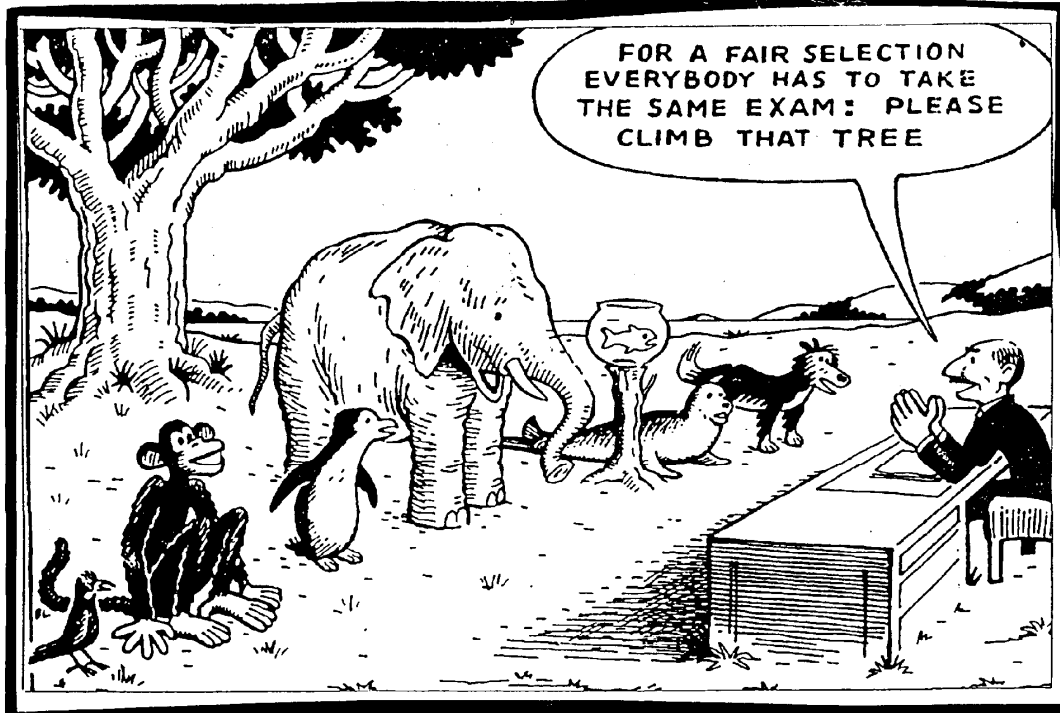


Department of Sociology

SOCIOLOGY 103FC

Social Policy, Social Justice



**Lecturer:** Dr Louise Humpage  
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**Lectures:** Tuesday 9.00am-10.00am  
Friday 9.00am-10.00am

**Office hours:** Tuesday 10.00pm-11.00am  
Friday 10.00pm-11.00am  
Or by appointment

**Tutors:** Tulia Thompson [tuliathompson@xtra.co.nz](mailto:tuliathompson@xtra.co.nz)  
Darrell Turner [dtur015@ec.auckland.ac.nz](mailto:dtur015@ec.auckland.ac.nz)



## Course aims

This course provides an overview of key contemporary social policy issues within the context of globalising economic processes and continuing gendered and racialised divisions. It will discuss the way in which debates around social policy are constructed and the implications this has for social justice. Case studies this year will include food and health, technology, indigeneity and children.

The first section of the course introduces key concepts and theoretical perspectives crucial to the study of social policy. This sets the scene for a series of case studies focusing on current social policy challenges in New Zealand and elsewhere. The course will conclude with a brief consideration of the current reality and future potential for social policy to facilitate social justice.

The aims of the course are threefold:

- To introduce students to concepts and categories central to contemporary debates in social policy and political sociology;
- To demonstrate that social policy issues are always complex and contested, as a result of different theoretical or value viewpoints about both the ‘problem’ and the ‘solution’;
- To encourage students to engage in a rigorous examination of contemporary social policy issues using critical thinking skills.

At the completion of the course, the student should be able to demonstrate:

- Knowledge and understanding about contemporary social policy issues in New Zealand within a broad theoretical context;
- Specific research skills appropriate to a policy-focused course. These include:
  - Gathering and synthesising concepts and ideas from a wide range of academic and other relevant sources;
  - Analysing data (such as tables and graphs) using critical thinking skills;
  - Summarising and assessing alternative ways of thinking about policy problems.

## Assessment

The assessment for this paper will test the degree to which the above aims have been achieved. It consists of three components:

### In-class test

*Date: 11 April*

*20% of final grade*

The in-class test will be based on lecture material, tutorial discussions and set readings covered up until 4 April. It aims to test the breadth of your knowledge and allow you to demonstrate that you have attended lectures and critically engaged with the set readings through individual study and tutorial discussions.

The test will consist of two parts:

1. Several short-answer questions testing your understanding of key definitions and concepts;

**AND**

2. One 'data analysis' question where you will be given a graph or table and asked to use it as a starting point for an essay-style discussion. Prior to the exam, you will be informed which graph or table will be used and you will have learned how to interpret the document during lectures/tutorials.

