

**VICTORIA UNIVERSITY OF WELLINGTON**  
**SCHOOL OF HISTORY, PHILOSOPHY,**  
**POLITICAL SCIENCE AND INTERNATIONAL RELATIONS**

**POLS 432 and PUBL 406**

**Some Aspects of Policy-Making**  
**2005: POLITICS AND POLICIES IN SCANDINAVIA**

**(CRN 1374)**

**Teaching staff:**

POLS 432 / PUBL 406 is taught by Nigel S. Roberts, an Associate Professor of Political Science in the School of History, Philosophy, Political Science and International Relations at Victoria University. His office is room 533 in the Murphy Annexe, where his telephone number is 463-5288. The Political Science and International Relations fax number is 463-5414. Nigel Roberts' email address is <Nigel.Roberts@vuw.ac.nz>. Please note that any emails to Professor Roberts about POLS 432 / PUBL 406 *must* have either POLS 432 or PUBL 406 in the subject line; if they don't, they may well be deleted as "spam".

During the first trimester in 2005, Nigel Roberts' office hours will be on:-

- Thursdays from 9:00 to 10:00 am; and
- Fridays from 9:00 to 10:00 am.

**Class times and room number:**

POLS 432 / PUBL 406 is a full year course. Seminars will be held from 1:00 to 3:00 pm on Fridays. They will be held in MY 531 (i.e., the new Brookes Seminar Room).

**Additional information:**

Whenever it's necessary to do so, additional information about POLS 432 / PUBL 406 will be posted on the POLS 432 / PUBL 406 Blackboard websites. As soon they have been finalised, relevant details from the end-of-year Registry conducted examinations timetable will also be placed on this site.

**Course aims and objectives:**

The course will begin with a brief look at the structure of Scandinavian societies, and will proceed to an examination of the basis of the government and politics of Scandinavia. Close attention will then be paid to policy formation and policy outcomes in Scandinavia. The distinction between ministries and departments and the devolution of power will be examined carefully, as will the domestic and international consequences of Scandinavian policy preferences.

By the end of the course, students should have a thorough understanding

- of the main features of the government and politics of Denmark, Norway and Sweden in particular, as well as of the government and politics of Finland and Iceland;
- of how policies are formulated and shaped in Scandinavia; and
- of major differences between and similarities with the government and politics of New Zealand.

**Course content:**

A week-by-week outline of the structure of the course follows, starting on page 5.

**Key texts:**

The textbook for the course is:

- Eric S. Einhorn and John Logue, *Modern Welfare States: Scandinavian Politics and Policy in the Global Age* (Westport, Connecticut, and London: Praeger, 2<sup>nd</sup> edition, 2003).

Other recommended texts are:

- David Arter, *Scandinavian Politics Today* (Manchester: Manchester University Press, 1999);
- Jonathan Boston, *Governing Under Proportional Representation: Lessons from Europe* (Wellington: Institute of Policy Studies, VUW, 1998);
- Olof Petersson, *The Government and Politics of the Nordic Countries* (Stockholm: Publica / Fritzes, 1994);
- Special Issue on "Understanding the Swedish Model", *West European Politics*, vol. 14, no. 3, July 1991.

An extremely useful introduction to the field of public policy is:

- Arnold J. Heidenheimer, Hugh Hecllo, and Carolyn Teich Adams, *Comparative Public Policy: The Politics of Social Choice in America, Europe, and Japan* (New York: St. Martin's Press, 3rd edition, 1989).

Helpful internet links include:

- <http://www.um.dk/en> (which is the Danish Ministry of Foreign Affairs' website);
- <http://virtual.finland.fi> (which has useful links to relevant Finnish sites);
- <http://www.iceland.org> (which has useful links to relevant Icelandic sites);
- <http://odin.dep.no/odin/engelsk> (the Norwegian Ministry of Foreign Affairs' website); and
- <http://www.sweden.gov.se> (the Swedish Government website).

A detailed week-by-week list of key readings is included in the outline of the contents of the course starting on page 5.

