

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: SPOL 9512/PUBL 3094**

**18 POINTS: TRIM 1, 2008**

**COURSE COORDINATOR: DR SANDRA GREY**

Room 1012, Murphy Building

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**TUES AND FRI 12NOON – 1PM: HM LT105**

# CONTENTS

# PAGE

Part A: General Introduction to School and Social Policy Staff.....	2
Part B: Course Objectives, Learning Objectives and Lecture Outline.....	5
Part C: Tutorial Topics and Requirements.....	10
Part D: Course Assessment Requirements.....	15
Part E: Course Assessment Protocols and Procedures.....	17
Part F: Course Readings.....	20
Appendix A: References and Bibliographies.....	27
Appendix B: Assignment Marking Sheet.....	28
Assignment Cover Sheet.....	30

# **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](mailto:Sandra.Grey@vuw.ac.nz)

Room: Murphy (MY) 1012

Office hours: Thursdays 2 - 4pm

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. The tutor office is on level 10 of Murphy Building, MY1018, in which tutors are available to see students during their office hours each week. The tutors will advise students in the first tutorial regarding their office hours and their contact details. A schedule of office hours will also be posted outside the Tutor Room, MY1018.

## **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](mailto:jenny.neale@vuw.ac.nz)

International Student Liaison:

Dr Hal Levine MY1023

Tel: 463 6132 E-m: [hal.levine@vuw.ac.nz](mailto:hal.levine@vuw.ac.nz)

Maori and Pacific Student Liaison

Dr David Pearson, MY1020

Tel: 463 6748 E-m: [david.pearson@vuw.ac.nz](mailto:david.pearson@vuw.ac.nz)

Students with Disabilities Liaison:

Dr Russil Durrant, MY1120

Tel: 463 9980 E-m: [russil.durrant@vuw.ac.nz](mailto:russil.durrant@vuw.ac.nz)

School Manager:

Carol Hogan, MY918

School Administrators: Tel: 463 6546 E-m: [carol.hogan@vuw.ac.nz](mailto:carol.hogan@vuw.ac.nz)  
Monica Lichti, Adam Meers, MY921  
Tel: 463 5317, 463 5258 E-m: [sacs@vuw.ac.nz](mailto: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, who have 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:

Chris's contact details are:

Tel: 463 5675

E-mail: [chris.eichbaum@vuw.ac.nz](mailto: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.victoria.ac.nz/sacs>

The School of Government website is [www.sog.victoria.ac.nz](http://www.sog.victoria.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 a trimester course 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 hardcopy or under "about Victoria" on the Victoria homepage at:

[http://www.victoria.ac.nz/home/about\\_victoria/calendar\\_intro.html](http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html)

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

### 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.victoria.ac.nz/home/studying/plagiarism.html](http://www.victoria.ac.nz/home/studying/plagiarism.html)

## **PART B: COURSE OBJECTIVES, LEARNING OBJECTIVES AND LECTURE OUTLINE**

SPOL/PUBL 113 is the introductory course for Social Policy at VUW, and one of the introductory courses for the undergraduate Public Policy programme.

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.

Students completing an undergraduate major in Public Policy will have an

understanding of:

- ◆ The nature of the public policy process
- ◆ The relevance of values to the study and the practice of Public Policy
- ◆ The formal and informal institutional context within which the public policy process is situated, and in particular the structure and functioning of the New Zealand system of government
- ◆ The distinction between government and governance, and the implications of both for the study and practice of Public Policy
- ◆ The significance of the inter-relationship between the state and civil society for the study and practice of Public Policy
- ◆ The historical, economic, political, constitutional and philosophical context in which the policy process is situated – primarily in New Zealand, but in other jurisdictions as well - and policy decisions made
- ◆ How political, economic, and organisational theory has influenced the changing institutional context for the conduct of Public Policy
- ◆ The specific disciplinary insights that economics and politics bring to the study and the practice of Public Policy
- ◆ The range of analytical tools and methods that can be applied to the study and practice of Public Policy

Students will have:

- ◆ An enhanced ability to think critically and independently
- ◆ An appetite for argument and debate
- ◆ The ability to make their own ideas understood – in written and in oral form – and by a variety of audiences
- ◆ Tolerance for, and openness to varied perspectives and the capacity to challenge and to accept challenge in open group discussion

