon the development of New Zealand social and public policies.
3. Many welfare state critics argue that families and voluntary agencies are responsible for ensuring the well-being of individuals. Discuss arguments for and against this statement.
4. Compare and contrast the rational and the stakeholder models of policy-making.

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: 22 May 2005 4pm

Word Limit: 2,500

30% of final grade

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

1. How have major political and social events impacted upon New Zealand's social policy regime since 1970?
2. Explore the differences and similarities of the neo-liberal ideologies of the fourth Labour and fourth National governments?
3. Compare feminist and neo conservative views on one area of social policy (ie. Equal pay; DPB; access to contraceptives).
4. Jonathan Boston states that the real issue around taxes is whether the state has the right to breach the property rights of the non-poor in the interest of justice, efficiency, and the common good. Discuss this statement.
5. What is needed to achieve full citizenship in NZ in 2006 (full citizenship means the attainment of full political, economic, and social rights).
6. Explore the success and/or failure of contracting out in the health sector.

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 22 May.

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 place 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. 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.

GRADES

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

Pass	A+	85% or over	Evidence of familiarity with relevant reading and sound understanding of concepts, plus individual interpretation and insights of a higher order. An A grade will not be achieved without such insight. Work well presented with logical structure and clarity of expression.
	A	80%-84%	
	A-	75%-79%	
	B+	70-74%	As above, but less individual insight and preparation.
	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..

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 relevant Associate Dean 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 Grievance Policy which is published on the VUW website:

www.vuw.ac.nz/policy/AcademicGrievances.

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, 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,

Tel 463-6070, E-mail: disability@vuw.ac.nz

Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, the following staff members will either help you directly or quickly put you in contact with someone who can.

	Staff member	Location
FHSS	Dr Allison Kirkman	Murphy Building, room 407
Law	Kirstin Harvey	Old Govt Building, room 103
Science, Architecture and Design	Liz Richardson	Cotton Building, room 150
Commerce and Administration	Colin Jeffcoat	Railway West Wing, room 119
Kaiwawao Maori	Liz Rawhiti	Old Kirk, room 007
Manaaki Pihipihinga	Melissa Dunlop	14 Kelburn Pde, room 109D
Victoria International	Matthias Nelbel	Rutherford House, room 206

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/ E-mail: student-services@vuw.ac.nz.

VUWSA employs two Education Co-ordinators 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: 463 6983 or 463 6984 ,E-mail: education@vuwsa.org.nz.

PART F: COURSE READING

SET TEXTS

There are prepared course readings available at the cost of \$ 22.50 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. (2004) *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.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/>

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 are being held for SPOL/PUBL 113 students during the third week of 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
- Boggess, 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

Teeple, 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).

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
Overall Comments					