#### **Assessment:**

The course will be assessed on the following basis:

- A review essay of about 1,500 words will contribute 10% to the overall grade awarded to students
- Two main essays, each of about 5,000 words, will count for 50% of the overall grade awarded to students. (The better of the two essays will be worth 30%, while the other will be worth 20%.)
- A 3-hour long end-of-year Registry-conducted examination will contribute 40% to students' overall grades. The POLS 432 / PUBL 406 exam is not an open-book exam.

The purpose of the review essay is to give students an early, broad perspective about Scandinavian politics and society; the two longer essays are to ensure that students develop an accurate and detailed understanding of particular aspects of the politics and policies of the Scandinavian states; and the aim of the end-of-year examination is to assess the ability of students to integrate and use the knowledge they acquire during the course when tackling specific questions or statements.

Full details of the topics for the essays, and the dates on which they are due, are given on pages 10 and 11, after the course outline and reading list.

Essays must be submitted by the due dates. Extensions will be granted only to those who meet the University's aegrotat rules (e.g., students with a medical certificate, a family bereavement, or critical personal circumstances beyond their control). Late assignments must be handed directly either to Professor Roberts or to a Political Science and International Relations Administration Assistant who will record on the essays the date and time they were received. Late work will lose 5% per day for a maximum of five days; thereafter it is unacceptable and will get no marks. These are Political Science and International Relations regulations designed to ensure that students who hand in work on time are not disadvantaged. At the same time, however, the School of History, Philosophy, Political Science and International Relations will comply with the University's stated reasonable accommodation policy with respect to assessment procedures for students with disabilities.

**Workload:**

Including class contact hours, the standard University guideline for an appropriate amount of work to maintain satisfactory progress in this course is 12 hours per week.

**Mandatory course requirements:**

In order to pass POLS 432 / PUBL 406, students must (i) attend at least three-quarters of the POLS 432 / PUBL 406 seminars, (ii) complete and submit all requisite written work, (iii) sit and complete the end-of-year examination, (iv) obtain an overall average of at least 50 per cent, and (v) have no more than one grade lower than a C.

**General university policies and statutes:**

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

**Student conduct and staff conduct:**

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the following website: <[www.vuw.ac.nz/policy/StudentConduct](http://www.vuw.ac.nz/policy/StudentConduct)>. The policy on Staff Conduct can be found on the following website <[www.vuw.ac.nz/policy/StaffConduct](http://www.vuw.ac.nz/policy/StaffConduct)>.

**Academic grievances:**

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean of your faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the <[www.vuw.ac.nz/policy/AcademicGrievances](http://www.vuw.ac.nz/policy/AcademicGrievances)> website.

**Academic integrity and plagiarism:**

Academic integrity is about honesty – put simply it means no cheating. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times. Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is prohibited at Victoria.

The University defines plagiarism as follows: Plagiarism is 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. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct <[www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)> and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at: <[www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html)>.

**Students with disabilities:**

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building; telephone: 463-6070; email: <disability@vuw.ac.nz>. The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the Administrative Assistant.

**Student support:**

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, the following staff members will either help you directly or quickly put you in contact with someone who can.

	<b>Staff member</b>	<b>Location</b>
FHSS	Ann McDonald, Student Support Co-ordinator	2 Wai-te-ata Road
Law	Kirstin Harvey	Old Govt Building, room 103
Science, and Architecture and Design	Liz Richardson	Cotton Building, room 150
Commerce and Administration	Colin Jeffcoat	Railway West Wing, room 119
Kaiwawao Maori	Liz Rawhiti	Old Kirk, room 007
Manaaki Pihipihinga	Melissa Dunlop	14 Kelburn Pde, room 109D
Victoria International	Anne Cronin	10 Kelburn Pde, room 202

The Student Services Group is also available to provide a variety of support and services. Find out more at: <[www.vuw.ac.nz/st\\_services/](http://www.vuw.ac.nz/st_services/)>; email: <student-services@vuw.ac.nz>.

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building (telephone: 463-6983 or 463-6984; email: <education@vuwsa.org.nz>).