## 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 ARE:

- 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**

26 Feb	What is public policy? What is social policy?
29 Feb	How is policy studied? Economic; politics; sociology
4 Mar	Why do we need social and public policy?
7 Mar	Essay preparation

*Deborah Laurs, Student Learning Support Services*  
*Jillian Speirs, VUW Central Library*



11 Mar	What impacts on policy? Theories of policy change
14 Mar	Ideas, values, and beliefs
18 Mar	Institutions, organisations, and actors
21 Mar	GOOD FRIDAY - NO LECTURE
25 Mar	EASTER TUESDAY - NO LECTURE
29 Mar	Constitution and the Treaty of Waitangi <i>Chris Eichbaum</i>

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

1 Apr	Colonial legacies
4 Apr	The 'golden era' of New Zealand welfare
8 Apr	Neo-liberalism and social policy
<b>9 Apr</b>	<b>ESSAY ONE DUE</b>
11 Apr	Rogernomics and the "Mother of All Budgets"
<i>14 – 27 Apr</i>	<i>MID SEMESTER BREAK</i>
29 Apr	The 'renewal of social democracy' <i>Chris Eichbaum</i>
2 May	Guest Lecture: Minister of Social Development

**MODULE THREE: The values and discourses of policy debates**

6 May	Fiscal and monetary policy <i>Bob Stephens</i>
9 May	The values behind fiscal and monetary policy <i>Bob Stephens</i>
13 May	New Zealand's changing health care system <i>Jackie Cumming</i>
<b>14 May</b>	<b>ESSAY TWO DUE</b>
16 May	The values behind health policy <i>Jackie Cumming</i>
20 May	Feminist critiques of policy developments
23 May	Anti-racist critiques of policy developments
27 May	What has been behind NZ policy change?
30 May	Wrap up and exam revision

**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!

29 Feb	Marshall in notebook pp. 17-19; Dalton et al. in notebook 6-7
4 Mar	Bridgman and Davis in notebook pp. 2-5 Dalton et al. in notebook pp. 13-16

14 Mar Goodin et al. in notebook pp. 23-24

18 Mar NZ Planning Council in notebook pp. 20-21  
Dalton et al in notebook pp. 9-12

21 Mar EASTER

25 Mar EASTER

29 Mar Cabinet Manual in notebook pp. 42-45  
Hayward in notebook pp. 49 and 67-68

1 Apr Davey in notebook pp. 82-83

4 Apr Grant in notebook 73-80; Commission on Social Justice pp. 220-226

8 Apr Rudd in notebook pp. 95-97; Green in notebook pp. 100-101

11 Apr Watch *Revolution* Vis 2690 OR *Someone Else's Country* Vis 2306

29 Apr Giddens in notebook pp. 133-137

2 May Read about the Minister for Social Development  
<http://www.beehive.govt.nz/minister/ruth+dyson>

6 May Hazeldine in notebook pp. 263-266

13 May Cumming and Mays in notebook pp. 279-288

20 May Explore the CEDAW report on the Ministry of Women's Affairs  
website <http://mwa.govt.nz/index.html>

23 May Poata Smith in notebook pp. 138-142  
Watch *Globalisation and Maori* DVD 811

# PART C: TUTORIAL TOPICS AND REQUIREMENTS

## TUTORIAL TIMETABLE

Subject	Day	Start	Finish	Room
SPOL/PUBL113	Tues	10:00	10:50	MY806
SPOL/PUBL113	Tues	11:00	11:50	HU113
SPOL/PUBL113	Tues	13:10	14:00	MY806
SPOL/PUBL113	Wed	9:00	9:50	MY631
SPOL/PUBL113	Wed	16:10	17:00	MY108
SPOL/PUBL113	Thurs	9:00	9:50	MY404
SPOL/PUBL113	Thurs	16:10	17:00	MY404

## 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 (2008) "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 - 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 4 – 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 (2008) 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 5 – No formal tutorials this week**

But students will work on the library exercise

All students must complete the library skills exercise which will be handed out during lectures in week 3.

