

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 203

SPECIAL TOPIC:

COMPARATIVE WELFARE REGIMES

Course Outline

CRN 13640 : 20 POINTS : TRIM 1, 2010

Trimester dates: 1 March to 4 July 2010

Teaching dates: 1 March to 4 June 2010

Mid-trimester break: 5 April to 18 April 2010

COURSE COORDINATOR: DR PATRICIA NICKEL

Murphy building, MY1018

Tel: 463 6745

E-mail: Patricia.Nickel@vuw.ac.nz

LECTURES: MON 3 – 5PM & WED 3 – 4PM: LABY BLDG LT118

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PART A: GENERAL INTRODUCTION TO SCHOOL AND SOCIAL POLICY STAFF

COURSE COORDINATOR AND LECTURER

The staff member with overall responsibility for this course is Dr Patricia Nickel, who is available to discuss any student queries about the course and assessment. Patricia's contact details are:

Patricia Nickel

Tel: 463 6745

E-mail: Patricia.Nickel@vuw.ac.nz

Room: Murphy Building, MY1018

Office hours: Tuesday 2 PM – 4 PM

If Patricia is not available and you have an urgent problem please leave a message with the School of Social and Cultural Studies office on 463 5317 or 463 5258.

CLASS TIMES AND LOCATIONS

Lectures: Monday 3-4pm and Wednesday 3-4pm in Laby Bldg 118

Tutorials: Monday 4-5pm in Laby Bldg 118

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.

WEBSITE

The School's website is at: <http://www.victoria.ac.nz/sacs>. On the same page you will find *Sociolog*, <http://www.victoria.ac.nz/sacs/about/sociolog.aspx>, a chronicle of reflections written by Sociology, Social Policy, Social Science Research staff and postgraduate students

COMMUNICATION OF ADDITIONAL INFORMATION

Additional information related to SPOL 203 will be communicated via Blackboard or e-mail.

OTHER CONTACT INFORMATION

Head of School: Dr Allison Kirkman, MY1013
Tel: 463 5676 E-m: Allison.Kirkman@vuw.ac.nz

International Student Liaison: Dr Hal Levine MY1023
Tel: 463 6132 E-m: Hal.Levine@vuw.ac.nz

Maori and Pacific Student Liaison: Dr Trevor Bradley, MY1101
Tel: 463 5432 E-m: Trevor.Bradley@vuw.ac.nz

Students with Disabilities Liaison: Dr Russil Durrant, MY1120
Tel: 463 9980 E-m: russil.durrant@vuw.ac.nz

School Manager: Carol Hogan, MY918
Tel: 463 6546 E-m: Carol.Hogan@vuw.ac.nz

School Administrators: Monica Lichti, Alison Melling, Heather Day
MY921, Tel: 463 5317; 463 5258; 463 5677
E-m: sacs@vuw.ac.nz

CLASS REPRESENTATIVE

A class representative will be recruited in consultation with the class at the beginning of the course. The class representative's name and contact details will be available to the Victoria University of Wellington Students' Association (VUWSA), the course coordinator and the class (via BlackBoard). The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

PART B: COURSE INFORMATION

COURSE CONTENT

This course will explore how the welfare state varies in different countries. When seeking 'solutions to social problems', students of social policy need imagination and flexibility. Comparing different forms of welfare, and understanding how things really are different in other countries, frees students from the constraints of a particular time and place, and stimulates imaginative thinking. This course focuses on the set of countries variously called the "OECD democracies" or "advanced capitalist democracies": that is, roughly New Zealand, Australia, Japan, and those in Western Europe and North America.

LEARNING OBJECTIVES

By the end of the course students will seek to answer a number of questions about the development of state social policy programmes, including: Why do some countries have large, inclusive welfare states while others have minimal social programmes? What factors have led countries to expand or retrench welfare provisions? Is the welfare state in decline across developed nations, and if so why? How important is the ideological leaning of ruling political parties in determining the direction of social policy? How do intergovernmental organizations influence national social policy? Is there an emerging global social policy?