### **Essay**

*Due: 16 May, 4pm*

*30% of final grade*

*Word limit: 1500 words*

The essay will require you to choose one of four documents to interpret using Carol Bacchi's (1999) 'What's the Problem?' approach to policy analysis. You will have learned about this approach in lectures and practiced using it in tutorials. Comprehensive information about the essay is found later in this document.

### **Exam**

*Date: June*

*50% of final grade*

The exam aims to assess your overall knowledge of the course, your capacity to analyse and critique research data and your ability to discuss at some length issues of importance to the study of social policy. The exam will consist of three parts:

1. Several short answer questions testing your understanding of key concepts and definitions;

**AND**

2. One 'data analysis' question where you will be asked to analyse a graph or table. Prior to the exam, you will be given a short-list of graphs and tables which might appear in the exam to help focus your study. All the documents will be familiar and you will have learned how to interpret them during lectures and tutorials.

**AND**

3. One essay where you will be asked to respond to a particular question, drawing upon your knowledge of the course content and from the essays you have written as part of the coursework. There will be 3 or 4 essay questions to choose from and you will be advised prior to the exam what general topic areas they will cover.

### **Texts**

A handbook containing all course readings should be purchased from the Sociology Office, 9<sup>th</sup> Floor HSB. It is essential that ALL students buy a copy of this course reader and complete the reading each week, as these will act as the basis for tutorial participation and in-class test and exam questions. Copies of other relevant texts that will be useful for essays will be available on short loan in the library.

## Tutorials

It is expected that ALL students will attend tutorials. These will BEGIN the SECOND week of semester and run for 11 weeks. Tutorials will be used to discuss and debate course readings, with three questions provided for each in the course reader to guide your preparation for this task. PLEASE NOTE tutorials will focus on the lectures and reading of the PREVIOUS week; this ensures that everyone will have had a chance to attend both lectures on each of the case study topics before discussion takes place. Given that the readings are all examinable, tutorials might be considered an ongoing form of exam revision. Furthermore, they will be used to cover test, essay and exam technique (see lecture and tutorial schedule) and provide an opportunity for you to ask questions about the lecture content or organisation.

*You need to go on-line to select a preferred tutorial time.*

## Lecture and tutorial programme

Lectures are scheduled for Tuesday and Friday 9-10am in the first semester. All lectures will be given by Louise Humpage unless indicated otherwise. The questions listed for each lecture aim to guide your learning by alerting you to the key themes to be covered.

### Section 1: Introduction

#### Week 1

- 4 March      **Defining social policy**  
What do we mean by social policy?  
How does sociology help us understand social policy?
- 7 March      **Defining social justice**  
What do we mean by social justice?  
What key tensions do debates about social justice highlight?

#### **No tutorial but please read:**

Bacchi, Carol. 2006. What's the problem represented to be? An introduction. Pre-reading for *A Fair Go For All? Policy Responses to Alcohol, Drug and Gambling Issues*, National Centre for Education and Training on Addiction 2nd International Summer School Conference, 18-19 September, Adelaide.

#### Week 2

- 11 March      **(De) constructing social problems 1**  
What tools will we use to analyse social policy problems?  
How do the theories of Liberalism, Social Democracy, Neoliberalism and the Third Way differently view social policy and the welfare state?

- 14 March     **(De) constructing social problems 2**  
What critique do the theories of Marxism, Feminism, Anti-Racism and Environmentalism provide of traditional views of social policy and the welfare state?  
What does this tell us about social policy (and social justice)?

**Tutorial**

- Introductions
- Questions/clarifications
- Discussion about:

Cheyne, Christine, Michael O'Brien and Michael Belgrave. 2005. *Social Policy in Aotearoa New Zealand: A Critical Introduction*. 3<sup>rd</sup> edition. Auckland: Oxford University Press (Chapter 5).

**Section 2: Contemporary challenges**

**Week 3: Need and want**

- 18 March     **Income inequality**  
Why do we have increasing levels of income inequality and poverty in New Zealand?  
What differential impact does this have on women, children and ethnic minorities?

21 March     Good Friday

**Week 4: Need and want**

25 March     University holiday

- 28 March     **'Affluenza'**  
What is 'affluenza' and why might it be considered a problem?  
What impact are our consumption patterns having on New Zealand as a whole?

**Tutorial (due to Easter, this will be run over two weeks. Students with a tutorial on Tues and Wed should attend in Week 3 and those with a Fri tutorial should attend in Week 4)**

- Brainstorm concepts and definitions (test)
- Discussion about:

Cheyne, Christine, Michael O'Brien and Michael Belgrave. 2005. *Social Policy in Aotearoa New Zealand: A Critical Introduction*. 3<sup>rd</sup> edition. Auckland: Oxford University Press (Chapter 5).

**Week 5: Welfare and work**

- 1 April       **Non-standard work**  
How and why has the nature of work changed in recent years?  
What impact is this having on different groups of New Zealanders?