## **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 ‘renewal of social democracy’**

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

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

*Questions:* What is the third way or new social democracy? 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 (2008) “Chapter 15: From social welfare to social development”

Gauld, 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:

	<b>Weighting</b>	<b>Due Date</b>
Assignment 1	20%	9 April 2008 before 4 pm
Assignment 2	30%	14 May 2008 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: 9 April 2008*

*Word Limit: 2,000*

*20% of final grade*

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

1. Compare and contrast the rational, stakeholder, and neo-liberal policy models. Which of these models is the 'ideal-type' for New Zealand policy making?
2. Discuss the institutional factors which impact upon the development of New Zealand social and public policies.
3. Are neo-liberals right to avoid making any distinction between economic and other issues in the policy realm?
4. The Treaty of Waitangi is often spoken of as a living document. How does this approach to the Treaty of Waitangi affect social and public policy?

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: 14 May 2008**

**Word Limit: 2,500**

**30% of final grade**

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

1. Explore the differences and similarities between the neo-liberal and 'new social democratic' periods in New Zealand social policy history.
2. Which values dominated policy developments in the 'golden era' of the New Zealand welfare state. Are any of these values evident in New Zealand social policy in the 21<sup>st</sup> century?
3. Use either feminist OR anti-racist perspectives to critique major changes in the economic OR social policies of New Zealand over the last 30 years.
4. Discuss how global forces have impacted upon public policy in New Zealand since the 1970s.
5. Analyse the main arguments for the targeting of social assistance and the push for individual responsibility in New Zealand social policy.

## 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 30 May. The examination period for Trimester 1 2008 is 9 June to 25 June.

## 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.

### **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 is 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.
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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 approx \$20 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. (2008) *Public policy in New Zealand: institutions, processes and outcomes*, 2<sup>nd</sup> ed. Auckland: Pearson Education.

## TEXTS TO HELP WITH COMMON TERMS, CONCEPTS, THEMES

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., (2007) *Political ideologies: an introduction* Basingstoke: Palgrave.

Miller, Raymond (ed) (2006) *New Zealand government and politics*, 4<sup>th</sup> ed. Auckland, N.Z. : Oxford University Press.

## 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](http://www.beehive.govt.nz)

In addition the website: [www.stuff.co.nz](http://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 final source 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. In week three you will be given a self-paced tutorial to help familiarise you with the VUW library catalogue and databases.

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*'.

A number of journals are recommended for students in this course:

- Critical social policy
- Policy quarterly
- Political science
- Social policy journal of New Zealand

If you require 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.victoria.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
- Baldock, John, Nick Manning, and Sarah Vicerstaff (2007) *Social Policy*, 3<sup>rd</sup> ed. 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
- Deacon, Bob (2007) *Global social policy & governance*, Los Angeles: Sage Publications.
- Dean, Hartley (2006) *Social policy*, Cambridge, UK: Polity.
- Drake, R. F. (2001). *The principles of social policy*. New York, Palgrave
- Hill, Michael (2003) *Understanding social policy* Malden, Mass.: Blackwell
- Hill, Michael (2005) *The public policy process*, 4<sup>th</sup> ed. New York : Pearson Longman.
- Hill, Michael J. and Peter Hupe (2002) *Implementing public policy: governance in theory and practice*. London: Sage.
- Jordan, Bill (2006) *Social policy for the twenty-first century : new perspectives, big issues*, Cambridge, UK ; Polity.
- 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
- Marston, Greg and Catherine McDonald (eds) (2006) *Analysing social policy : a governmental approach*, Cheltenham, UK ; Northampton, MA : Edward Elgar
- Sabatier, P. (ed.) (2007) *Theories of the Policy Process: Theoretical Lenses on Public Policy* Westview Press: Boulder Colorado
- Spicker, Paul (2000) *The welfare state: a general theory*, London: Sage.
- Spicker, Paul (2006) *Policy analysis for practice: applying social policy*, Bristol: Polity.
- Weimer, D.L. and Vining, A.R. (1999) *Policy Analysis - Concepts and Practice* Prentice-Hall: 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.
- 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: Univesrity of Otago Press

Goldfinch, S, (2000) *Remaking New Zealand and Australian economic policy: ideas, institutions and policy communities* Victoria University Press: Wellington

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

Roper, Brian S. and Chris Rudd (1993) *State and economy in New Zealand*, Auckland, N.Z. : Oxford University Press.

