

School of Government

PUBL/ SPOL 113 SOCIAL AND PUBLIC POLICY: VALUES AND CHANGE

Trimester 1, 2015

COURSE OUTLINE

Course Coordinator: **Associate Professor Graham Hassall**
Room RH 826, Level 8, Rutherford House, Pipitea Campus
Telephone: (04) 463 5047
Fax: (04) 463 5454
Email: graham.hassall@vuw.ac.nz

Consultation Hours

I will be available on most lecture days (Wednesdays and Fridays) between 12pm and 1pm, at Easterfield 109. However, you must book in advance.

Trimester Dates

Teaching Period: Monday 2 March – Friday 5th June
Study Period: Monday 8th June – Thursday 11th June
Examination Period: Friday 12th June – Wednesday 1st July (inclusive)

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 13th March 2015.
2. The standard last date for withdrawal from this course is Friday 15th May. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an '*Application for Associate Dean's Permission to Withdraw Late*' including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks or [online](#).

Class Times and Room Numbers

Lectures are on Wednesdays and Fridays:

Wednesday	13.10 – 14.00	COLT 122
Friday	13.10- 14.00	MCLT 101

Expected Workload

You are expected to spend approximately 200 hours on this course. This includes attending lectures and a weekly tutorial, reading approximately 30 pages in preparation for each of two lectures per week, preparing for participation in a weekly tutorial, researching and writing two essays, and studying for the final exam.

Prescription

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

Course Learning Objectives

This course has the following learning objectives:

- Explain the major theories of social policy and key criticisms of them (MA 2 & 8)
- Recognize the key social policy challenges that confront New Zealand's people and governments. (MA 4, 12, & 13)
- Describe the core institutional and economic arrangements developed in response to New Zealand's major social challenges. (MA 3, 4 & 5)
- Critique these policy and institutional options in light of theories of justice and fairness. (MA 1, 6, 8, & 12)

These Course Learning Objectives are taught in the context of BCA Learning Goals and PUBL Major attributes, as follows:

			leading	important	peripheral
LG1	1a	analyse a complex problem which could be viewed from multiple perspectives;			
Critical and creative thinking	1b	use/apply analytical techniques/models/frameworks appropriately in specific contexts;			
	1c	reflect critically on practical and theoretical issues			
	1d	Display creative thinking when faced with practical and/or theoretical problems.			
LG2	2a	research, plan, and produce written assignments to acceptable academic standards;			
Communication Skills	2b	apply advanced written communication skills in a public or private sector 'business' context;			
	2c	deliver professional quality presentations using appropriate technology;			
	2d	Demonstrate oral communication and listening skills in small group learning environments.			
LG3	3a	assess the way in which legislation and government policy influences the business environment in national and global contexts;			
Local & Global Citizenship	3b	analyse a discipline-specific issue identifying key cross-country/international differences and similarities;			
	3c	demonstrate an awareness of cultural differences and the skills needed to work effectively in multi-cultural environments within New Zealand and internationally			
LG4	4a	demonstrate an understanding of the relevance of ethics to the public and private sectors, and of the role of ethics in public and private governance			

Integrity and Ethics	4b	demonstrate ethical academic standards in written reports;			
	4c	Demonstrate an understanding of corporate responsibility and the nature of sustainability			
LG 5	5a	plan and undertake independent work, searching for information, and asking appropriate questions;			
Independent, Collaborative and Professional work skills	5b	locate, evaluate, manage and use information appropriately in different contexts;			
	5c	Plan and lead a seminar or tutorial discussion or work constructively in groups.			

PUBL Major Attributes:

	Description	leading	important	peripheral
MA1	Judge the defining features of good policy analysis and advice and appraise how they are best produced			
MA 2	Demonstrate an understanding of the influence of political ideas and philosophies, and of constitutional and political institutions on public policy			
MA 3	Demonstrate an understanding of the contribution of quantitative and qualitative methods in policy analysis			
MA 4	Identify the nature and respective roles of state and civil society in the development, implementation and evaluation of public policy, and demonstrate an understanding of the distinction between government and governance			
MA 5	Appraise different disciplinary contributions to the development, implementation and evaluation of public policy			
MA 6	Judge the relevance and importance of evidence in policymaking			
MA 7	Apply the comparative method to policy analysis, and identify insights that might be drawn from other policy jurisdictions			
MA8	Judge and articulate the relevant criteria that might be used in assessing the advantages and disadvantages of particular policy options			
MA9	Analyse complex policy issues from multiple perspectives and identify opportunities for innovation			
MA10	Express ideas succinctly and persuasively both in written form and orally			
MA11	Construct and articulate rationales for public policy intervention			
MA12	Demonstrate an understanding of the significance of ethics and accountability in the study and practice of public policy			
MA13	Interpret the significance of the Treaty of Waitangi (Te Tiriti o Waitangi) in the study and practice of public policy in New Zealand			