This course will provide students with the necessary skills to

- Relate New Zealand's contemporary social policy regime with those in other 'developed nations';
- Explore the convergence and divergence of international welfare regimes in order to better understand how changes in policy are brought about;
- Examine possibilities for policy transfer from outside New Zealand to solve social problems;
- Compare both the institutional and ideological differences between 'developed nations' in the realm of social policy;
- Examine how global social policy is made.

AIMS OF THE COURSE

Students passing this course should be able to:

- Develop the skills necessary to critically analyse and debate social policies;
- Develop an understanding of the theories and methods of comparative analysis;
- Build an understanding of the value and limits of the comparative approach, both historical and cross-national;
- And be encouraged to develop the imagination and flexibility necessary in seeking solutions to social problems and individual welfare needs.

TOPIC OUTLINE

- I. Comparative Welfare Research and Global Social Policy
- II. Foundations for Studying Global Welfare Regimes
- III. National Divergence or Global Convergence?

COURSE SCHEDULE

DATE	TOPIC AND ASSIGNED READINGS Please be sure to always follow this outline for your tutorial readings in case they are out of order in your Course Notes. This is the official order.
1 March Monday 3-5	Introduction to the course
	I. Comparative Welfare Research and Global Social Policy
3 March Wednesday 3-4	"Changing the rules of capitalism?"
8 March Monday 3-5	<p style="text-align: center;">International welfare actors</p> <p style="text-align: center;">Tutorial:</p> <p>Kennett, Patricia (2004) "Introduction: The Changing Context of Comparative Social Policy." In Kennet, Patricia (ed.) <i>A Handbook of Comparative Social Policy</i>. Northampton, MA: Edward Elgar Publishing, Inc., pp. 1-7.</p> <p>Clasen, Jochen (2004) "Defining Comparative Social Policy." In Kennet, Patricia (ed.) <i>A Handbook of Comparative Social Policy</i>. Northampton, MA: Edward Elgar Publishing, Inc., pp. 91-102.</p> <p style="text-align: center;">Kennett, Patricia (2001) <i>Comparative Social Policy</i>.</p>

	Buckingham/Philadelphia: Open University Press, pp. 146-148.
	II. Foundations for Studying Global Welfare Regimes
10 March Wednesday 3-4	<p style="text-align: center;">Divergence and convergence</p> <p style="text-align: center;">Tutorial:</p> <p>Kasza, Gregory J. (2002) "The Illusion of Welfare Regimes." <i>Journal of Social Policy</i> 31(2), pp. 271-287.</p> <p>Powell, Martin and Barrientos. Armando (2004) "Welfare Regimes and the Welfare Mix." <i>European Journal of Political Research</i> 43, pp. 83-105.</p>
15 March Monday 3-5	<p style="text-align: center;">Global political economy of welfare regimes</p> <p style="text-align: center;">Tutorial:</p> <p>Titmuss, R.M. (1974) <i>Social Policy: An Introduction</i>, pp. 13-32</p>
17 March Wednesday 3-4	<p style="text-align: center;">Rights stage one:</p> <p style="text-align: center;">National rights, social citizenship and the market</p>
22 March Monday 3-5	<p style="text-align: center;">Welfare regimes part I:</p> <p style="text-align: center;">Introduction to liberal, corporatist, social democratic</p> <p style="text-align: center;">Decommodification</p> <p style="text-align: center;">Tutorial:</p> <p>Esping Andersen, Gøsta (1990) <i>Three Worlds of Welfare Capitalism</i>. New Jersey: Princeton University Press, pp. 9-34.</p> <p>Abrahamson, Peter (1999) "The Welfare Modelling Business." <i>Social Policy & Administration</i> 33:4, pp. 394-415.</p>
24 March Wednesday 3-4	<p style="text-align: center;">Welfare regimes part II: The inputs</p>
29 March Monday 3-5	<p style="text-align: center;">Welfare regimes part III: The typology</p> <p style="text-align: center;">Tutorial:</p> <p>Esping Andersen, Gøsta (2000) <i>Social Foundations of Postindustrial Economies</i>. Oxford: Oxford University Press, pp. 73-94 and 170-184.</p> <p>Arts, Wilhelmus Antonius and Gelissen, John (2002) "Three Worlds of Welfare capitalism or More? A State-of-the-Art Report." <i>Journal of European Social Policy</i> 12, pp. 137-158.</p>
31 March Wednesday 3-4	<p style="text-align: center;">Guest Lecture: TBA</p>
5 April – 18 April	<p style="text-align: center;">Mid-trimester Break</p>