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

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

### **Neo-liberalism and its critics**

Boston, Jonathan, and Paul Dalziel (eds) (1992) *The Decent society? Essays in response to National's economic and social policies*, Auckland, N.Z. : Oxford University Press.

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

Hayek, Friedrich A. von (1962) *The road to serfdom*, London : Routledge & Kegan Paul.

Hayek, Friedrich A. von (1978) *New studies in philosophy, politics, economics, and the history of ideas*, London: Routledge and K. Paul.

Holland, Martin and Jonathan Boston, Jonathan (eds) (1990) *The Fourth labour government: politics and policy in New Zealand*, Auckland, N.Z. : Oxford University Press.

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

St. John, Susan, (1996) *The welfare mess revisited*, Auckland, N.Z. : Dept. of Economics, University of Auckland.

### **The Third Way**

Birks, Stuart and Srikanta Chatterjee (eds) (2001) *The New Zealand economy: issues and policies*, Palmerston North, N.Z.: Dunmore Press.

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

O'Reilly, David (2007) *The new progressive dilemma: Australia and Tony Blair's legacy*, New York : Palgrave Macmillan.

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

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

St. John, Susan, David Craig, and Child Poverty Action Group (2004) *Cut price kids: does the 2004 "Working for families" budget work for children?* Auckland : Child Poverty Action Group.

### **Policy and process changes in welfare**

Boston, Jonathan, John R. Martin, June Pallot, P. J. Walsh (eds) (1991) *Reshaping the state : New Zealand's bureaucratic revolution*, Auckland, N.Z. : Oxford University Press.

Boston, J. (1995) *The State Under Contract* Bridget Williams Books Limited: Wellington

Boston, Jonathan et al (eds) (1996) *Public management : the New Zealand model*, Auckland, N.Z. : Oxford University Press.

Duncan, Ian and Alan Bollard (1992) *Corporatisation and privatisation : lessons from New Zealand*, Auckland, N.Z. : Oxford University Press.

Easton, B. H. and New Zealand Public Service Association (1990) *Cutting the deficit : a report for the New Zealand Public Service Association*, Wellington, N.Z: New Zealand Public Service Association.

Easton, B. H. (1999) *The whimpering of the state: policy after MMP*, Auckland, N.Z. : Auckland University Press.

Hallett, C. and A. Prout (2003). *Hearing the voices of children: Social policy for a new century*. New York, Routledge

Hill, Michael (2006) *Social policy in the modern world: a comparative text*, Malden, MA : Blackwell.

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 R (1991) *Public service and the public servant: administrative practice in a time of change*, Wellington : State Services Commission.

Martin, John (1996) 'The Schick Report - An Evaluation of State Sector Reform' *Public Sector* Vol.19, No. 4 pp. 10-13

Miller, Raymond and Michael Mintrom (2006) *Political leadership in New Zealand*, Auckland: Auckland University Press.

Nethercote, J. R., Brian Galligan, Brian, Cliff Walsh (1993) *Decision making in New Zealand government*, Canberra : Federalism Research Centre in association with Institute of Policy Studies, Victoria University of Wellington and New Zealand State Services Commission.

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

State Services Commission (1995) *Working under proportional representation : a reference for the Public Service*, Wellington, N.Z. : State Services Commission.

Treasury New Zealand (1987) *Government management: brief to the incoming government 1987*, Wellington [N.Z.] : Treasury.

Vij, Ritu (2007) *Globalisation and welfare: a critical reader*, New York, N.Y. : Palgrave Macmillan.

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

#### **Values and beliefs**

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) *Globalisation 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.victoria.ac.nz/st\\_services/slss/index.aspx](http://www.victoria.ac.nz/st_services/slss/index.aspx)

# APPENDIX B

## ASSIGNMENT MARKING SHEET (SAMPLE ONLY)

STUDENT:	<i>Assignment Received:</i>
<i>Due Date:</i>	<i>Word Length:</i>
<b>Comments</b>	

<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 OR the argument is not supported adequately with evidence.	<b>Unsatisfactory (Range: D to E; 0-49):</b> No argument made AND 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; AND 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

**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: \_\_\_\_\_