

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



**VICTORIA**  
UNIVERSITY OF WELLINGTON

**SCHOOL OF SOCIAL AND CULTURAL STUDIES**

*Te Kura Mahinga Tangata*

**Social Policy**

# **SPOL/PUBL 113**

*Social and Public Policy:  
Values and Change*

## **Course Outline**

**CRN:9512/13094: 20 POINTS: TRIM 1, 2012**

*Trimester Dates: 5 March – 4 July 2012*

*Teaching dates: 5 March – 8 June 2012*

*Mid-trimester Break: 6 April – 22 April 2012*

*Study Period: 11 June – 15 June 2012*

*Examination/Assessment period: 15 June – 4 July 2012*

**COURSE COORDINATOR: DR CAROL HARRINGTON**

*Room 1006 Murphy Building*

*Tel: (04) 463 7451*

*E-mail: [carol.harrington@vuw.ac.nz](mailto:carol.harrington@vuw.ac.nz)*

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**WEDNESDAY & THURSDAY 4-5PM: MACLAURIN LT101**

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# **PART A: GENERAL INTRODUCTION TO SCHOOL AND SOCIAL POLICY STAFF**

## **COURSE COORDINATOR**

The staff member with overall responsibility for this course is Dr Carol Harrington, who is available to discuss any student queries about the course and assessment. The best way to contact Carol is by e-mail.

Tel: 463 7451

Email: [Carol.Harrington@vuw.ac.nz](mailto:Carol.Harrington@vuw.ac.nz)

Room: Murphy (MY) 1006

Office Hours: Tuesdays 2:10-4pm.

If Carol is not available and you have an urgent problem, please leave a message with the SACS Administration team on 463 5317.

## **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 about the assignments. The tutor office is on level 10 of Murphy Building, MY1012, 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 MY1012.

## **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, with information relating to Social Policy, that may be of interest to you.

## **OTHER SCHOOL CONTACTS**

Head of School:

Dr Allison Kirkman, MY1013

Tel: 463 5676 E-m: [allison.kirkman@vuw.ac.nz](mailto:allison.kirkman@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 Trevor Bradley, MY1101

Tel: 463 5432 E-m: [trevor.bradley@vuw.ac.nz](mailto:trevor.bradley@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

Tel: 463 6546 E-m: [carol.hogan@vuw.ac.nz](mailto:carol.hogan@vuw.ac.nz)

School Administrators:

Monica Lichti, Alison Melling, Helen Beaglehole  
MY921, Tel: 463 5317; 463 5258; 463 5677

E-m: [sacs@vuw.ac.nz](mailto:sacs@vuw.ac.nz)

## **PUBL 113 AND THE SCHOOL OF GOVERNMENT**

This course is double-labelled as a Social Policy (SPOL) and a Public Policy (PUBL) course. 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 contribute to the teaching. While all matters relating to the course should be raised in the first instance with the course coordinator, Dr Carol Harrington, students wishing to discuss any matter relating to other Public Policy courses, the Public Policy major or further study in Public Policy are encouraged to contact Dr Graham Hassall in the School of Government:

Dr Graham Hassall

Tel: 463 5047

E-mail: [Graham.Hassall@vuw.ac.nz](mailto:Graham.Hassall@vuw.ac.nz)

Room: Level 8, Rutherford House, RH 806, 23 Lambton Quay, Pipitea Campus

## **FACULTY OF COMMERCE AND ADMINISTRATION OFFICES**

Advice is available for BCA students from the **Faculty of Commerce and Administration Offices:**

### *Railway West Wing (RWW) - FCA Student and Academic Services Office*

The Faculty's Student and Academic Services 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 Student and Academic Services Office on (04) 463 5376.

### *Easterfield (EA) - FCA/Education/Law Kelburn Office*

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education and Law is situated on the ground floor of the Easterfield Building. This counter is the first point of contact for:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- Forms for FCA Student and Academic Services (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

## **COMMUNICATION OF ADDITIONAL INFORMATION**

This course uses Blackboard where students can find all course related information: <http://blackboard.vuw.ac.nz>

## WEBSITES

The School of Social and Cultural Studies website is <http://www.victoria.ac.nz/sacs>  
You can also find *Sociolog*, <http://www.victoria.ac.nz/sacs/about/sociolog.aspx>, a chronicle of reflections written by Sociology and Social Policy staff and postgraduate students.

