



School of Government

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

Trimester 1, 2016

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

You can book a consultation time with Dr Hassall via email.

Administrator: Robyn McCallum
Room: Rutherford House, Level 8, Room 821 (Reception)
Phone: (04) 463 6599
Email: Robyn.McCallum@vuw.ac.nz

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.

Trimester Dates

Teaching Period: Monday 29th February – Friday 3rd June
Study Period: Monday 6th June – Thursday 9th June
Examination Period: Friday 10th June – Wednesday 29th June (Inclusive)

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 11th March 2016
2. The standard last date for withdrawal from this course is Friday 13th May 2016. 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 held in SU MT228

Tuesday 10.00am – 10.50am

Thursday 10.00am – 10.50am

Tutorial Timetable:	Monday	9.00 – 9.50	MY531
	Monday	11.00 – 11.50	AM101
	Monday	16.10 – 17.00	MY303
	Tuesday	9.00 – 9.50	MY806
	Wednesday	16.10 – 17.00	MY107
	Wednesday	16.10 – 17.00	MY108
	Thursday	16.10 – 17.00	VZ101
	Friday	14.10 – 15.00	MY404
	Friday	14.10 – 15.00	EA201
	Friday	15.10 – 16.00	MY531

Please enrol in a tutorial group

To enrol in your desired tutorial group, you will need to log onto Myallocator. The PUBL113/SPOL113 signup will open at 10:00am on Wednesday 24 February and close at 4:00pm on Friday 4 March. Tutorials will begin during the week of **Monday 7 March**. If you have any serious problems selecting a tutorial group, please contact the Course Co-ordinator.

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.

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;			
Communicati on 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.			

Course Content

Section A: What is public policy?

L01 1 March Introduction to the course Graham Hassall

The first lecture will provide an overview of the course's objectives and content. It will also provide some initial ideas about how to think about public policy issues.

Reading

Cheyne, C., et al. (2008). Social Policy in Aotearoa New Zealand. Melbourne, Oxford University Press. (chap 1: Introduction)

L02 3 March Approaches to Public Policy Graham Hassall

“Public policy” is a broad term that requires closer examination. This session will the meaning of “policy” and the meaning of “public”, as well as some of the social, political and institutional context shaping public policy in New Zealand

Reading

Cheyne, C., et al. (2008). Social Policy in Aotearoa New Zealand. Melbourne, Oxford University Press. (chap 2: The History of Making Social Policy in Aotearoa New Zealand)

L03 8 March The goals of social policy (1) Sandra Grey

This lecture will explore some core goals behind social policy. Why do we need social and public policy? Why do we need rules to govern? Is it about stability, meeting needs, or making the world more socially just?

Reading

Cheyne, C., et al. (2008). Social Policy in Aotearoa New Zealand. Melbourne, Oxford University Press. (chap 3: Goals for Well-Being)

L04 10 March Classical theories of Social Policy Sandra Grey

Reading

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

L05 15 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 17 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 are exists 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 22 March The Ministry of Social Development (MSD) and other public sector agencies

Lecturer to be confirmed

Readings: TBC

L08 31 March Community Housing Scott Figenshow

In this session Scott Figenshow, Director of *Community Housing Aotearoa*, will explain the concept of community housing and the work of his organization. He will also comment on current policy in the housing sector in New Zealand.

Reading

1. Please review the site <http://www.communityhousing.org.nz/news/>, particularly “about us” (<http://www.communityhousing.org.nz/about-us/>) and “news” (<http://www.communityhousing.org.nz/news/>).
2. Content from the October 2015 conference “Making community housing happen” is available at <http://cha-impact.co.nz/speakers/>

L09 5 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 07 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 12 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 14 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 19 April 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 21 April 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 3 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.

L16 5 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)

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’)

L17 10 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)

L18 12 May Social ‘Investment’ Barbara Allen

Social investment is a new approach to funding elements of social services which have been under increasing pressure from cutbacks and ‘efficiency’ programmes. This session will explore the way in which this concept has penetrated social policy and lay out some considerations in terms of the implications of new ways of funding and organising services.

L22 26 May 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

Cumming et al (2014). New Zealand Health System Review. Manila, Asia Pacific Observatory on Health Systems and Policies. Available at: http://www.wpro.who.int/asia_pacific_observatory/hits/series/Nez_Health_Systems_Review.pdf

L23 31 May 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)

L24 2 June Final Session Graham Hassall

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

The Assessment Handbook will apply to all VUW courses: see <http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

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

Essay 1: Due date: **Friday April 22nd (by 5pm)**

Word limit: 1,500 (this includes footnotes and bibliography)

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:

Due date: **Friday May 27th (by 5pm)**

Word limit: 2,000 (this includes footnotes and bibliography)

Answer only one of the following questions:

1. If government has a “tool kit” for social policy, what does this” tool kit” contain? Which of these tools do you regard as most appropriate for making effective social policy? Provide an example from one policy field (this could be housing, health, aged care, transport, etc)
2. The Waitangi Tribunal was established in 1975 to address grievances of Maori related to transgressions of the Treaty of Waitangi of 1840. In what ways, and to what extent, do Tribunal findings improve the well-being of contemporary Maori and by extension of all New Zealand citizens?
3. The contrasting ideas of social democracy and conservatism have both had their impact on social policy in the New Zealand. How does each of these ideas view the role of the state, and explore at least two examples of specific policy initiatives their exponents have implemented in this country.

Examinations

Students who enroll 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.
