

# SOCIOL 317

## Changing welfare state policies



## Louise Humpage

[action-against-poverty-welfare-impact/  
https://www.rnz.co.nz/news/national/378569/child-poverty-bill-  
passes-third-reading-in-parliament](https://www.rnz.co.nz/news/national/378569/child-poverty-bill-passes-third-reading-in-parliament)

## LECTURES

I will put up recording/notes for both lectures for the week on Tuesday of each week

### LECTURER

Dr Louise Humpage

Room: HSB 915

Email: l.humpage@auckland.ac.nz

Office hours: Email me! Video chats available by appointment.

### COURSE SUMMARY

This course examines the differing origins and possible futures of welfare states. Using a range of theoretical viewpoints, the course considers the historical shift from a Keynesian welfare state to a neoliberal state and questions whether recent 'Third Way' policies provide a solution to future welfare needs. The course is comparative but includes a significant focus on Aotearoa New Zealand.

### COURSE AIMS

At the end of the course you should have gained knowledge and understanding about:

- Where the New Zealand welfare state is situated in comparison with other countries;
- The historical development of the welfare state in New Zealand and internationally;
- Ways differences in the values driving welfare states:
  - maintain or challenge gendered and racialised assumptions;
  - impact upon citizens and citizenship;
  - reflect different political perspectives and institutional histories.

In addition to standard writing and literacy skills, you will develop specific research skills appropriate to a policy-related course. These include:

- Reflecting on and synthesising concepts and ideas from a wide range of academic and other relevant sources;
- Constructing and presenting appropriate arguments about policy issues;
- Developing comparative policy analysis skills across different policy areas and across different countries.

**LECTURE OVERVIEW 2020 (revised 25 March)**

WEEK	Tues 2-3pm	Tues 3-4pm	Thurs 2-3pm
<b>Introduction</b>			
<b>1</b> 2 March	Introductions; What are welfare states and why did they develop?	<i>Reading:</i> none <i>Activities:</i> the goals of welfare states; problematizing data used to develop social policy (presentation from Kiri West)	Theorising social policy change
<b>2</b> 9 March	Theorising why welfare states develop differently	<i>Reading:</i> Humpage 2019; Béland & Mahon 2016; <i>Activity:</i> What does classic welfare state theory miss in Aotearoa?	Challenges to welfare states
<b>From social protection to social investment</b>			
<b>3</b> 16 March	Elder poverty	<i>Reading:</i> Clarke 2004; Breheny 2017 <i>Activity:</i> Defining theories/concepts so far	Child poverty
<b>4</b> 23 March	Teaching-free week due to Covid-19		
<b>5</b> 30 March	Child welfare	<i>Reading:</i> Expert Advisory Group 2012; Keddell & Hyslop 2019	NEETs
<b>From collectivism to individualism (and back again?)</b>			
<b>6</b> 6 April	<b>Policy briefing workshop</b>	<i>Reading:</i> Zuccotti & O'Reilly 2018; Suaalii-Sauni et al. 2012	Wage earners' welfare state  <b>1<sup>st</sup> reading response collation due 9 April</b>
<b>Mid-semester break</b>			
<b>7</b> 27 April	Precarious work in a globalized world	<i>Reading:</i> Castles/Tros & Wilthagen <i>Activity:</i> Comparing work experiences	Closing the gaps between Maori and non-Maori
<b>From well-fare to workfare</b>			
<b>8</b> 4 May	Whānau Ora strategy	<i>Reading:</i> Smith et al 2019/ Cram 2019	Redefining the 'unemployed'
<b>9</b> 11 May	Sole parents as (paid) workers	<i>Reading:</i> Welfare Expert Advisory Group 2019; Hodgetts 2013	'Managing' young benefit recipients
<b>From public to private?</b>			
<b>10</b> 18 May	Supported Living Payment vs ACC for sick and disabled people	<i>Reading:</i> Fraser 2016/Ware et al 2018	Instead of a lecture Louise will offer live chat periods during this week for last minute policy briefing questions