- 4 April      **Welfare to work policies**  
How have policies for unemployed people changed in recent years?  
What does their focus on individual responsibility ignore?

***Test information will be distributed***

**Tutorial**

- Analyse graphs/tables (test)
- Discussion about:  
De Botton, Alain. 2004. *Status Anxiety*. Camberwell, Vic: Penguin (Chapter 3- there are two parts to this, read both).

**Week 6: Children**

- 8 April      **Child poverty (Maureen Baker)**  
How is concern about child poverty reflected in current policy?  
Are there policy alternatives New Zealand could consider?

- 11 April      **In-class test**

**Tutorial**

- Practice Baachi approach to policy analysis
- Discussion about:  
Humpage, Louise and David Craig. 2008 (forthcoming). From welfare to welfare-to-work. In *New Welfare, New Zealand*, eds. Neil Lunt, Mike O'Brien and Robert Stephens, Melbourne, Thompson: 41-49.

MID-SEMESTER BREAK

**Week 7: Children**

- 22 April      **Kids: in control or out of control?**  
Why are children a key focus of recent policy?  
How does this focus highlight key tensions between rights/responsibilities and public/private issues?

- 25 April      Anzac Day

**Tutorial**

- Look at essay information and talk about how to research essays
- Discussion about:  
Baker, Maureen. 2007. Managing the risks of childhood poverty: changing interventions by the state. *Women's Health and Urban Life Journal* VI (2): 8-21.

## Week 8: Food and health

29 April      **Social determinants of health (David Craig)**  
What are the most important factors influencing health outcomes?  
What would be the most appropriate focus for policy as a result?

2 May         **Supersize me**  
How does the focus on obesity highlight the tension between private and public responsibility? What does the focus on obesity as a 'health' issue ignore?

### Tutorial

- Brainstorm 4 essay topics
- Discussion about:  
Dobbs, Terry. 2007. What do children tell us about physical punishment as a risk factor for child abuse? *Social Policy Journal of New Zealand* 30 (March): 145-162.

## Week 9: Indigeneity

6 May         **Closing the Gaps?**  
How and why have recent governments placed particular focus on Māori issues in social policy?  
How does this highlight the tensions between universalism/selectivity, redistribution/recognition and needs/rights?

9 May         **Māori diversity**  
Why is it inappropriate to consider Māori a homogenous group?  
What are the challenges of making 'Māori' policy, given the diverse nature of this group?

### Tutorial

- Essay writing tips
- Discussion about:  
Penketh, Laura. 2006. Social policy and the politics of food. In *Social Policy: Theories, Concepts and Issues*, eds. Michael Lavalette and Alan Pratt. 3<sup>rd</sup> edition. London: Sage: 225-239.

## Week 10: Cultural diversity

13 May        **Pacific Consumers' Behaviour and Experience in Credit Markets (Melani Anae)**  
What impact does current credit legislation have on Pacific peoples?  
Why do we need to understand both the low income and socio-cultural obligations of Pacific peoples in explaining this impact?

- 16 May **Welcome to New Zealand?**  
What has been the main focus of New Zealand's recent immigration policy framework?  
How is this focus challenged by the lived experiences of new immigrants?

**Essay due, 4pm**

**Tutorial**

- General exam technique

Discussion about:

Durie, Mason. 2005. Race and ethnicity in public policy: does it work? *Social Policy Journal of New Zealand* 24 (March): 1-11.

**Week 11: Technology**

- 20 May **The technological divide**  
In what ways can New Zealand be considered divided by technology?  
How does technology contribute to existing or creating new inequalities?

- 23 May **Technology that hurts**  
In what ways is recent technology used by humans to hurt themselves or others?  
Should the state play a role in regulating technology to avoid these outcomes?

**Tutorial**

- Specific exam technique (esp. data analysis)
- Discussion about:
- Bedford, Richard, Elsie Ho and Jacqueline Lidgard. 2000. *International Migration in New Zealand: Context, Components and Policy Issues*, Hamilton: Migration Research Group and Population Studies Centre.

**Week 12: Men and Masculinity**

- 27 May **New Zealand's 'missing men'**  
Is the apparent shortage of men in certain age groups real?  
If so, what social policy implications might this have?

- 30 May **Boys: a ticking timebomb?**  
Are boys being left behind in the 21<sup>st</sup> century?  
What do concerns about boys tell us about masculinity today?

**Tutorial**

- More on specific exam technique (esp. data analysis)
- Discussion about:

Crump, Barbara and Andrea McIlroy. 2003. The digital divide: Why the "don't-want-tos" won't compute: Lessons from a New Zealand ICT project. *First Monday* 8(12): 1-14. Accessed on 22/1/08 at [http://www.firstmonday.org/ISSUES/issue8\\_12/crump/index.html](http://www.firstmonday.org/ISSUES/issue8_12/crump/index.html)

## Section 3: Conclusions

### Week 13

3 June **Social policy, social justice?**

In revisiting the key themes of the course, can we argue that social justice has been achieved?

