

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



**VICTORIA**  
UNIVERSITY OF WELLINGTON

**FACULTY OF HUMANITIES AND SOCIAL SCIENCES  
SCHOOL OF SOCIAL AND CULTURAL STUDIES**

*Te Kura Mahinga Tangata*

# **SPOL/PUBL 113**

*Social and Public Policy:  
Values and Change*

## **Course Outline**

**CRN SPOL: 9512 PUBL: 13094: 20 POINTS: TRIM 1, 2013**

*Trimester dates: 4 March to 3 July*

*Teaching dates: 4 March to 7 June*

*Easter break: 28 March to 3 April*

*Mid-trimester Break: 22 April to 28 April*

*Study Week: 10 June to 14 June*

*Examination/Assessment period: 14 June to 3 July*

**COURSE COORDINATOR: Sandra Grey**

*Room 1004 Murphy Building*

*Tel: (04) 463 5371*

*E-mail: [sandra.grey@vuw.ac.nz](mailto:sandra.grey@vuw.ac.nz)*

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**MONDAY & THURSDAYS 3.10-4pm MC 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 Sandra Grey, who is available to discuss any student queries about the course and assessment.

Tel: 463 5371

Email: [sandra.grey@vuw.ac.nz](mailto:sandra.grey@vuw.ac.nz)

Room: Murphy (MY) 1004

Office hours: Thursday 9-10am and 1-2pm

If Sandra 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 also queries 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. All notices concerning this course, including information about tutorials, will be posted on the level 9 notice board.

## **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:

Suzanne Weaver, 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 BCom) 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, Sandra Grey, 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 826, 23 Lambton Quay, Pipitea Campus

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

Advice is available for BCom 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.

## **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.

## COMMUNICATION OF ADDITIONAL INFORMATION

This course will have information on BlackBoard at <http://blackboard.vuw.ac.nz>

## WEBSITES

The School of Social and Cultural Studies website is <http://www.victoria.ac.nz/sacs>

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

## 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>

## 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 time is composed of class contact hours (tutorials and lectures); preparatory reading for both lectures and tutorials; assignment reading, preparation, and writing.

## 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](http://www.victoria.ac.nz/home/study/calendar) (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).

### **Additional Support**

Student Learning and Support also run study skills workshops specific to Māori and Pasifika students which students could be referred to for help:

Information for Māori Students:

[www.victoria.ac.nz/st\\_services/slss/infofor/maoristudents](http://www.victoria.ac.nz/st_services/slss/infofor/maoristudents) 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](http://www.victoria.ac.nz/st_services/slss/infofor/pasifikastudents) 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>

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

## COURSE CONTENT

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.

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/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 discussions.

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

### **Students passing this course should be able to:**

1. Analyse the values, morals, and beliefs underpinning social and public policies in New Zealand over the last three decades;
2. Question the 'norms' and justifications underpinning contemporary policy decisions;
3. Establish an initial understanding of the core institutional, economic, and demographic factors that impact on the planning and provision of social and public policy in New Zealand;
4. Establish an initial understanding of the impact of Te Tiriti o Waitangi and globalisation on New Zealand policy development and delivery;
5. Develop academic reading and writing skills;
6. Use tutorials to discuss contemporary policy issues and political debates, and to reflect upon 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!*

| Lecture  | Topic                                    | Notebook reading                         |
|--|--|--|
| <b>Introduction to social and public policy</b>              |  |  |
| 4-Mar  | What is policy?                          |  |
| 7-Mar  | Authoritative decisions or contestation? | Dalton et al.                            |
| 11-Mar   | Meeting needs                            | Goodin et al.<br>Social Justice          |
| 14-Mar   | Achieving social justice                 | Commission                               |
| 18-Mar   | Creating stability and efficiency        | Goodin et al.                            |
| <b>The state, the constitution, and Te Tiriti o Waitangi</b> |  |  |
| 21-Mar   | The 'state'                              | Cabinet Manual<br>Tenbensen and<br>Gauld |
| 25-Mar   | Policy processes                         |  |
| <b>Easter</b>  |  |  |
| 4-Apr  | Our constitution                         | Keith                                    |
| 8-Apr  | Te Tiriti o Waitangi                     | Hayward                                  |
| <i>Assignment One Due Wednesday 10 April</i>                 |  |  |
| 11-Apr   | Globalisation                            | Barney                                   |
| 15-Apr   | Path dependency                          |  |
| <b>Values and ideologies</b>                                 |  |  |
| 18-Apr   | Conservatism                             | Heywood                                  |
| 29-Apr   | Neo-liberalism                           | Green                                    |
| 2-May  | Social democracy                         | Titmuss                                  |
| 6-May  | Feminism and anti-racism                 |  |