## COURSE OUTLINE AND READING LIST

### SECTION ONE – Government and Politics in Scandinavia

#### 1. INTRODUCTION (4 and 11 March 2005)

The initial POLS 432 / PUBL 406 seminars aim to provide students with a broad, general overview of Scandinavia. Some early articles which contain the genesis of my research and teaching interests in Scandinavian government and politics are:

Nigel S. Roberts, "New Models for New Zealand: Three Small Democracies Compared", *New Zealand International Review*, vol. 2, no. 2, March-April 1977, pp. 14-17.

Nigel S. Roberts, "Eco-Politics in Scandinavia: Lessons for New Zealand", *Canterbury Environment Journal*, vol. 3, no. 9, October 1978, pp. 10-11.

Nigel S. Roberts, "New Zealand, Denmark and Norway: Foreign Policy and National Character", in John Henderson, Keith Jackson and Richard Kennaway, eds., *Beyond New Zealand: The Foreign Policy of a Small State* (Auckland: Methuen, 1980), pp. 28-36.

#### 2. THE CONSTITUTIONAL STRUCTURE IN SCANDINAVIA (18 March 2005)

- ◆ Einhorn and Logue, *Modern Welfare States*, chapter 4.

Arter, *Scandinavian Politics Today*, chapters 1 and 2.

Petersson, chapters 1 and 2.

Leslie Wolf-Phillips, *Comparative Constitutions* (London: Macmillan, 1972).

The Constitutions of Denmark, Finland, Iceland, Norway, and Sweden.

#### 3. ELECTORAL SYSTEMS AND ELECTIONS IN SCANDINAVIA (15 and 22 April 2005)

- ◆ Einhorn and Logue, *Modern Welfare States*, pp. 64-66, and Appendices A and B.

Arter, *Scandinavian Politics Today*, chapter 5.

Jonathan Boston, Stephen Levine, Elizabeth McLeay, and Nigel S. Roberts, *New Zealand Under MMP: A New Politics?* (Auckland: Auckland University Press, 1996), Appendix 2.

N.C.M. Elder, "The Scandinavian States", in S.E. Finer, ed., *Adversary Politics and Electoral Reform* (London: Anthony Wigram, 1975), pp. 185-202.

Petersson, pp. 53-70; 162-167; 168-171.

Bo Särilvik, "Scandinavia", in Vernon Bogdanor and David Butler, eds., *Democracy and Elections: Electoral Systems and their Political Consequences* (Cambridge: Cambridge University Press, 1983), chapter 7.

#### 4. POLITICAL PARTIES IN SCANDINAVIA (29 April 2005)

- ◆ Einhorn and Logue, *Modern Welfare States*, chapter 5, and Appendices A and B.

Arter, *Scandinavian Politics Today*, chapters 3, 4, and 6.

Sten Berglund and Ulf Lindström, *The Scandinavian Party System(s): A Comparative Study* (Lund: Studentlitteratur, 1978).

Hans Bergström, "Sweden's Politics and Party System at the Crossroads", *West European Politics*, vol. 14, no. 3, July 1991, pp. 8-30.

Eric S. Einhorn and John Logue, "Continuity and Change in the Scandinavian Party Systems", in Steven B. Wolinetz, ed., *Parties and Party Systems in Liberal Democracies* (London: Routledge, 1988), pp. 159-202.

Elder, Thomas and Arter, chapters 2 and especially 3.

John Fitzmaurice, *Politics in Denmark* (London: Hurst, 1981), chapter 5.

Petersson, pp. 39-53; 71-76.

Diane Sainsbury, "Swedish Social Democracy in Transition: The Party's Record in the 1980s and the Challenge of the 1990s", *West European Politics*, vol. 14, no. 3, July 1991, pp. 31-57.

## **5. LEGISLATURES IN SCANDINAVIA (6 May 2005)**

◆ Einhorn and Logue, *Modern Welfare States*, pp. 66-72.

Arter, *Scandinavian Politics Today*, chapter 9.

David Arter, *The Nordic Parliaments: A Comparative Analysis* (London: Hurst and Co., 1984).

Erik Damgaard, "The Strong Parliaments of Scandinavia: Continuity and Change in Scandinavian Parliaments", in Gary Copeland and Samuel Patterson, eds., *Parliaments in the Modern World: Changing Institutions* (Ann Arbor: University of Michigan Press, 1994), pp. 85-103.