If not, what alternatives might the state take in achieving justice?

6 June **Exam information and revision**

#### Tutorial

- Questions about exam and revision
- Discussion about:

Callister, Paul. 2005. *New Zealand fathers: Overworked, undervalued, and overseas?* Paper presented at the New Zealand Men's Issues Summit, Christchurch, August.

### Essay Information

**Word limit: 1500 words**

**Due date: 16 May, 4pm**

The essay is worth 30% of your total grade. As such, it is very important that you follow the instructions below and attend tutorials to ensure that you receive a good mark for your essay.

Allow at least three weeks for writing your essay. Plan to finish writing it several days before the due date to allow time for checking and revision. To complete the essay, you need to follow the steps listed below:

#### STEP 1: Choose ONE of the following documents

**Full copies of these documents are found in the Appendices.**

Brash, Don. 2005. Welfare dependency: whatever happened to personal responsibility? Speech to the Orewa Rotary Club. Orewa, 25 January.

Kedgley, Sue. 2005. How to improve the food our children eat. Speech to Public Meeting. Eastbourne, 10 May.

Flavell, Te Ururoa. 2007. The only winners are machines – why? Speech to the National Pacific Gambling Stakeholders Providers Hui Pacific 'Ui Paanga/Fono/Fakataha', Rotorua, 30 April.

Family First New Zealand. 2007. NZ traditional family values in jeopardy. Paper available on Family First New Zealand website at: [http://www.familyfirst.org.nz/index.cfm/About\\_Us](http://www.familyfirst.org.nz/index.cfm/About_Us)

The criterion you might use for choosing a document include: what most interests you; the available resources; and your attendance at the relevant lectures and tutorials. Once chosen, this document in your 'text'.

## **STEP 2: Analyse the text you have chosen using Carol Bacchi's (1999) 'What's the Problem?' approach**

By 'analyse', we mean read through it, note down any key themes or ideas that you notice while reading it and then consider the following key questions, ALL of which must be answered in your essay.

- What is the key understanding of the 'problem' identified in the text?
- What assumptions or values underlie this representation of the 'problem'?
- What policy initiatives would result from this representation of the 'problem'?
- What does this representation of the 'problem' ignore or leave silent?
- How would policy responses differ if the 'problem' were thought about or represented differently?

To answer these questions, you will need to consult a MINIMUM of FOUR other resources IN ADDITION to the text you have chosen – these should be mostly academic articles, book chapters or books that help you analyse the social policy problem you have chosen. However, it may also be appropriate to refer to a small number of other newspaper articles/press releases/political speeches. While some of these resources may be found on the internet, your tutors will assist you in deciding which internet resources are appropriate for an academic essay and which are not.

You SHOULD draw upon the differing THEORETICAL PERSPECTIVES discussed in class when analysing your text, particularly when thinking about assumptions/values and alternative policy responses.

It is STRONGLY RECOMMENDED that you write a few notes under each heading (this will become your assignment plan) and check with your tutor that you are on the right track BEFORE you start writing your essay.

## **STEP 4: Write the essay**

This will involve:

- Developing your ESSAY PLAN – taking notes from your resources, making your own interpretations, jotting down references (ie the author, date, publication title, publication place, publisher and page numbers).
- Drafting the essay, using the headings as a guide.
- Writing a SUMMARY STATEMENT (introduction) at the beginning of your essay which presents your argument – we want to know whether you agree with the particular representation of the social policy in the document and why/why not.
- Writing a CONCLUDING STATEMENT (conclusion) that brings together all the main points you have made and makes clear to the reader what your argument is.
- REVISING the essay – you may need to do this several times, so make sure you leave enough time (especially if you want a tutor to have another quick look at it). Look at the MARKING GUIDE (found in the Appendices) and see if you have covered all the things we will be looking for in your essay!

- Writing a FINAL DRAFT of the essay, making sure that it is checked for correct spelling, grammar, punctuation and that the reference list meets the Sociology Department guidelines (see Appendices). If this is not one of your strong points, get someone else to do it!

### **STEP 5: Submit the essay**

You must submit TWO copies of your essay:

- ONE should be a HARD COPY which must be placed in the Sociology Department essay box, opposite the lifts on the 9<sup>th</sup> Floor HSB by 4pm on 5<sup>th</sup> October. REMEMBER to include the blue Sociology Department essay cover sheet – available from the Sociology office, 9<sup>th</sup> Floor HSB.
- ONE should be an ELECTRONIC copy submitted to TURN IT IN, an internet-based anti-plagiarism programme. Details on how to access this programme can be found in the Appendices.

These must both be submitted by the due date and must be EXACTLY the same.

### **Plagiarism and extensions**

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. Even when you are not intending to cheat, it is clear that submitting someone else's work or ideas is not evidence of your own grasp of the material and cannot earn you marks.