<b>11</b> 25 May	Commissioning agencies –Whanau Ora [will be uploaded at start of 18 May for those doing WO policy briefing]  <b>Policy briefing due 25 May</b>	<i>Reading:</i> Hickey & Wilson 2015; Masters-Awatere 2016	Who should pay for healthcare?  PLUS <b>Short workshop on summarising course learning (as required by next response collation)</b>
<b>Wrapping up</b>			
<b>12</b> 1 June	Social bonds	<i>Reading:</i> Rashbrooke 2018; Mila-Schaaf & Hudson 2009	Charter schools <b>2nd reading response collation due 4 June</b>
<b>13</b> 8 June	Looking back, looking forward	<i>Reading:</i> Rashbrooke 2018; Stephens 2014	<b>Workshop for final assignment (replacing exam)</b>

## ASSESSMENT

### Reading responses (total 20% - total 1500 words or 15 mins - multiple due dates)

**Purpose:** Reading response assignments aim to ensure that you are familiar with and understand the wide range of concepts and policy content discussed in the course, as well as to develop your capacity to think critically about the New Zealand welfare state and its position internationally. They also aim to improve tutorial discussions by ensuring that everyone has done the reading, leaving time to undertake other activities focused on assessment tasks and skills development.

**Template:** **A template with the questions you should answer for the reading responses is available through Canvas.** You are expected to *read* both readings allocated each week but you must choose only one to focus on in the response.

**Format:**

*The reading responses* can be submitted in **either written or video form**, acknowledging that some of you find it easier to express yourselves orally rather than on paper. You can also submit some responses in written form and some in video form, including the two reading response collations due on 9 April and 4 June (see below).

Whether presented in writing or orally, the *responses* can be informal in tone. But written responses must be proofread for correct grammar/spelling and be written in full sentences. Videos need to be reviewed and edited to ensure that they are articulate and make sense. You do not need to provide any references in either format.

*The personal reflection* can also be submitted **either in written or video form** and can also be informal in tone but may well include references to readings/literatures. Please note that you **should NOT use the personal reflection to evaluate the course/lecturer or to explain your performance in other 317 assessments.**

**Frequency:** You need to complete six reading responses across weeks 2-13 and submit these via Canvas, which allows you to choose whether you submit a Word/pdf document or a video (created either on your phone or computer and uploaded or create through the Canvas recording mechanism). You then need to choose your two best responses for marking on 9 April and then the same two responses plus your two best responses from

weeks 7-13 for marking on 4 June (Yes you can use the readings in Week 13 even though they are listed for reading after 4 June!). You complete only one personal reflection in the response collation due on 4 June. Usual extension policies apply for all aspects of the reading response assignments BUT **no weekly responses will be accepted late without an extension** (and late penalties thus do not apply) because each submission is only worth 0.5 of one mark!

**Grading:** Each week I will mark off reading responses as received but will NOT grade these individually. In week 2, I will have a quick read of responses and provide a collective summary to help guide you. Examples of good responses from past years are also available on Canvas. *Formal grading will only occur when you submit two reading response collations* – see below. Marks for weekly submission will not be awarded until the end of the semester and, at that point, I will check to make sure genuine responses have been submitted.

**Reading response submission:**

When?	How?	What?	Word limit?	Grading?
Each week by Tues 11.59pm	Through Canvas either as Word/pdf document or video file	Completed reading response template	200-400 words or 2-3 mins each	Out of a total of 3 marks -In total 6 responses (from weeks 2-13) must be submitted and each response submitted will receive 0.5 marks
Thursday 9 April, 5pm	Canvas only As <i>one</i> document	Two responses on readings <b>from Weeks 2-6</b>	800 words or 4-6 mins total	Out of a total of 6 marks (ie 3 marks each)
Thursday 4 June, 5pm	Canvas only As <i>one</i> document	Two <b>new</b> responses on readings from <b>Weeks 7-13</b> <b>PLUS</b> The two responses you submitted in April <b>PLUS</b> A 200-300 word <b>personal reflection</b> on your learning across the course	1800-1900 words or 15 mins total = 800 words or 4-6 mins total for new responses <b>PLUS</b> 800 words or 4-6 mins total for old responses <b>PLUS</b> 200-300 words or 2-3 mins for personal reflection	Out of a total of 11 marks - 6 for the new responses (ie 3 marks each) - 5 for the personal reflection