*Assignment Two Due Wednesday 8 May*

**NZ's 'welfare state'**

|        |   |                            |
|--------|---|----------------------------|
| 9-May  | Colonial legacies                           | Rudd                       |
| 13-May | The 'golden era'                            | Davey and Grey<br>Douglas; |
| 16-May | Rogernomics and the 'Mother of All Budgets' | Shipley                    |
| 20-May | New social democracy                        | Eichbaum                   |
| 23-May | Austerity as the new norm?                  |                            |
| 27-May | Case study                                  |                            |

*Assignment Three Due Wednesday 29 May*

|        |                    |
|--------|--------------------|
| 30-May | Case study         |
| 6-Jun  | And to the future? |

# PART C: TUTORIAL TOPICS AND REQUIREMENTS

## TUTORIAL TIMETABLE

| Day | Start | Finish | Room  |
|-----|-------|--------|-------|
| M   | 9:00  | 9:50   | MY301 |
| M   | 14:10 | 15:00  | MY107 |
| T   | 14:10 | 15:00  | MY103 |
| T   | 14:10 | 15:00  | MY301 |
| W   | 16:10 | 17:00  | MY401 |
| R   | 13:10 | 14:00  | KK104 |
| R   | 14:10 | 15:00  | KK104 |
| F   | 14:10 | 15:00  | KK104 |

**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. In most cases this will mean completing the reading required for the tutorial, though for a number of tutorials you will also be asked to bring other resources drawn from political party and government department websites.**

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? Is policy an authoritative decision or a contest?

*Tutorial activity:* Discuss how issues move from being private concerns to public policy concerns? And what concerns should be dealt with under the umbrella 'social policy'?

*Further 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.

### ***Skills activity: Critical analysis skills; Preparation for Assignment One.***

List the key elements of critical reading and how you will apply these to your first assignment and future work.

To help with the exercise visit the website of Student Learning Support Service – in particular read:

[http://www.victoria.ac.nz/st\\_services/slss/studyhub/PDF/CriticalReadingAndThinking.pdf](http://www.victoria.ac.nz/st_services/slss/studyhub/PDF/CriticalReadingAndThinking.pdf)

## **Week 3      Library and essay writing skills session**

*The library quiz which is part of Assignment One will be handed out and discussed in this tutorial. Please note that the library quiz is worth 5% of the overall mark for this course.*

## **Weeks 4/5      Why do we need policy?**

*Due to the Easter break the tutorials on "Why do we need policy?" are divided over two weeks. Monday, Tuesday, and Wednesday tutorials on this topic will be held in Week 4 (25, 26, 27 March); Thursday and Friday tutorials on this topic will be held in Week 5 (4, 5 April).*

*Notebook readings:* Goodin, et. al. (1999) Wilkinson (1995); Commission on Social Justice (2000)

*Further readings:* Cheyne, C., O'Brien, M. and Belgrave, M. (2008) 'Chapter 3.'

*Questions:* What are some reasons for having social and public policy?

*Tutorial activity:* Find a statement from a political party in New Zealand which sets out their support for 'social policy' expenditure (that is spending on education, welfare, health, superannuation, or housing). Bring this statement to class where you will work together to determine the justification for the spending proposal and see whether the justifications align with those set out by Goodin et al.

## **Week 6      The state and policy making processes**

*Notebook reading:* New Zealand Planning Council (1982) "Chapter 2: Model of Social Policy Formulation"; T. Dalton et. al; T. Tenbensen and R. Gauld.

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

*Questions:* Who is involved in making policy in New Zealand? What role do different actors play in policy-making? What key institutions and rules govern policy decisions in New Zealand?

*Tutorial activity:* Draw up a table which compares and contrasts the different models of policy making which are explored by Tenbensen and Gauld.

## **Week 7      Te Tiriti o Waitangi**

*Notebook readings:* Hayward.

*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 are the implications of the Treaty of Waitangi on social policy development?