We will be using TURNITIN to check for plagiarism – so be warned! Please read the Departmental statement on plagiarism carefully (see Appendices, for further information and advice on how to avoid plagiarism, see [www.arts.auckland.ac.nz/students](http://www.arts.auckland.ac.nz/students) - select "Plagiarism and Cheating"). If you still do not understand, talk to your tutor BEFORE you submit your essay. Serious plagiarism will result in a '0' grade in the first instance and may potentially result in disqualification from the university programme.

LATE essays will lose a grade per day (i.e. a B essay will drop to B- if it is a day late). Any essay that is over one week late will not be graded unless an EXTENSION (based on appropriate evidence, such as a medical certificate) has previously been negotiated with your TUTOR. No further extensions will be granted if the revised deadline is missed without prior warning to your tutor.

### **Places to start researching your essay**

#### **Library-based resources for all essays**

- For theoretical material, the following books all have useful chapters that outline the main theoretical perspectives (all are held on short-loan):
  - Cheyne, Christine, O'Brien Michael. and Belgrave, Michael. 2005. *Social Policy in Aotearoa New Zealand: A Critical Introduction*. 3<sup>rd</sup> edition. Auckland: Oxford University Press.
  - Duncan, Grant. 2004. *Society and Politics: New Zealand Social Policy*. Auckland: Pearson Education.

- Lavalette, Michael and Pratt, Alan, eds. 2006. *Social Policy: Theories, Concepts and Issues*. 3<sup>rd</sup> edition. London: Sage.
- Williams, Fiona. 1989. *Social Policy: A Critical Introduction*. Cambridge: Policy Press.
- Rudd, Chris. 1993. The New Zealand welfare state: origins, development and crisis. In *State and Economy in New Zealand*, eds. Brian Roper and Chris Rudd. Auckland: Oxford: 226-245.
- Use Voyager to locate books and journal articles in the Library that are related to your specific topic or for a specific author you have identified.
- Use academic databases to search by author or topic for relevant journal articles – some only have abstracts, so you then have to check to see if the Library has the correct issue of the journal. Other have full text on line that you can print out. Your best bet is to go through LEARN to ‘Databases and Article Searching’, then select ‘Arts’, then go to ‘Sociology’. Examples of useful databases include ‘Sage Full Text Collections’, ‘Sociological Abstracts’ and ‘Expanded Academic’. Most of these will be international articles – which may still be relevant but be careful!
- It might also be useful to look at the SOCIOL 103 website managed by the library for quick access to resources. Access at:  
<http://www.library.auckland.ac.nz/subjects/socio/course-pages/sociology103.htm>

### **Web-based resources for all essays**

- For New Zealand articles, try the *Social Policy Journal of New Zealand*, which is in full text: <http://www.msd.govt.nz/publications/journal/>
- Recent newspapers and appropriate magazines (*The Listener, North and South, Metro, NZ Business Review* etc) – many of these are found in the Library.
  - There are also electronic links to several NZ newspapers if you go to LEARN and look under ‘News and Newspapers’.
  - Use Index New Zealand (INNZ) to search for newspaper articles from 1987 onwards by topic. You then have to locate the specific article, which may be on microfiche. To find INNZ go through LEARN to ‘Databases and Article Searching’, then select click on ‘I’ and the scroll down to ‘INNZ’.
- Political speeches/press releases:
  - One useful website that contains links to a range of speeches from different political party representatives organized on a topic-basis is Political Policy online <http://www.policy.net.nz/sw-cyfs.shtml>
  - Ministerial speeches, press releases <http://www.executive.govt.nz>
  - Cabinet speeches, press releases <http://www.beehive.govt.nz>
  - Political party websites - type in name of political party in ‘Google’ and find their home page.
- Policy documents or research publications found on government department websites:
  - Ministry of Social Development <http://www.msd.govt.nz>
  - Ministry of Health <http://www.moh.govt.nz>
  - Department of Labour <http://www.dol.govt.nz>
  - Te Puni Kokiri <http://www.tpk.govt.nz>
  - Families Commission <http://www.familiescommission.govt.nz>
  - Children’s commissioner <http://www.occ.org.nz/>
  - Dept of Child, Youth and Family <http://www.cyf.govt.nz/>
  - Ministry of Justice <http://www.justice.govt.nz/>

**Resources for specific essay ‘texts’**

In addition to the relevant readings found in your course reader, the following may be useful. Please note that this list should only be a STARTING POINT for your research and the relevance of its contents to your essay depends on your interpretation of your chosen ‘text’. You need to find some resources of your own to support those listed below.