19 April Monday 3-5	Social rights in practice: Inclusion and exclusion
	III. National Divergence or Global Convergence?
21 April Wednesday 3-4	<p style="text-align: center;">Australia, Canada, and New Zealand</p> <p style="text-align: center;">Tutorial:</p> <p>Frances G. Castles (1996) "Needs-Based Strategies of Social Protection in Australia and New Zealand." In G. Esping-Andersen (ed.) <i>Welfare States in Transition: National Adaptations in Global Economies</i>. London/Thousand Oaks/New Delhi: Sage Publications, pp. 88-115.</p> <p>Mcbride, Stephen and Mcnutt, Kathleen (2007) "Devolution and Neoliberalism in the Canadian Welfare State: Ideology, National and International Conditioning Frameworks, and Policy Change in British Columbia." <i>Global Social Policy</i> 7, pp. 177-201.</p>
26 April Monday 3-5	U.K.
28 April Wednesday 3-4	U.S.
3 May Monday 3-5	Japan
5 May Wednesday 3-4	Germany
10 May Monday 3-5	<p style="text-align: center;">Sweden</p> <p style="text-align: center;">Tutorial:</p> <p>Seeleib-Kaiser, M. (2002) "A Dual Transformation of the German Welfare State?" <i>West European Politics</i> 25:4, pp. 25-48.</p> <p>Andersen, Torben M. (2004) "Challenges to the Scandinavian Welfare Model." <i>European Journal of Political Economy</i> 20, pp. 743-754.</p>
12 May Wednesday 3-4	European Union
17 May Monday 3-5	<p style="text-align: center;">Russia</p> <p style="text-align: center;">Tutorial:</p> <p>Aidukaite, Jolanta (2009) "Old Welfare State Theories and New Welfare Regimes in Eastern Europe: Challenges and Implications." <i>Communist and Post-Communist Studies</i> 42, pp. 23-39.</p>
19 May Wednesday 3-4	In-class Test

<p>24 May Monday 3-5</p>	<p>Networks of development and delivery: Is the nation state irrelevant?</p> <p>Tutorial: Deacon, Bob (2005). "The Governance and Politics of Global Social Policy." <i>Social Policy and Society</i>, 4, pp 437-445.</p> <p>Stone, Diane (2008) "Global Public Policy, Transnational Policy Communities, and Their Networks" <i>Policy Studies Journal</i> 36:1, pp. 19-38.</p>
<p>26 May Wednesday 3-4</p>	<p>World Bank, IMF, and the United Nations as social policy actors</p>
<p>31 May Monday 3-5</p>	<p>Global social policy</p> <p>Tutorial: Stubbs, Paul (2003) "International Non-State Actors and Social Development Policy." <i>Global Social Policy</i> 3:3, pp. 319-48.</p>
<p>2 June Wednesday 3-4</p>	<p>Have the new rules of global capitalism changed welfare?</p>

PART C: COURSE ASSESSMENT REQUIREMENTS

ASSESSMENT

	Weighting	Due Date
Assignment 1	40%	4 pm Wed, 31 March 2010
In-class test	20%	3–4 pm Wed, 19 May 2010
Assignment 2	40%	4 pm Mon, 14 June 2010

ASSIGNMENT 1 – ESSAY

Due: 4 pm Wed, 31 March 2010

Weighting: 40%

Length: 2,500 words

Choose **ONE** of the following two options:

1. Explore the concept of decommodification which is central to the work of Gøsta Esping Andersen and evaluate its usefulness in comparative social policy analysis.
2. Make an argument *for or against* the use of ideal-types in the study of welfare regimes.