Peter Esaiasson and Knut Heidar, eds., *Beyond Westminster and Congress: The Nordic Experience* (Columbus, Ohio: Ohio State University Press, 2000).

Fitzmaurice, chapter 3.

Stig Hadenius, *The Riksdag in Focus: Swedish History in a Parliamentary Perspective* (Stockholm: The Swedish Riksdag, 1997).

Petersson, chapter 4.

## **6. POLITICAL RECRUITMENT IN SCANDINAVIA (13 May 2005)**

Erik Allardt, et al., eds., *Nordic Democracy* (Copenhagen: Det Danske Selskab, 1981), chapter 5.

Peter Esaiasson and Knut Heidar, eds., chapters 3 to 7.

Elina Haavio-Mannila, et al., *Unfinished Democracy: Women in Nordic Politics* (Oxford: Pergamon Press, 1985).

Beryl Nicholson, "From Interest Group to (Almost) Equal Citizenship: Women's Representation in the Norwegian Parliament", *Parliamentary Affairs*, vol. 46, no. 2, 1993, pp. 255-263.

Hans Peter Hilden, ed., *Folketinget efter valget Den 11. marts 1998* (Copenhagen: Folketingets Præsidium – Informations- og Dokumentationsafdelingen, 1998). \*

Trond Nordby, ed., *Storting og regjering 1945-1985: Biografier* (Oslo: Kunnskapsforlaget, 1985). \*

Trond Nordby, ed., *Storting og regjering 1945-1985: Institusjoner - rekruttering* (Oslo: Kunnskapsforlaget, 1985). \*

Olaf Chr. Torp, ed., *Stortinget i navn og tall: Høsten 1989-Våren 1993* (Oslo: Universitetsforlaget, 1993). \*

---, *Riksdagen: Ledamotsförteckning 1994/95* (Stockholm: Riksdagens informationsenhet, 1994). \*

(\*: These books contain basic data about political recruitment.)

**7. EXECUTIVES IN SCANDINAVIA (20 May 2005)**

- ◆ Einhorn and Logue, *Modern Welfare States*, pp. 72-77 and Appendix C.

Arter, *Scandinavian Politics Today*, chapter 10.

Boston, especially chapters 2 to 5.

Peter Esaiasson and Knut Heidar, eds., chapter 11.

Kenneth Miller, *Friends and Rivals: Coalition Politics in Denmark, 1901-1995* (Lanham: University Press of America, c. 1996).

Petersson, chapter 5.

Olof Ruin, "Three Swedish Prime Ministers: Tage Erlander, Olof Palme and Ingvar Carlsson", *West European Politics*, vol. 14, no. 3, July 1991, pp. 58-82.

**SECTION TWO – Policy Formation and Policy Outcomes in Scandinavia**

**8. POLICY-MAKING IN SCANDINAVIA (27 May 2005)**

- ◆ Einhorn and Logue, *Modern Welfare States*, chapters 2 and 3.

Arter, *Scandinavian Politics Today*, chapter 7.

Allardt, *et al.*, section II (i.e., chapters 7-11).

Elder, Thomas and Arter, pp. 138-43; and chapter 5.

Petersson, chapter 6.

Rune Premfors, "The 'Swedish Model' and Public Sector Reform", *West European Politics*, vol. 14, no. 3, July 1991, pp. 83-95.

Pierre Vinde and Gunnar Petri, *Swedish Government Administration* (Stockholm: The Swedish Institute, 2nd rev. ed., 1978).

**9. ECONOMIC POLICIES IN SCANDINAVIA (8 July 2005)**

- ◆ Einhorn and Logue, *Modern Welfare States*, chapter 9.

Allardt, *et al.*, chapters 12 and 16.

Marquis W. Childs, *Sweden: The Middle Way* (New Haven: Yale University Press, 1936).

Marquis W. Childs, *Sweden: The Middle Way on Trial* (New Haven: Yale University Press, 1980).

Assar Lindbeck, *et al.*, *Turning Sweden Around* (Cambridge, Mass.: MIT Press, 1994).

Michele Micheletti, "Swedish Corporatism at a Crossroads: The Impact of New Politics and New Social Movements", *West European Politics*, vol. 14, no. 3, July 1991, pp. 144-165.