***Brash essay***

- Baker, Maureen and Tippin, David. 2002. Health, beneficiaries and welfare to work: Competing visions of employability. In *Competing Visions: Refereed Proceedings of the National Social Policy Conference 2001*, eds. Tim Eardley and Bruce Bradbury. SPRC Report 1/02. Sydney: Social Policy Research Centre. Access at: [http://www.apo.org.au/linkboard/results.shtml?filename\\_num=15721](http://www.apo.org.au/linkboard/results.shtml?filename_num=15721)
- Bedggood, David. 1999. Beyond dependency or beyond capitalism? A critique of New Zealand’s drive towards workfare. *Policy Studies* 20 (2): 133-141
- Deacon, Alan. 2002. *Perspectives on Welfare*. Buckingham: Open University Press (Introduction).
- Fraser, Nancy. 1997. *Justice Interruptus: Critical Reflections on the “Post-Socialist” Condition*. New York: Routledge (Chapter 2 and 5).
- Humpage, Louise. 2007. *Working for New Zealand: A Background Paper on Recent and Proposed Welfare Reforms in New Zealand*. Paper available on Public Policy Group website at: <http://www.auckland.ac.nz/uoa/about/research/units/publicpolicygroup/seminars.cfm>
- James, Michael, ed. 1998. *Exploring Civil Society: Essays on David green’s From Welfare State to Civil Society*. Wellington: Business Roundtable.
- O’Brien, Mike. 2005. *Workfare: Not Fair for Kids: A Review of Compulsory Work Policies and their Effects on Children*. CPAG Working Paper no. 1. Auckland: Child Poverty Action Group. Access at: <http://www.cpag.org.nz/resources/publications/res1122875506.pdf>

***Kedgley essay***

- Dowler, Elizabeth. 2003. Food and poverty: insights from the “North”. *Development Policy Review* 21 (5-6): 569-580.
- Lang, Tim and Heasman, Michael. 2004. *Food Wars: the Global Battle for Minds, Mouths, and Markets*. London: Earthscan.
- Maxwell, Simon and Slater, Rachel. 2003. Food policy old and new. *Development Policy Review*, 21 (5-6): 531-553.
- Ministry of Health (2003) *Nutrition and the Burden of Disease: New Zealand 1997-2011*. Public Health Intelligence Occasional Bulletin No. 17. Wellington: Ministry of Health. Available at: <http://www.moh.govt.nz/moh.nsf/49ba80c00757b8804c256673001d47d0/7b9c6de0d0ac6483cc256d7a000b58ab?OpenDocument>
- Royal Commission on Genetic Modification (2001) *Report of the Royal Commission on Genetic Modification*. Wellington: Royal Commission on Genetic Modification. Access at: <http://www.mfe.govt.nz/issues/organisms/law-changes/commission/index.html>
- Schlosser, Eric. 2001. *Fast Food Nation: the Dark Side of the All-American Meal*. Boston: Houghton Mifflin.

- Wilkinson, Richard and Michael Marmot, eds. 2003. *Social Determinants of Health: The Solid Facts*. 2nd edition. Copenhagen: World Health Organisation. Access at: <http://www.who.dk/document/e81384.pdf>
- World Health Organisation. 2005. *Modern Food Technology, Human Health and Development: An Evidence-based Study*. Geneva: World Health Organisation. Access at: [http://www.who.int/foodsafety/biotech/who\\_study/en/index.html](http://www.who.int/foodsafety/biotech/who_study/en/index.html)

### **Family First essay**

- Beckett, Chris. 2005. The Swedish myth: The corporal punishment ban and child death statistics. *British Journal of Social Work*, 35 (1): 125-138.
- Durrant, Joan. 2006. From mopping up the damage to preventing the flood: The role of social policy in preventing violence against children, *Social Policy Journal of New Zealand* 27 (March): 1-17.
- Mackay, Ross. 2003. Family resilience and good child outcomes: an overview of the research literature. *Social Policy Journal of New Zealand* 20 (June): 98-118.
- Maxim Institute. 2007. *Section 59: The Consensus Amendment*. Paper available on Maxim Institute website at: <http://www.maxim.org.nz/index.cfm/searchmaxim/article?id=994&post=1&srchWords=section%2059>
- Millichamp Jane, Martin, Judy and Langley, John. 2006. On the receiving end: young adults describe their parents' use of physical punishment and other disciplinary measures during childhood. *New Zealand Medical Journal*. 119(1228):U1830. Available at: [http://www.ncbi.nlm.nih.gov/sites/entrez?cmd=Retrieve&db=PubMed&list\\_uids=16462926&dopt=Abstract](http://www.ncbi.nlm.nih.gov/sites/entrez?cmd=Retrieve&db=PubMed&list_uids=16462926&dopt=Abstract)
- Ministry of Social Development. 2002. *Te Rito: New Zealand Family Violence Prevention Strategy*. Wellington: Ministry of Social Development. Access at: <http://www.msd.govt.nz/publications/te-rito/>
- Save the Children Fund. 2007. *Submission on Section 59*. Available on Saving the Children Fund website at: [http://www.savethechildren.org.nz/new\\_zealand/nz\\_programme/section\\_59.html](http://www.savethechildren.org.nz/new_zealand/nz_programme/section_59.html)
- Taylor, Nicola. 2005. Physical punishment of children: International legal developments. *New Zealand Family Law Journal*, March 2005, 5(1), pp. 14-22. Available at: <http://www.familiescommission.govt.nz/download/nicola-taylor.pdf>
- Tse, Samson. 2007. Family violence in Asian communities: Combining research and community development, *Social Policy Journal of New Zealand* 31(July): 170-194.