The School of Government website is [www.sog.victoria.ac.nz](http://www.sog.victoria.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 (on BlackBoard). The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

## COURSE WITHDRAWAL PROCEDURES

Information on withdrawals and refunds may be found at  
<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

## EXPECTED WORKLOAD

The design of the course is based upon an assumption that students will need to spend a minimum of 13 hours each week on course work. This includes class contact hours.

## WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study). Find out how academic progress is monitored and how enrolment can be restricted at [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress).

Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the *Calendar* webpage at [www.victoria.ac.nz/home/study/calendar.aspx](http://www.victoria.ac.nz/home/study/calendar.aspx) (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at [www.victoria.ac.nz/home/about\\_victoria/avcacademic](http://www.victoria.ac.nz/home/about_victoria/avcacademic).

Information for Māori Students:

[www.victoria.ac.nz/st\\_services/slss/infofor/maoristudents.aspx](http://www.victoria.ac.nz/st_services/slss/infofor/maoristudents.aspx) or  
[www.victoria.ac.nz/st\\_services/tpa/index](http://www.victoria.ac.nz/st_services/tpa/index)

Information for Pasifika students:

[www.victoria.ac.nz/st\\_services/slss/infofor/pasifikastudents.aspx](http://www.victoria.ac.nz/st_services/slss/infofor/pasifikastudents.aspx) or  
[www.victoria.ac.nz/st\\_services/tpa/index](http://www.victoria.ac.nz/st_services/tpa/index)

## 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>

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

## **COURSE 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 CONTENT**

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 in both Social and Public Policy 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.

### **LEARNING OBJECTIVES for SPOL/PUBL 113**

Students passing this course should be able to:

1. Analyze the values, morals, and beliefs underpinning social and public policies in New Zealand over the last three decades;
2. Describe the political, economic, administrative, and ideological changes and challenges that have impacted on the planning and provision of social and public policy in New Zealand;
3. Develop insight into the impacts of the Treaty of Waitangi and globalisation on New Zealand policy development and delivery;
4. Develop academic reading and writing skills;
5. Use tutorials to further understanding of current social policies issues and debates, and to appreciate different viewpoints.



## LECTURE AND ASSESSMENT TIMETABLE

### Please note: 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!

<i>Introduction to Social and Public Policy</i>		<i>Lecture reading</i>
March 7	Social and public policy introduction Dr Carol Harrington	
March 8	Policy processes Dr Carol Harrington	Bridgman and Davis. Dalton et al
<i>No Tutorial</i>		.
March 14	Theories of state Associate Professor Graham Hassall	
March 15	Library lecture	
<i>Tutorial</i>	<i>What Is Policy?</i>	
March 21	Policy making institutions : NZ Constitution Dr Carol Harrington	Keith; Cabinet Manual
March 22	The Treaty of Waitangi Lecturer: tba	Hayward
<i>Tutorial</i>	<i>The State And Policy Making Processes</i>	
March 28	Globalisation Associate Professor Graham Hassall	Barney
March 29	Models and values Dr Carol Harrington	Goodin et al. Tenbensen and Gauld
<i>Tutorial</i>	<i>Exploring Some Constraints On Policy Processes</i>	
<b><i>Ideologies and values</i></b>		
<b>Essay 1 due: 4pm 3 April.</b>		
April 4	Social democracy Dr Carol Harrington	Social Justice Commission Titmuss
April 5	Conservatism Dr Carol Harrington	Heywood.
<i>Tutorial</i>	<i>What Processes Are Used In Policy Making?</i> <i>What Values Inform Policy Making?</i>	
<b><i>April 6-22 Mid-Trimester Break</i></b>		