Henry Milner, *Sweden: Social Democracy in Practice* (Oxford: Oxford University Press, 1989).

Petersson, chapter 10.

The latest OECD Economic Surveys for Denmark, Norway, and Sweden.

*Scandinavian Political Studies*, vol. 12, no. 4 (new series), December 1989 – devoted to "The Politics of Economic Flexibility."

**10. LABOUR RELATIONS POLICIES IN SCANDINAVIA (15 July 2005)**

- ◆ Einhorn and Logue, *Modern Welfare States*, chapter 10.

Allardt, *et al.*, chapters 13-15.

Niklas Bruun, *The Nordic Labour Relations Model: Labour Law and Trade Unions in the Nordic Countries Today and Tomorrow* (Aldershot, Hants.: Dartmouth, 1992).

Karl H. Cerny, ed., *Scandinavia at the Polls: Recent Political Trends in Denmark, Norway, and Sweden* (Washington, DC: American Enterprise Institute, 1977), part 3.

Andrew Cox and Noel O'Sullivan, eds., *The Corporate State: Corporatism and the State Tradition in Western Europe* (Aldershot, Hants.: Edward Elgar Publishing, 1988).

Petersson, chapter 7.

Peter Swenson, *Fair Shares: Unions, Pay, and Politics in Sweden and West Germany* (London: Adamantine Press, 1989), chapter 5.

See also articles in the *Social and Labour Bulletin*.

**11. SOCIAL WELFARE POLICIES IN SCANDINAVIA (22 July 2005)**

- ◆ Einhorn and Logue, *Modern Welfare States*, chapters 6, 8, 11, and 12.

Arter, *Scandinavian Politics Today*, chapter 8.

Cerny, ed., chapter 5.

Gosta Esping-Andersen, *The Three Worlds of Welfare Capitalism* (Princeton, N.J.: Princeton University Press, 1990).

Fitzmaurice, chapter 6; or Miller, chapter 9.

Gunnar Heckscher, *The Welfare State and Beyond: Success and Problems in Scandinavia* (Minneapolis: University of Minnesota Press, 1984).

John Logue, *Socialism and Abundance: Radical Socialism in the Welfare State* (Minneapolis: University of Minnesota Press, 1982), chapter 1.

**12. EDUCATION POLICIES IN SCANDINAVIA (29 July 2005)**

Allardt, *et al.*, chapters 18-22.

Stephen J. Ball and Stattan Larsson, eds., *The Struggle for Democratic Education: Equality and Participation in Sweden* (London: The Falmer Press, 1989).

Jens Bjerg, *et al.*, "Provincial Reflections on Danish Comprehensive Education", *Compare*, vol. 21, no. 2, 1991, pp. 133-142.

Kjell Eide, "The Future of European Education as Seen from the North", *Comparative Education*, vol. 28, no. 1, 1992, pp. 9-17.

See also articles in the *European Journal of Education*.

**13. HEALTH POLICIES IN SCANDINAVIA (5 August 2005)**

Odin Anderson, "Swedish Health Care in Perspective", *Health Policy*, vol. 21, no. 2, 1992, pp. 99-111.

Tom Christensen, "How to Succeed in Reorganizing: The Case of the Norwegian Health Administration", *Scandinavian Political Studies*, vol. 10, no. 1 (new series), March 1987, pp. 61-77.



Ulf-G. Gerdtham and Bengt Jönsson, "Health Care Expenditure in the Nordic Countries", *Health Policy*, vol. 26, no. 3, 1994, pp. 207-220.

**14. POLICIES FOR MINORITIES IN SCANDINAVIA (12 August 2005)**

Drude Dahlerup, "From a Small to a Large Minority: Women in Scandinavian Politics", *Scandinavian Political Studies*, vol. 11, no. 4 (new series), 1988, pp. 275-298.

Harald Eidheim, *Aspects of the Lappish Minority Situation* (Oslo: Universitetsforlaget, rev. ed., 1974).

Jørgen Elklit, Johan Peter Noack, and Ole Tonsgaard, "Germans and Danes in North Schleswig", in Elklit, Noack, and Tonsgaard, *Nationalt tilhørsforhold i Nordslesvig* (Aarhus: Acta Jutlandica XLIV Samfundsvideenskabelig serie 14, 1978), pp. 249-275.