IN-CLASS TEST

Date: 3–4 pm Wed, 19 May 2010

Weighting: 20%

The test will be conducted during the lecture period on Wednesday, 19 May 2010, in the normal lecture room. The test will be based on *tutorial readings and lectures* from the beginning of the course up to the date of the test.

ASSIGNMENT 2 – ESSAY

Due: 4 pm Mon, 14 June 2010

Weighting: 40%

Length: 2,500 words

Choose **ONE** of the following two options:

1. Make an argument *for or against* the nation state as a basis for comparing welfare models.
2. Choose a country categorized by Gøsta Esping-Andersen as liberal, corporatist, or social democratic and *criticize* this categorization (e.g. his categorisation of New Zealand as a liberal welfare regime)

Please note the following assignment policies for this course:

- I do not under any circumstances accept work by email.

- I do not under any circumstances read early drafts prior to the due date.

RELATIONSHIP BETWEEN LEARNING OBJECTIVES AND ASSESSMENTS

- The objective of the two written assignments is to foster critical thinking, problem solving, and analytical skills through a critical analysis of the application of theories of comparative welfare regimes in the context of social policy in New Zealand and the global environment in which New Zealand is situated.
- The objective the in-class test is to help students to organize their reading and lecture attendance in relationship to assessment.

MANDATORY COURSE REQUIREMENTS

To gain a pass in this course each student must:

- Submit two written assignments (Assignment 1 and Assignment 2).
- Sit the in-class test.

COURSE WORKLOAD EXPECTATIONS

The design of the course is based upon an assumption that students will need to spend a minimum of 13 hours a week. This workload is in accordance with the guidelines put forward by the Faculty of Humanities and Social Sciences for 20-point courses.

COURSE WITHDRAWAL PROCEDURES

If you decide for ANY reason at ANY stage to withdraw from SPOL 203 (or any other course) please see the Faculty of Humanities and Social Sciences office on the 4th floor of the Murphy Building for an Add/Drop Course form. Failure to do so may have consequences for enrolment, student grants, allowances, loans, etc., i.e. you will get credited with a fail, not a withdrawal on your record if you do not act promptly.

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

PART D: COURSE ASSESSMENT, PROTOCOLS AND PROCEDURES

HANDING IN ESSAYS AND OTHER WRITTEN ASSIGNMENTS

When?

It is the policy of the School of Social and Cultural Studies that all written assignments must be handed in by **4 pm** on the due date.

Where?

Assignments must be place in the assignment box located to the 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 ASSIGNMENT COVER SHEET

Please include a School Assignment 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 Assignment Cover sheet is at the end of this Outline. Further copies may be found at the School Administration office, and on the Assignment Box, on level 9 of Murphy building.

Students MUST keep a photocopy of every written assignment

Unless students have followed this procedure, the School will not accept responsibility for pieces of written work claimed to have been handed in.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

GRADES

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

Pass	A+	85% or over	Evidence of familiarity with relevant reading and sound understanding of concepts, plus individual interpretation and insights of a higher order. An A grade will not be achieved without such insight. Work well presented with logical structure and clarity of expression.	
	A	80%-84%		
	A-	75%-79%		
	B+	70-74%		
	B	65%-69%		
	B-	60%-64%		
Fail	C+	55%-59%	Work lacks originality, individual insights and not strong on understanding. However, material used is relevant and presentation is satisfactory.	
	C	50%-54%		
	D	40%-49%		Little evidence of reading or comprehension. No insight. Poor presentation.

Good expression (spelling, grammar, punctuation and sentence construction)

and accurate referencing are considered important for this course. Consequently, **10% of the mark** for each assignment will be allocated according to the standard of expression and referencing.

Appendix A (page 13) 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.

Please note that assignments will not be accepted for marking more than 7 days after the due date or 7 days after an approved extension date. They must, however, be submitted to meet mandatory course requirements.

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 Patricia Nickel. 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.

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.

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* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

The AVC(Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at:

http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

PART E: COURSE READING

SET TEXTS

There are prepared Student Notes available from the Student Notebook Shop which you can purchase for approximately \$30.00.