**Reading response marking criteria:**

	Reading response	Personal reflection
Mōhio / knowledge, insight or wisdom about the topic	Demonstrates excellent understanding of the issues/arguments involved, provides examples and makes connections with other readings/course material, thoughtfully connects the reading	Thoughtfully and fully engages with the readings by, for example, noting similarities or differences observed in the readings, discussing how the readings link to

	to real life experience or offers viable alternative policy solutions etc	class material, and/or noting how different readings speak to key themes in the course etc
<b>Wahapū</b> / eloquence or articulateness in speaking about the topic	Not only are points and connections made clearly but written and oral responses are free of mistakes, unnecessary repetition, formatting problems and other distractions caused by poor preparation	
<b>Māhaki</b> / humility in light of the difficulty or complexity of the topic	There is no attempt to pretend to be an expert on a topic; this might include an acknowledgement, where relevant, that you are still learning in this area and/or that limited research means our understanding of an issue is weakened	
<b>Manaaki</b> / respect or care shown to others, including the opinion of others	Authors/classmates/teachers are not ridiculed or dismissed, even when you disagree with them – instead you engage with their <i>ideas</i>	Authors/classmates/teachers are not ridiculed or dismissed, even when you disagree with them – and the evaluation is not used to evaluate the course/lecturer etc

### **Policy briefing essay (40% – 2500 words excluding refs– due Friday 25 May 5pm)**

**Purpose:** This essay-based assignment provides an opportunity to compare and contrast policy options using the critical analysis and comparative policy skills developed in the second Tuesday hour.

Imagine the Prime Minister has asked you to write a **policy briefing** on ONE of the following possible policy solutions:

- Flexicurity as a way to improve wages and job security for New Zealanders
- Abolishing Oranga Tamariki and devolving child protection funding to Māori organisations as a way of improving child outcomes
- Basic universal income as a way to improve the socio-economic wellbeing of sole parents
- Universal child benefit as a way of reducing child poverty
- Whānau Ora as a way of moving beyond western, individualised understandings of wellbeing
- Adopting the Kia Peke Te Mana Tangata framework suggested by the Welfare Expert Advisory Group as a way of improving the lives of benefit recipients

**In each case, you will need to:**

1. Outline New Zealand's current policy position in this area and identify any key problems with current policy.
2. Drawing on international and/or local examples, describe the benefits of the policy solution indicated above and how it might solve some of the problems with current New Zealand policy.
3. Outline any limitations of the policy solution and offer advice as to whether there are alternatives that would be more effective than the named policy solution.

**Please note:**

- You must draw upon both the welfare state literature *and* qualitative and/or quantitative research in the relevant policy area to support your arguments.
- Do not worry whether the current Prime Minister's political views would/not make it unlikely the solution will be implemented!



**Policy briefing marking criteria:** Mōhio and wahapū are still important but you will be graded across three key areas, so please use the following marking guide as a check

**Format:** You are expected to follow a policy briefing format, which will be discussed in a one-hour workshop on this assignment will be uploaded before Week 8, with examples available on Canvas. This still requires you to follow academic conventions regarding research, referencing, avoiding plagiarism etc but also allows you to explore a different way of formatting your material so your arguments are easily digested.

**Resources and referencing:** You are expected to **cite around 15-20 resources**. You are welcome to use resources found in the course reader and in the further reading list available on Canvas but you are expected to find some resources independently. You are also expected to read to read **Useful tips for essay writing** available on Canvas. Spelling and grammar are important, as is using the **APA 6 referencing style** consistently and correctly (see library website).