*Skills activity:* Discuss the ways that you can find and assess the relevance of books, books chapters, journal articles, and information from the web for your second assignment

## **Week 8      Globalisation and policy-making**

*Notebook readings:* Barney.

*Questions:* What is globalisation? What impact does it have on social and public policy?

*Tutorial activity:* Find one we-based resource on globalisation and share this with the class. Collectively evaluate the 'relevance' and 'acceptability' of these resources for academic work.

## **Week 9      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? What values are important to neo-liberals? What is conservatism? What values are important to conservatives? What is social democracy? What values are important to Social Democrats?

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

## **Week 10 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? What is Keynesianism? What types of rights are appealed to in relation to welfare provision? What is social justice? What is the core of Rawls' theory of justice?

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

## **Week 11 Values and the 'welfare state'**

*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? 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?

*Tutorial activity:* Critique the concept of social development from neo-liberal and Keynesian perspectives.

## **Week 12 Wrap up and exam preparation techniques**

Students in Monday tutorials will need to attend one of the other tutorials.

## **ILLNESS AND MEETING THE ASSESSMENT REQUIREMENTS OF THE COURSE**

If illness or bereavement prevents you from submitting an assignment by the due date, then you may be given an extension of time. Extensions on the basis of personal circumstances will also be considered. Any requests for extension must be discussed with Sandra Grey.

*Note however, that extensions must be applied for before the date on which the assignment is due, and that the period of extension will not exceed the period of illness. You may be asked to produce a medical certificate.*

## **EXAMINATION**

The final examination in the course is conducted by the Faculty of Humanities and Social Sciences. Students who are unable to sit the examination because of ill health or whose preparation for the examination is affected by illness or disability should consult the University Calendar or Faculty Office about the options that may be open to them. The examination will take place during the examination period of 14 June to 3 July 2013.

# PART D: COURSE ASSESSMENT REQUIREMENTS

## MANDATORY COURSE REQUIREMENTS

To meet mandatory course requirements students must:

- ❖ submit three written assignments;
- ❖ sit the final examination.

*Students who have not met all these requirements will not pass the course regardless of whether or not they sit the final examination.*

## DETAILS OF ASSESSMENT

Assessment will be by a combination of 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 | 15%              | Wednesday 10 April 2013 by 4 pm        |
| Assignment 2 | 15%              | Wednesday 8 May 2013 by 4 pm           |
| Assignment 3 | 20%              | Wednesday 29 May 2013 by 4 pm          |
| Examination  | 50%              | during examination period, details tbc |

## IN-TERM ASSESSMENT WORK

### ASSIGNMENT 1

**Critical reading and library quiz (Learning objectives 2, 3 and 4)**

***Due date: 4pm, April 10***

***Word Limit: 1,000***

***15% of final grade***

*Please note there are two parts to this assignment, both must be submitted in order to fulfill course requirements.*

Write critical summaries of any **TWO** of the following articles found in the student notes:

Bridgman P. and G. Davis (2000) "Why Policy Matters." In *The Australian Policy Handbook* 2nd Edition, Crows Nest NSW: Allen and Unwin, 3-8.

Dalton, T. et. al (1996) "Towards a framework for understanding and participating in social policy making." In *Making Social Policy in Australia: An Introduction*. St Leonards NSW: Allen and Unwin, 3-22

Keith, The Rt Hon Sir Kenneth (1990, updated 2001) "On the Constitution of New Zealand: an introduction to the foundations of the current form of government", *The Cabinet Manual*, Cabinet Office, Department of Prime Minister and Cabinet, Wellington



Tenbenschel, T. and R. Gauld (2000) "Models and Theories." In P. Davis and T. Ashton (eds) *Health and Public Policy in New Zealand*, Auckland, Oxford: Oxford University Press, 24-43.

Titmuss, R. M. (1971) "Welfare State and Welfare Society", in *Commitment to Welfare*, Allen and Unwin, 124-137

Commission on Social Justice (2000) "What is Social Justice?" In C. Pierson and F. G. Castles (eds) *The Welfare State: A Reader*. Cambridge, Polity Press: 51-62

**AND** complete the library quiz which will be posted to blackboard in Week 3.

## **ASSIGNMENT 2**

**Comparative reading exercise (Learning objectives 2, 3 and 4).**

*Due date: 4pm, 8 May*

*Word Limit: 1,200*

*15% of final grade*

Behind all social and public policy decisions are a range of ideological positions. Discuss the values which make up **ONE** of the ideological positions listed below:

- Conservatism
- Neo-liberalism
- Social democracy
- Feminism

To discuss your chosen concept you are required to use one reading from the student notes for this course; a chapter from a book from the Victoria University Library; and one journal article.