- L05 18 March Critiques of Classical Social Policy Theories Sandra Grey**
- Reading
- Cheyne, C., et al. (2008). Social Policy in Aotearoa New Zealand. Melbourne, Oxford University Press. (chap 5: Social Policy Theory: Critique of the Classics)
- L06 20 March The goals of social policy (2) Graham Hassall**
- This lecture will focus on the concepts of development and social development, poverty, and inequality, and examine the relationship that some exist between welfare and dependency.
- Reading
- Cheyne, C., et al. (2008). Social Policy in Aotearoa New Zealand. Melbourne, Oxford University Press. (chap 8: Social Development, Poverty, Work First)
- L07 25 March The economics approach to social science: the role of markets Seamus Hogan**
- This lecture will provide a general introduction to Economics: what it is (a social science) and what it isn't (money, GDP, etc.)
- Readings:
- Read, L.E. (1958), "I, Pencil: My Family Tree as told to Leonard E. Read", <http://www.econlib.org/library/Essays/rdPnc11.html><http://www.econlib.org/library/Essays/rdPnc11.html>
- Harford, T. (2008), "The Logic of Life", Little, Brown: London, Introduction and Chapter 1 (available on Googlebooks)
- L08 27 March The economics approach to science: the role of government Seamus Hogan**
- This lecture will explore the reasons for government to fund social policies/services such as health, housing, income support, etc.
- Reading
- Bastiat, F. (1845), "The petition of the candlemakers", <http://bastiat.org/en/petition.html>
- L09 01 April Policy Analysis in the Public Sector Graham Hassall**
- This lecture will review the "Machinery of Government" in New Zealand, including the role of State-Owned Enterprises", other government agencies, and local government. It will also introduce ideas that have significantly influenced government thinking about public economics and public management, particularly "New Public Management".
- Reading

Cheyne, C., et al. (2008). Social Policy in Aotearoa New Zealand. Melbourne, Oxford University Press. (chap 6: Policy Analysis in the Public Sector)

Section B: Key Drivers of Social Policy issues in New Zealand

L10 22 April Te Tino Rangtiratanga Sarah Revell-Dennett

This lecture will examine the relationship between policy focused on individual well-being, as compared to policy with a more collective approach – an issue that is particularly relevant to Maori and Pasifika communities.

Reading:

Cheyne, C., et al. (2008). Social Policy in Aotearoa New Zealand. Melbourne, Oxford University Press. (chap 7: Individualism, Collectivism, and the Recognition of Te Tino Rangatiratanga)

L11 24 April Social Democracy Sandra Grey

This lecture will explore social democratic values and impact on social and public policy. What is social democracy? What is egalitarianism? What is Keynesianism? What types of rights are appealed to in relation to welfare provision? What does New Zealand's social democratic project look like?

Reading

McClure, Margaret (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

L12 29 April Conservatism Sandra Grey

This lecture will explore conservatism values and their impact on social and public policy. What is conservatism? What values are important to conservatives? What is social democracy? What values are important to social democrats?

Reading

To be advised

L13 01 May Neo-Liberalism Sandra Grey

This lecture will explore the values of neo-liberalism and their impact on social and public policy. What is neo-liberalism? What values are important to neo-liberals? What type of responses will neo-liberals propose with regard to social problems and questions of well-being?

Reading

Cheyne, C., et al. (2008). Social Policy in Aotearoa New Zealand. Melbourne, Oxford University Press. (chap 4: Social Policy Theory: the Classics)

L14 06 May Provision of Services Jonathan Boston

This session will focus on whether publicly-funded services should be provided by public agencies (or some kind) or private providers (of some kind). Should government “make” or “buy” services? That is, offer services directly or contract out their provision to external parties? What criteria should be used to determine this choice and what are the respective merits of public versus private providers of social services. From the perspective of transaction cost analysis, for instance, a core issue is whether one can specify, monitor and enforce a contract; if one cannot, then it is best to provide the service directly. Another issue focuses on the degree of contestability. etc etc. The reading by senior Obama Administration economist Rebecca Blank, is used as a basis for examining these theoretical issues, which are then considered in New Zealand context.

Readings:

Blank, R. M. (2000). "When can Public Policy Makers Rely on Private Markets? The Effective Provision of Social Services." The Economic Journal **110**(March): C34-C39.

Boston, J. (1995). Inherently Governmental Functions and the Limits to Contracting Out. The State Under Contract. J. Boston. Wellington, Bridget Williams Books: 78-111.

L15 08 May Globalization & Global policy networks Graham Hassall

This lecture introduces theories of globalization, and the emergence of solutions to the governance of global challenges, including the United Nations Organization and “global public policy networks”.

Reading:

Stone, D. (2008). "Global Public Policy, Transnational Policy Communities, and Their Networks." The Policy Studies Journal **36**(1): 19-38.

L16 13 May Financing of Health Care Jackie Cumming

This session – the Financing of Health Care - Who Pays for Health Care? will examine alternative approaches to financing health care, their strengths and weaknesses and financing issues and trends in NZ and internationally.