**Policy briefing marking criteria:** Mōhio/knowledge, wahapū/eloquence and manaaki/respect are still important, with each embedded in the three key areas by which your briefing will be graded. Please use the following marking guide as a check list to make sure you have met all expectations. When your assignment has been marked in Canvas you will be able to see how well you did across each of these three key areas so you can identify where to improve your skills.

	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Not attempted</b>
<b>ORGANISATION</b>					
Introduction - topic and approach explained					
Progression - ideas/arguments flow logically					
Conclusion - summarises key points raised					
<b>CONTENT</b>					
Outlines NZ policy & associated problems					
Outlines benefit of solution & how solves problems					
Discusses relevant limitations & alternatives					
Arguments are substantiated with evidence					
Appropriate quality of resources used for analysis					
Ideas and quotes are adequately referenced using APA 6 style accurately					
<b>PRESENTATION</b>					
Reference list set out					

using APA 6 style accurately					
Appropriate number of resources used (15-20)					
Appropriate length (2500 words excluding refs) with word count noted					
Spelling, grammar and sentence construction of an appropriate academic standard					

### Final assignment: (40%)

To replace the on-site, invigilated exam, an online final assignment will be prepared that aims to assess your overall mōhio/knowledge of the course and your ability to discuss at some length issues of importance to the study of the welfare state. The format of the new assignment will be discussed in detail toward the end of the course but it will likely focus on the later course content that was not covered by the policy briefing (ie the section on 'from public to private?') and concepts/definitions discussed across the course.

The final assignment due date will be set centrally (ie I have no control over this!) and you will have 24 hours to complete the task, so as to accommodate those outside New Zealand and those studying in busy households if we are still under lockdown or other restrictions.

**Since we can't hold an invigilated exam, academic integrity becomes even more important than usual - so please make sure that you complete this (and all other) assignments by yourself, you do not copy material from online (as Turnitin may be used) and within the parameters established. These will be made clear prior to the assignment.**






## REFERENCING AND PLAGIARISM

Using the work of other writers when preparing an assignment and pretending it is your own by not acknowledging where it came from is called 'plagiarism'. This disrespects the mana/status of the original authors who went to a lot of hard work to research and write the sources you are using. Even when you are not intending to cheat, submitting someone else's work or ideas does not provide evidence of your *own* grasp of the material and thus cannot earn you marks:

**The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the world-wide web. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review.**

In SOCIOL 317, **TURNITIN** will be used to check for plagiarism. Serious plagiarism will result in a '0' grade in the first instance and may potentially result in disqualification from your university programme. Submitting to Canvas will automatically allow me to check your essay using TURNITIN.



## **SUBMISSION, EXTENSIONS AND PENALTIES**

ALL assignments must be submitted to electronically in Canvas by 5pm NZT on the due date (except weekly reading responses which are due at 2pm Tuesdays NZT). You do NOT need to submit a hardcopy.

Please try your hardest to meet coursework deadlines. However, given the extremely unusual context in which we find ourselves, **please contact Louise if you need an extension for any reason** via email (l.humpage@auckland.ac.nz).

**Ideally extensions** should be requested before the due date. However, please contact me if extenuating circumstances mean you could not apply before the assignment was due. I will treat these on a case-to-case basis.

**Late submission of coursework** is possible without an extension, so long as you are ready to accept a penalty by losing marks. Late penalties help ensure fairness, otherwise some students would have more time to complete work than others.

The **penalties** for submitting work late when you do not have an extension are **2% per day** (including weekends, given electronic submission is available), **with no coursework being accepted if more than seven days late.**

Everyone confronts difficulties at some point. So please talk to or email me if you are experiencing troubles finishing or submitting coursework. I will work with you wherever possible and, of course, it is better to get an assignment in than not at all (even if it is incomplete).