## **ASSIGNMENT 3**

**Essay (Learning objectives 1, 2, 3 and 4)**

*Due date: 4pm, Wednesday 1 June*

*Word Limit: 2,000*

*20% of final grade*

Please answer **ONE** of the questions below.

1. What are the core values underpinning New Zealand's contemporary welfare regime?
2. Have the processes of globalisation impacted upon the New Zealand policy-making?
3. Discuss the dominant ideology of New Zealand's tertiary education policy under the current National-led government.
4. Discuss the rationale given by New Zealand governments when providing state housing.

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

*50% of final grade*

This is a 2-hour examination and counts for 50% of the total course mark. It is a 'closed book' examination. Information about the final examination will be handed out in the lecture on 6 June. The examination will take place during the examination period of 15 June to 3 July 2013.

# 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 |
|      | A  | 80%-84%     |  |
|      | A- | 75%-79%     |  |

|      |         |           |  |
|------|---------|-----------|--|
|      |         |           | grade will not be achieved without such insight. Work well presented with logical structure and clarity of expression.                           |
| B+   | 70-74%  |           | As above, but less individual insight and preparation.   |
| B    | 65%-69% |           | High level of understanding exhibited. Assignment well presented.  |
| B-   | 60%-64% |           |  |
| C+   | 55%-59% |           | Work lacks originality, individual insights is not strong on understanding. However, material used is relevant and presentation is satisfactory. |
| C    | 50%-54% |           |  |
| Fail | D       | 40%-49%   | Little evidence of reading or comprehension. No insight. Poor presentation.  |
|      | E       | Below 40% | A clear failure to reach an adequate standard on the criteria set out.   |

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. Please ensure you buy a copy.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre Foyer from 11 February to 15 March 2013, while postgraduate textbooks and student notes will be available from vicbooks' new store, Ground Floor Easterfield Building, Kelburn Parade. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks, Easterfield 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.

Students 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 students or they can be picked up from nominated collection points at each campus. Students will be contacted when they are available. Opening hours are 8am–6pm, Monday–Friday during term time (closing at 5pm 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.

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://library.victoria.ac.nz/library/instruction/library-workshops.html>

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: Macmillan

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><br>Concise and thorough description of key themes; synthesizes across readings where appropriate.   | <b>Very Good (Range: A- to B; 65-79):</b><br>Concise and thorough description of key themes; occasional synthesis across readings.   | <b>Satisfactory (Range: B- to C; 50-64):</b><br>Adequate description of key themes; misses opportunities for synthesis across readings.  | <b>Unsatisfactory (Range: D to E; 0-49):</b><br>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><br>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><br>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><br>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><br>Inadequate organization of ideas and arguments.  |
| <b>Expression &amp; Argumentation</b>            | <b>Excellent (Range: A+ to A; 80-100):</b><br>Makes an argument clearly supported by appropriate evidence.   | <b>Very Good (Range: A- to B; 65-79):</b><br>Makes an argument and attempts to support with evidence.  | <b>Satisfactory (Range: B- to C; 50-64):</b><br>The argument is not clear <b>OR</b> the argument is not supported adequately with evidence.  | <b>Unsatisfactory (Range: D to E; 0-49):</b><br>No argument made <b>AND</b> where assertions made are not supported with evidence.   |
| <b>Insight &amp; Interpretation</b>              | <b>Excellent (Range: A+ to A; 80-100):</b><br>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><br>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><br>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><br>Insufficient interpretation or application of themes; <b>AND</b> 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><br>Clear and accurate writing; error free.  | <b>Very Good (Range: A- to B; 65-79):</b><br>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><br>Writing problems that distract from comprehension of the essay; minor typographical, spelling, and punctuation errors.   | <b>Unsatisfactory (Range: D to E; 0-49):</b><br>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><br>Contains proper and consistent citation and a complete bibliography.   | <b>Very Good (Range: A- to B; 65-79):</b><br>Contains proper citation and a complete bibliography; some consistency errors.  | <b>Satisfactory (Range: B- to C; 50-64):</b><br>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><br>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: \_\_\_\_\_