### **Flavell essay**

- Abbott, Max and Volberg, Rachel. 1999. *Gambling and Problem Gambling in the Community: An International Overview and Critique*. Paper found on Department of Internal Affairs website at: [http://www.dia.govt.nz/diawebsite.nsf/wpg\\_URL/Resource-material-Our-Research-and-Reports-New-Zealand-Gaming-Survey?OpenDocument#one](http://www.dia.govt.nz/diawebsite.nsf/wpg_URL/Resource-material-Our-Research-and-Reports-New-Zealand-Gaming-Survey?OpenDocument#one)
- Abbott, Max. 2001. *What Do We Know About Gambling and Problem Gambling in New Zealand? Report Number Seven of the New Zealand Gaming Survey*. Paper found on Department of Internal Affairs website at: [http://www.dia.govt.nz/diawebsite.nsf/wpg\\_URL/Resource-material-Our-Research-and-Reports-New-Zealand-Gaming-Survey?OpenDocument#one](http://www.dia.govt.nz/diawebsite.nsf/wpg_URL/Resource-material-Our-Research-and-Reports-New-Zealand-Gaming-Survey?OpenDocument#one)

- Anae, Melani and Eve Coxon. *Pacific Consumers' Behaviour and Experience in Credit Markets, with Particular Reference to the 'Fringe Lending' Market*, Auckland: University of Auckland. Available at <http://www.consumeraffairs.govt.nz/policylawresearch/Research/pacific-consumers/report/index.html>
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## Useful Tips for Essay Writing

### General tips

- Keep to the topic and *answer the essay question directly*.
- Avoid just listing key facts or excerpts from a document – provide YOUR analysis to show how they exemplify your argument.
- DO NOT rely on lecture notes – you are supposed to show your capacity to conduct independent research, so instead of referencing lecture notes try to find the original source used by the lecturer.
- ALWAYS include an introduction that tells where the essay is going and summarises your key argument and a conclusion that summarises your key arguments.
- Provide definitions of key terms or concepts if they are central to your argument.

### Taking notes

- When you start each book or article, note the title, author, place and date of publication. You will need these details later. Also write the relevant page number in the margin as you take notes in case you wish to refer back to it later, or cite it in a footnote. It can save a lot of time.
- Do not copy books slavishly. Paraphrase, condense, and write as much as possible in your own words. This forces you to think more carefully about what the author is saying.
- If you do decide you need to copy *directly* from a book, be especially careful to note all bibliographic details, and to use some system (e.g. large quotation marks) to remind yourself when you return to your notes that the words are not your own. Careless note taking can result in incorrect quotations, inaccurate footnotes, or plagiarism.
- What should you take notes about? Begin by considering your question. Lectures and tutorials may already have given you a rough idea of what information you are looking for. If not, you may save time by looking at a general text before you start note taking.

Most students take too many notes. *Try to select what is relevant to the question you have been asked.* If an important book was among the first you read, you may find it useful to return to it later when your understanding of the topic is clearer.

- How should you organise your notes? Once you have a tentative idea of what the main points of your answer will be you should reorganise your notes under separate headings (e.g. ‘military factors’, ‘international pressures’ etc.) Cross-referencing can help remind you of differing opinion. The earlier you can begin organising your notes to fit the argument of your essay, the more work you will save yourself later.

### **Referencing**

- Actually READ the Sociology department guidelines (see Appendices) – they may be different to what are required in other departments!
- Reference EVERY main point – this means usually at least one reference per paragraph.
- Include only sources cited in your reference list at the end of your essay – this means if you read a book but do not have an in-text reference in the main text of your essay, do not include it in your reference list.
- Include only author SURNAME, publication date and page number in in-text reference – all other details must be included in the reference list. NEVER refer to an author by their first name only!
- References better kept together not split.

E.G.

NOT Manning indicates that the debate about indigeneity is “contestable, constrained and contradictory” (Manning 1987, 12).

NOR Manning indicates that the debate about indigeneity is “contestable, constrained and contradictory” (1987, 12).

BUT Manning (1987, 12) indicates that the debate about indigeneity is “contestable, constrained and contradictory”.

### **Quoting**

- Avoid quoting - paraphrase (i.e. write in your own words) wherever possible but do not forget to reference the idea!
- Avoid long quotes, choose only the most important piece of the quote.
- Do not include quotes in your conclusion.
- If you MUST quote, introduce and explain quotes, indicating how they further your argument.

E.G.

NOT Ethnic identity is a process which is fluid and negotiable. “Ever changing, ever shifting, ethnicity can not be pinned down” (Sparks 1996, 3). This essay will argue

...

BUT Ethnic identity is a process which is fluid and negotiable. Sparks (1996, 3) asserts that: “Ever changing, ever shifting, ethnicity can not be pinned down”. This statement summarises the main argument of this essay ...