## **WHERE TO GO FOR HELP**

We are living in scary times but you can get support to help you through the Covid-19 crisis. **Look at the university's Covid-19 student support website** found here: <https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/coronavirus-student-support.html>

In particular, **if you need a laptop to enable you to continue your study from home**, and have not already done so, **please contact the Student Contact Centre @ coronavirus@auckland.ac.nz or phone 0800 61 62 63.**

I gather also that work is ongoing on systems to offer IT support to you if you need it.

**If any of you suffer financial hardship please check the advice and processes at this link:** <https://www.auckland.ac.nz/en/study/fees-and-money-matters/hardship-support.html>

**Your wellbeing comes first** and, if you need advice or support, you are welcome to talk to me. Moreover, the University has a range of support services for students that can be accessed here: <https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/student-health-counselling.html>

The university also provides **ongoing support for students with visible and invisible impairments.** Information about that support is available here:

<https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/students-with-disabilities.html>

If you need to apply for an **aegrotat or compassionate consideration for an exam**, the relevant information can be found here:

<https://www.auckland.ac.nz/en/students/academic-information/exams-and-final-results/during-exams/aegrotat-and-compassionate-consideration.html>

If you would benefit from support from the **Tuakana Arts Programme** by receiving advice on study habits, essays writing and exam preparation through a peer mentoring arrangement, see the information found here:

<http://www.arts.auckland.ac.nz/en/for/maori-and-pacific-students/tuakana-arts.html>

If you require **assistance with writing, referencing and other research skills** via workshops and online resources, please see Learning and Teaching Development at: <https://www.library.auckland.ac.nz/services/student-learning>

If you require **English language support via online resources**, please see English Language Enrichment at <http://www.library.auckland.ac.nz/ele/>

### **GUIDELINES FOR DEALING WITH PROBLEMS AND COMPLAINTS**

Sometimes, in the course of studying, students can encounter issues or problems with an aspect of their learning experience that they would like resolved. The kinds of problems students encounter can be diverse: it might be an issue with lecture content, or a belief that an assignment or mark has not been marked fairly, or a feeling that a tutor or lecturer is not behaving respectfully. When such problems arise the University recognises that it is usually best for the matter to be resolved promptly and informally. There are a number of people within Sociology and in the University who can assist you resolving problems or complaints.

When the problem is related to a course – its content, a mark for an essay/assignment, or feedback on an essay/assignment – then it is usually preferably to speak to the person most directly concerned, which will normally be a tutor or lecturer. Should the matter remain unresolved following such a conversation and it is serious enough to warrant a complaint then these should be taken, in the first instance, to the Head of Disciplinary Area, Associate Professor Campbell Jones ([c.jones@auckland.ac.nz](mailto:c.jones@auckland.ac.nz)). If it is not possible to resolve the complaint informally and a formal complaint procedure is activated this will be handled by the Head of School, Professor Simon Holdaway ([sj.holdaway@auckland.ac.nz](mailto:sj.holdaway@auckland.ac.nz)).

When the problem is one of lecturer behaviour the matter should be taken directly to the Head of Disciplinary Area, Associate Professor Campbell Jones ([c.jones@auckland.ac.nz](mailto:c.jones@auckland.ac.nz)) or, if a formal complaint is being made, to the Head of School, Professor Holdaway ([sj.holdaway@auckland.ac.nz](mailto:sj.holdaway@auckland.ac.nz)).

Before formulating a complaint, you may wish to seek the advice from the following:

- Student Learning Services
- A WAVE advocate
- Disability Services
- A University Counsellor
- A University Chaplain
- The University Mediator

You may also want to consult:

- The Student Charter, <http://www.auckland.ac.nz/uoa/home/for/current-students/cs-academic-information/cs-regulations-policies-and-guidelines/cs-student-charter>
- The guidelines on Academic Disputes and Complaints <http://www.auckland.ac.nz/uoa/home/for/current-students/cs-academic-information/cs-regulations-policies-and-guidelines/cs-grievances>