Readings

Cheyne, C., et al. (2008). Social Policy in Aotearoa New Zealand. Melbourne, Oxford University Press. (chap 10: Health Policy: The Market Finds Its Limit)

Barr, N. (1998). The Economics of the Welfare State, Oxford University Press. (chap 10: Health and health care)

L17 15 May Employment and unemployment Stephen Blumenfeld

New Zealand’s long period of full employment that followed World War II came to an end in the 1970s when the government abandoned its responsibility for maintaining demand at levels

sufficient to ensure that employment growth absorbed the growing labour force. Moreover, subsequent discretionary monetary and fiscal policy decisions have not only created job losses overall but have also exacerbated inequality. More precarious employment opportunities with less earnings security are now being forced onto the employees. Also, significant changes have occurred in the industrial relations and wage determination machinery that have disadvantaged the lower paid workers, and the growth in contracted work in New Zealand has disadvantaged full-time employees who can earn higher mean and median wages with correspondingly less inequality under collective agreements. Finally, as job opportunities for lower skilled workers shrink and more skilled workers enter the labour force, the less qualified are driven out of traditional employment areas by the more skilled employees. The overriding problem has been the lack of jobs for a significant share of New Zealand's workforce, and the structural changes that have occurred have merely exacerbated this situation. This section focuses on the effects of the New Zealand Government's economic and social policy shifts on employment and unemployment since the 1980s.

Reading

Ongley, P. (2014). "Work and Inequality in Neoliberal New Zealand: updated results." New Zealand Sociology 29(3): 24-29.

L18 20 May Housing and child poverty Jonathan Boston

Readings:

Boston, J. and S. Chapple (2014). Child Poverty in New Zealand. Wellington, Bridget Williams Books. (chap 1: What is Child Poverty? & Chap 9: Housing and Child Poverty)

L19 22 May The role of the Ministry of Social Development (MSD) and other public sector agencies Bill Ryan

Reading

To be advised

L20 27 May Ethics and the State Sarah Revell-Dennett

This lecture will look at moral decision-making and how ethics are negotiated in contemporary politics. Specific focus will be given to the idea of cultural/moral relativism and how this affects diversity in public and social policy.

Readings

Boston, J., & Callister, P. (2005). Diversity and public policy. *Policy quarterly*, 1(4), 34-43.
Rachels, J. (1993). *The Elements of Moral Philosophy*. New York: McGraw-Hill. 15-29.

L21 29 May Aging, superannuation & pensions Kathryn Maloney

This session will focus on policy questions raised by the ageing of New Zealanders, particularly how to ensure the preservation of wealth for use in the retirement years – a policy challenge that increases as the longevity of citizens increases.

Reading

Commission for Financial Literacy and Retirement Income (2013). Focusing on the Future: Report to Government: 2013 Review of Retirement Income Policies. Wellington, Commission for Financial Literacy and Retirement Income. (Section two: New Zealand's retirement income framework", online at <http://www.cffc.org.nz/assets/Documents/RI-Review-Report-to-Govt-Dec-2013.pdf>)

L22 03 Jun Organising the Health Care System Jackie Cumming

This second session by Professor Jackie Cumming will focus on Organising the Health Care System, and will examine alternative approaches to organising the health care system, including who provides what care, and compare and contrast the approach in NZ with the approaches taken overseas.

Reading

Donaldson, C., Gerard K., Jan, S., Mitton, V., and V. Wiseman. (2005). Economics of Health Care Financing: The Visible Hand. 2nd edition. Basingstoke, Macmillan. (chap 4 'Methods of funding health care')

L23 05 June Social Policy and Sustainability Graham Hassall

This final lecture will examine the major themes presented throughout the course in the context of the concept (or value) of sustainability.

Readings

Cheyne, C., et al. (2008). Social Policy in Aotearoa New Zealand. Melbourne, Oxford University Press. (chap 11: Social Policy: A New Consensus)

Readings

The text for this course, which you are expected to purchase, is:

Cheyne, C., et al. (2008). Social Policy in Aotearoa New Zealand. Melbourne, Oxford University Press.

Additional readings are available on Blackboard.

Assessment

This course will be assessed by **two essays (25% each), and a final examination (50%)**.

Essay 1:

Word limit: 1,500

Due date: **Friday April 22nd (by 5pm)**

Topic: *What are the goals of social policy? What social, cultural and economic factors have influenced social policy thinking in New Zealand in recent decades?*

Essay 2:

Word limit: 2,000

Due date: **Friday May 29th (by 5pm)**

Topics: To be handed out later

Examinations

Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period. The final examination for this course will be scheduled at some time during the following period:

Friday 12th June – Wednesday 1st July (inclusive)

If you cannot complete an assignment or sit a test or examination, refer to

www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

Mandatory Course Requirements

In addition to obtaining an overall course mark of 50% or better, students must attend at least 7 of 11 tutorials.

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and submitted to Turnitin. A copy of submitted materials will be retained on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party

Class Representative

A class representative will be elected in the first class, and that person's name and contact details made available to VUWSA, the course coordinator and the class. The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

Student feedback

Student feedback on University courses may be found at

www.cad.vuw.ac.nz/feedback/feedback_display.php

Link to general information

For general information about course-related matters, go to

<http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

Note to Students

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.