### Academic style

- Essays must be written in a formal, academic style. This requires that you:
  - Organise key points into paragraphs, each beginning with an introductory sentence
  - Avoid apostrophes
    - NOT 1950’s but 1950s
    - NEVER use contractions (e.g. don’t)
  - Avoid abbreviations (e.g. NZ) or colloquial/slang language
  - Avoid incomplete, fragmented sentences (i.e. ones that do not have noun AND verb)

E.G.

NOT From 1935 many social policies were introduced that formed the basis of the welfare state. *Pensions, maternity benefits and unemployment benefits.*

BUT From 1935 many social policies were introduced that formed the basis of the welfare state. *These included* pensions, maternity benefits and unemployment benefits.

## Grades/Marks Schedule

Please read the MARKING GUIDE found in the Appendices so that you are clear what criteria your essay will be graded against.

**A: Excellent.** Essays based on wide reading (properly acknowledged through footnotes and bibliography). These essays present well-constructed arguments and show a clear grasp of the major issues. Outstanding essays also exhibit independent and creative thinking and individual flair in expressing complex ideas. They observe the conventions of prose style appropriate to academic work.

**B: Good/competent.** Essays which are clearly structured and where the argument leads to a conclusion. They are based on adequate reading (properly acknowledged through footnotes and bibliography) and their meaning is clearly expressed in conventional prose.

**C: Satisfactory.** Essays written in clear, conventional prose which show a reasonable attempt to answer the question but display one of the following faults: inadequate reading, misunderstanding of the sources, confused argument, and inadequate attention to footnotes and bibliography. Serious failings in two or more of these aspects will probably result in a fail grade.

### Schedule

|    |              |        |
|----|--------------|--------|
| A+ | high first   | 90-100 |
| A  | clear first  | 85-89  |
| A- | bare first   | 80-84  |
| B+ | high second  | 75-79  |
| B  | clear second | 70-74  |

|    |               |       |
|----|---------------|-------|
| B- | bare second   | 65-69 |
| C+ | sound pass    | 60-64 |
| C  | pass          | 55-59 |
| C- | marginal pass | 50-54 |
| D+ | marginal fail | 45-49 |
| D  | clear fail    | 40-44 |
| D- | poor fail     | 0-39  |

## Student support services

The **Student Learning Centre (SLC)** ([www.slc.auckland.ac.nz](http://www.slc.auckland.ac.nz)) offers help to students in developing effective academic learning and performance skills, and helps those who encounter difficulties in their studies. The Student Learning Centre caters for all students and all their study needs.

- It is located on Level 3 of the Kate Edger Student Information Commons
- Offers courses and individual consultations on how to perform at your best at university
- For all students from 1<sup>st</sup> year to doctoral level
- Covers everything from conversation skills and essay writing, to reading and thesis writing
- R.EAL Programme (Results for English as an Additional Language for students)
- LEX - (Language Exchange) Programme
- Open Mondays to Fridays 9am - 5pm.

The **English Language Self Access Centre (ELSAC)** ([www.elsac.auckland.ac.nz](http://www.elsac.auckland.ac.nz)) offers students effective English language support in an electronic learning environment.

- It is located in the Kate Edger Student Information Commons on Level 1 opposite the University Bookshop
- It is open 5 days a week to help you improve your English
- You can meet with a personal language advisor who will give you advice on the best way to learn English
- You can use the 1000+ language learning materials in your own time
- There are group activities and workshops to give you further practice
- ELSAC is free to university students

The **Department of Applied Language Studies and Linguistics** ([www.arts.auckland.ac.nz/dalsl](http://www.arts.auckland.ac.nz/dalsl)) offers credit courses for students for whom English is an additional language that can help with Academic English Writing, Listening and Speaking.

The **Tuakana Arts Programme** provides support for Māori, Pacific and other students who would like assistance with study habits, essays writing and exam preparation through a peer mentoring arrangement. The Tuakana mentors for Sociology have offices in the Sociology Department, 9<sup>th</sup> Floor HSB. Drop by or listen out in lectures for information about how to join the Tuakana programme.

## APPENDICES



## MARKING GUIDE FOR 103 ESSAY

**STUDENT:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

| <b>1. ORGANISATION</b>                       | <b>Excellent</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b> | <b>Not attempted</b> |
|--|------------------|-------------|-------------|-------------|----------------------|
| Introduction - topic and approach explained  |                  |             |             |             |                      |
| Progression – ideas/arguments flow logically |                  |             |             |             |                      |
| Conclusion - summarises key points raised    |                  |             |             |             |                      |
| <b>2. CONTENT</b>                            |                  |             |             |             |                      |
| Appropriate resources used for analysis      |                  |             |             |             |                      |
| All key questions answered                   |                  |             |             |             |                      |
| Arguments are substantiated                  |                  |             |             |             |                      |
| Ideas and quotes are properly referenced     |                  |             |             |             |                      |
| <b>3. PRESENTATION</b>                       |                  |             |             |             |                      |
| Bibliography set out properly                |                  |             |             |             |                      |
| Appropriate length                           |                  |             |             |             |                      |
| Spelling, grammar and sentence construction  |                  |             |             |             |                      |

### **4. COMMENTS**