April 25	ANZAC DAY	
April 26	Neo-liberalism Dr Carol Harrington	Green
May 2	Feminism and antiracism Dr Carol Harrington	
May 3	Maori and New Zealand Social Policy Mr Kim Workman; Director, "Rethinking Crime and Punishment." Former Families Commissioner, former civil servant.	
<i>Tutorial</i>	<i>What Values And Ideologies Inform Policy Choices?</i>	
<b><i>The politics of welfare in New Zealand</i></b>		
May 9	Colonial legacies Dr Carol Harrington	Rudd
May 10	The 'golden era' Dr Carol Harrington	Davey and Grey
<i>Tutorial</i>	<i>Values And The Welfare State</i>	
May 16	Rogernomics and the 'Mother of All Budgets Dr Sandra Grey	Douglas; Shipley
May 17	New social democracy Associate Professor Chris Eichbaum	Eichbaum
<i>Tutorial</i>	<i>Changing Values, Changing Welfare</i>	
May 23	Economic policy change Associate Professor Chris Eichbaum	Hazeldine
May 24	Economic policy change Associate Professor Chris Eichbaum	
<i>Tutorial</i>	<i>Economic Policy And Politics</i>	
May 30	Health policy change Associate Professor Jackie Cumming	Cumming and Mays
May 31	Health policy change Associate Professor Jackie Cumming	
<i>Tutorial</i>	<i>Health Policy And Politics</i>	
June 6	Wind-up and Exam preparation	
June 7	<b>Essay 2 due: 4pm, 7 June</b>	
<i>Tutorial</i>	<i>Exam preparation</i>	

# PART C: TUTORIAL TOPICS AND REQUIREMENTS

## TUTORIAL TIMETABLE

Students must enrol in a tutorial group online through the S-Cubed system (details available on Blackboard).

## 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      What is policy?**

*Notebook reading:* Bridgman and Davis; Dalton et al

*Questions:* What is social policy? What is public policy? 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'?

*Other readings:* Cheyne, C., O'Brien, M. and Belgrave, M. (2008) "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.

### **Week 3      The state and policy making processes**

*Notebook reading:* New Zealand Planning Council (1982) "Chapter 2: Model of Social Policy Formulation"

*Other reading:* Shaw and Eichbaum Chapters 4, 5, and 6

*Questions:* Who is involved in making policy in New Zealand? What are the roles of the parliament, the government, and the cabinet/executive in policy making? What roles do government departments/public servants/bureaucrats play in the policy process?

### **Week 4      Exploring some constraints on policy processes**

*Notebook readings:* Hayward and Barney readings from notebook.

*Other readings:* 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.

*Questions:* 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?

### **Week 5      What processes are used in policy-making? What values inform policy making?**

*Notebook readings:* T. Dalton et. al; T. Tenbensen and R. Gauld; Goodin, et. al. (1999) Wilkinson (1995); Commission on Social Justice (2000)

*Other readings:* Shaw and Eichbaum (2008) Chapters 2 to 6. Cheyne, C., O'Brien, M. and Belgrave, M. (2008) 'Chapter 3.'

*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:* Compare and contrast the different models of policy making which are explored by Tenbensen and Gauld..

*Questions:* What are some reasons for having social and public 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? What do economists mean when they discuss efficiency? What is the best mechanism to achieve economic efficiency? What does the term social justice mean?

*Tutorial activity:* Debate whether the government's role is to promote social equality, social justice, or economic efficiency?

**Week 6      No tutorial**

**Week 7      What values and ideologies inform policy choices?**

*Notebook readings:* Green (1998); Heywood (1992).

*Other reading:* Cheyne, C., O'Brien, M. and Belgrave, M. (2008) 'Chapter 4.'

*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 is conservatism? What are conservatives seeking from political elite and policy processes? How do social groups form according to conservatives? What values are important to conservatives? What is the relationship between conservatism and the New Right?

What philosophies are combined in the ideology of Social Democracy? How do Social Democrats view the state? What views do Social Democrats hold of capitalism? What is Keynesian economic management?

*Tutorial activity:* Map out the values evident within the policy approaches of the New Zealand Labour and National parties. Discuss what ideological leaning these two major political parties hold.

**Week 8      Values and the 'welfare state'**

*Notebook readings:* J. A. Davey (2001);

*Other 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

Cheyne, C., O'Brien, M. and Belgrave, M. (2008) 'Chapter 2'.