For the first two weeks of trimester all undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two all undergraduate textbooks will be sold from vicbooks and student notes from the Student Notes Distribution Centre on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

APPENDIX A

REFERENCES

The preferred style of referencing for this course is in-text rather than footnotes, i.e. information about the source of the reference is added into the text. This includes the author, date of publication and, where appropriate, the page number. For example:

A study of organisational behaviour showed (Howat 1985) a link between...

Clerehan (1989) showed in her study...

In a study of gender differences ... (Mills 1988:22).

You may use footnotes instead, but make sure you are consistent with format.

Full details of all references are to be listed in the bibliography at the end of the assignment.

Please make sure you reference not only direct quotes and statistics, but also all ideas and information sourced from other material.

BIBLIOGRAPHIES

A bibliography is a list of all the references and sources you have used in preparation for the assignment, including those not directly cited in the essay. The references should be listed 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/whats-on/study-skills.aspx.

APPENDIX B

ASSIGNMENT MARKING SHEET (SAMPLE ONLY)

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

Description & Coverage of Essay Topic	Excellent (Range: A+ to A; 80-85): Concise and thorough description of key themes; synthesizes across readings where appropriate.	Very Good (Range: A- to B; 65-79): Concise and thorough description of key themes; occasional synthesis across readings.	Satisfactory (Range: B- to C; 50-64): Adequate description of key themes; misses opportunities for synthesis across readings.	Unsatisfactory (Range: D to E; 0-49): Insufficient description of key themes; not an appropriate topic for the assigned essay; no synthesis across readings.
Organisation	Excellent (Range: A+ to A; 80-85): Clear outline of essay including a thesis statement and organisational sentences; follows organisational plan through to the end of the essay.	Very Good (Range: A- to B; 65-79): Clear outline of essay including a thesis statement and organisational sentence; carries the majority of the organisation through to the end of the essay.	Satisfactory (Range: B- to C; 50-64): 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.	Unsatisfactory (Range: D to E; 0-49): Inadequate organization of ideas and arguments.
Expression & Argumentation	Excellent (Range: A+ to A; 80-85): Makes an argument clearly supported by appropriate evidence.	Very Good (Range: A- to B; 65-79): Makes an argument and attempts to support with evidence.	Satisfactory (Range: B- to C; 50-64): The argument is not clear OR the argument is not supported adequately with evidence.	Unsatisfactory (Range: D to E; 0-49): No argument made AND there assertions made are not supported with evidence.
Insight & Interpretation	Excellent (Range: A+ to A; 80-85): Logical interpretation or application of themes in context of real world examples or theoretical frameworks/course concepts and readings.	Very Good (Range: A- to B; 65-79): Logical interpretation or application of themes, but not adequately discussed in context of real world examples or theoretical frameworks/course concepts and readings.	Satisfactory (Range: B- to C; 50-64): Logical interpretation or application of themes, but not discussed in context of real world examples or theoretical frameworks/course concepts and readings.	Unsatisfactory (Range: D to E; 0-49): Insufficient interpretation or application of themes; AND fails to set the essay in context of examples or theoretical frameworks/ concepts and readings.
Style	Excellent (Range: A+ to A; 80-85): Clear and accurate writing; error free.	Very Good (Range: A- to B; 65-79): Minor writing problems that do not interfere with comprehension of the essay; minor typographical, spelling, and	Satisfactory (Range: B- to C; 50-64): Writing problems that distract from comprehension of the essay; minor typographical, spelling, and punctuation errors.	Unsatisfactory (Range: D to E; 0-49): Writing problems inhibit comprehension of the essay; significant typographical, spelling, and punctuation errors.

		punctuation errors.		
Bibliography & Referencing	Excellent (Range: A+ to A; 80-85): Contains proper and consistent citation and a complete bibliography.	Very Good (Range: A- to B; 65-79): Contains proper citation and a complete bibliography; some consistency errors.	Satisfactory (Range: B- to C; 50-64): Contains references to authors, but not proper citations. Complete bibliography; some errors in consistency and format.	Unsatisfactory (Range: D to E; 0-49): 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:

School of Social and Cultural Studies

Te Kura Mahinga Tangata

CULTURAL 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's name: _____

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: _____