Bronwyn Dalley and Margaret Tenant (eds) (2004) *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? Are all inequalities unjustified?

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

## **Week 9      Changing values, changing welfare**

*Notebook readings:* C. Rudd (1999); R. Douglas (1993); J. Shipley (1998); A Giddens (2002); Eichbaum (2006).

*Other readings:* Roper, B. (2008) 'The welfare state: origins, development, crisis, and redesign.' In Lunt et al (ed) *New Zealand, new welfare*.

*Revolution* [videorecording]. *Someone else's country* [videorecording].

Duncan, G. (2007) "Chapter Seven" and "Chapter Eight"

Muriel Newman (2003) "ACT's welfare vision" in *Liberal Thinking* Wellington: ACT New Zealand.

*Questions:* What size should the state be according to neo-liberal proponents? When did neo-liberalism 'take hold' in New Zealand?

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 10      Economic Policy and Politics**

*Notebook reading.* T. Hazeldine (1998).

*Other readings:* Shaw and Eichbaum (2008) Chapter 12 'Economics, politics and policy making'; Goldfinch, S, (2000) 'the Influence of Economic Ideas in Economic Policy making' *Remaking New Zealand and Australian economic policy: ideas, institutions and policy communities* Victoria University Press: Wellington [Can be read on google books].

*Questions:* How does neo-classical economic theory differ from Keynesian theory? What was the Fiscal Responsibility Act? What is the Public Finance Act? What is the role of the Reserve Bank? What did the Reserve Bank of New Zealand Act 1989 do?

## **Week 11      Health Policy and Politics.**

*Notebook reading:* Cummings and Mays (2002)

*Other readings:* Chapter 10 of Cheyne, C., O'Brien, M. and Belgrave, M., (2008) *Social Policy in Aotearoa/New Zealand: A Critical Introduction*, Auckland: OUP

*Questions:* How can the value of efficiency justify public provision of health care? What other values are relevant to health policy debates? What are the arguments in favour of universal provision? What arguments favour targeted provision? How is New Zealand's health care system funded? What alternative methods of financing

health care are used in other countries? What organizations are involved in organizing and delivering health care and disability support services in NZ? What different roles are involved in the delivery of services? What is meant by the “purchaser provider split” and what was the rationale behind it?

## **Week 12      Exam revision**

### **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 Carol Harrington.

*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. The examination will take place during the examination period of 15 June to 4 July 2012.

# PART D: COURSE ASSESSMENT REQUIREMENTS

## MANDATORY COURSE REQUIREMENTS

To meet mandatory course requirements students must:

- ❖ submit two assignments;
- ❖ sit the examination.

*Students will not pass the course if they have not submitted BOTH assignments and sat the final examination, regardless of how many marks they earn.*

## DETAILS OF ASSESSMENT

Assessment will be by a combination of internally assessed assignments and a final 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	30%	Tuesday April 3 by 4pm
Assignment 2	20%	Thursday June 7 by 4 pm
Final Examination	50%	during examination period, details tbc

## ASSESSMENTS

### ASSIGNMENT 1 (Learning objectives 2, 3 & 4)

*Due date: April 3 by 4pm.*

*Word Limit: 2000*

*Weighting: 30%*

1. Why do Dalton et al. claim that policy making is a 'contest over social issues'? What actors and institutions are involved in this contest in the context of New Zealand public policy? Discuss in relation to specific example(s) of public policy.
2. Describe the relationship between cabinet, parliament, and public servants in the New Zealand policy making process, and discuss the strengths and weaknesses of this system of government. Your discussion should compare the New Zealand system to alternative constitutional arrangements.
3. Discuss the constitutional status of the Treaty of Waitangi and how the Treaty and its principles have been incorporated into New Zealand legislation. Provide at least one example.
4. Discuss a particular claim under the Treaty of Waitangi that reveals how interpretations of the Treaty have changed over time. Your essay should demonstrate knowledge of institutions and organizations involved in the Treaty process.



5. Compare the rational, stakeholder and participatory models of policy-making, how useful are these models for analysing the policy process? Support your argument with examples.
6. Different roles are prescribed to bureaucrats in the stakeholder, rational and participatory policy models. Discuss these differences and their impact upon the processes of policy-making.
7. Barney and Mishra argue that a consequence of globalisation has been a deterioration of the nation-states' ability to organize their economic and social priorities according to domestic concerns. Discuss this claim in terms of New Zealand public policy making.

**ASSIGNMENT 2 Essay (Learning objectives 1, 2, 3 & 4)**

*Due date: June 7 by 4pm*

*Word Limit: 1500*

*Weighting: 20%*

1. Explain the major ideologies that dominated the 'golden era' of welfare provision in New Zealand.
2. Discuss the Keynesian Welfare State of the mid 20<sup>th</sup> century from a feminist or anti-racist perspective.
3. Discuss the ideological positions and values behind calls for social policy development and service provision 'by Maori for Maori' or 'by women for women.'
4. Discuss the core values of conservatism and how these values have influenced New Zealand public policy. Provide examples.
5. Discuss the role of the state from the perspective of social democracy, neo-liberalism, and the 'third way'.
6. Discuss the core values appealed to under the neo-liberal ideology and how these values have influenced New Zealand public policy since the 1980s.
7. Discuss an example, or examples blended appeals to neo-liberal and conservative values that have influenced New Zealand public policy.
8. Explore how the value of efficiency is used to justify public provision of goods and services in ONE of the following social policy areas: social security; education; health; and housing.

**FINAL EXAMINATION (Learning objectives 1, 2 and 3)**

**Weighting: 50%**

This is a 2-hour examination and counts for 50% of the total course mark. It is a 'closed book' examination requiring students to answer three essay questions. The examination will take place during the examination period of 15 June to 4 July 2012. Consult your exam timetable available on your "my Victoria" page for the time and place.

# PART E: COURSE ASSESSMENT PROTOCOLS AND PROCEDURES

## HANDING IN ESSAY AND OTHER WRITTEN ASSIGNMENTS

### When?

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

### Where?

Assignments must be place in the assignment box located to the left side of the lifts on level 9, Murphy Building.

Assignments **MUST NOT** be placed in individual staff pigeonholes, or under staff office doors, or handed to lecturers or tutors. This is to ensure that all work is properly recorded when submitted, and to avoid problems that have arisen in the past when work has "gone missing".

At 4 pm the assignment box is emptied, the work date-stamped and its receipt recorded, and then handed to the appropriate markers.

### School Cover Sheet

Please include a School Cover sheet when submitting your assignments. You may wish to have your own front sheet, but please ensure you place the School's cover sheet on the top as this ensures critical identifying information is provided. A sample School Cover sheet is at the end of this Outline. Further copies may be found at the School Administration office, and on the Assignment Box, on level 9 of Murphy building.

***Students MUST keep a photocopy of every written assignment***

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

## 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%	

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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.

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 15 of this Outline.*

# PART F: COURSE READINGS

## SET TEXTS

The set text for this course is a book of prepared student notes, retail price \$18.70. Please ensure you buy a copy.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 13 February to 16 March 2012, 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 of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 4 of the Student Union Building.

Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Books can be couriered to customers or they can be picked up from nominated collection points at each campus. 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.

## RECOMMENDED TEXTS

Cheyne, C., O'Brien, M. and Belgrave, M., (2008) *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.

Lunt, N., O'Brien, M. and Stephens, R. (eds) (2008) *New Zealand, new welfare*. Cengage Learning, Australia.

## 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>

Treasury is <http://www.treasury.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. You will be given a self-paced tutorial to help familiarise you with the VUW library catalogue and databases during Week 3 of the course.

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.vuw.ac.nz/library/instruction/index.aspx>

Enjoy the journey.

### **Introduction to social and public policy**

Baldock, John, Nick Manning, and Sarah Vicerstaff (2007) *Social Policy*, 3<sup>rd</sup> ed. Oxford: Oxford University Press

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

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.

### **Policy , process, and the New Zealand state**

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.

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.

### **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

### **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.

### **New social democracy**

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

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.



## **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: University 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

## **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 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

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. List only those directly cited.

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.vuw.ac.nz/st\\_services/slss/index.aspx](http://www.vuw.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

CULTURAL ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

## 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: \_\_\_\_\_