Tomas Hammar, "'Cradle of Freedom on Earth': Refugee Immigration and Ethnic Pluralism", *West European Politics*, vol. 14, no. 3, July 1991, pp. 182-197.

L. Karvonen and P. Selle, *Women in Nordic Countries: Closing the Gap* (Aldershot, Hants.: Dartmouth, 1995).

Petersson, pp. 179-190.

**15. FOREIGN POLICIES IN SCANDINAVIA (2 and 9 September 2005)**

◆ Einhorn and Logue, *Modern Welfare States*, chapters 7 and Appendix D.

Arter, *Scandinavian Politics Today*, chapters 11 to 14.

Allardt, *et al.*, chapters 28-31.

Thomas P. Boje and Sven E. Olsson Hort, eds., *Scandinavia in a New Europe* (Oslo: Scandinavian University Press, 1993).

Michael T. Corgan, *Iceland and Its Allies: Security for a Small State* (Lewiston, N.Y.: The Edwin Mellen Press, 2002).

Eric Einhorn, *National Security and Domestic Politics in Post-War Denmark* (Odense: Odense University Press, 1975).

Elder, Thomas and Arter, chapter 6.

Uffe Ellemann-Jensen, "On the Dividing Line: A Nordic Approach to Security", *New Zealand International Review*, vol. 11, no. 1, January-February 1986, pp. 7-9.

Fitzmaurice, chapter 7.

Kjell Goldmann, "The Swedish Model of Security Policy", *West European Politics*, vol. 14, no. 3, July 1991, pp. 122-143.

Petersson, chapter 11.

Chris Prebensen, *Norway and NATO* (Oslo: Royal Norwegian Ministry of Foreign Affairs, 1974).

John F. L. Ross, "Sweden, the European Community, and the Politics of Economic Realism", *Cooperation and Conflict*, v. 26, no. 3, Oct. 1991, pp. 117-128.

Fridays 16 September 2005 to 7 October 2005 will be held in reserve for overflow seminars and extra sessions, but students' seminars will NOT be held earlier than the dates listed alongside the topics in this course outline.

## ESSAYS AND EXAMINATIONS

As outlined on page 2, you will be required to write three essays during the course of the year, namely:

- Essay A will be a book review of about 1,500 words, and it will contribute 10% to the overall grade awarded to students; and
- Essays B and C will each be of about 5,000 words, and together they will count for 50% of the overall grade awarded to students. (The better of the two essays will be worth 30%, while the other will be worth 20%.)

**Essay A must be handed in by no later than Friday, 20 May 2005.** It will be an academic review (of about 1,500 words) of one of the following introductory texts about Scandinavian politics and society:

- Francis G. Castles, *The Social Democratic Image of Society* (London: Routledge and Kegan Paul, 1978);
- Tony Griffiths, *Scandinavia* (Adelaide: Wakefield Press, 1990);
- Kenneth Miller, *Denmark: A Troubled Welfare State* (Boulder, Colorado: Westview Press, 1991);
- William Shirer, *The Challenge of Scandinavia: Norway, Sweden, Denmark, and Finland In Our Time* (Boston: Little Brown, 1955 & Westport, Conn.: Greenwood Press, 1977);
- James A. Storing, *Norwegian Democracy* (Boston: Houghton Mifflin, 1963).

Each student is required to lead a seminar covering one of the topics in the course outline and reading list contained on pages 5 to 9 of this handout. **Essay B** follows on from your seminar presentation, and is thus based on one of the seminar topics either in Section One or Section Two of the course outline and reading list.

There are **two different deadlines for handing in Essay B**. They are as follows:

- Essays stemming from seminars led during the first trimester (that is, up to and including Friday, 27 May 2005) must be handed in by no later than **Monday, 4 July 2005**.
- Essays stemming from seminars led during the second trimester (that is, up to and including Friday, 7 October 2005) must be handed in by no later than **Monday, 3 October 2005**.

**Essay C** will consist of a topic of your own choosing connected with any aspect of the course. *Topics for the essay must be cleared with me by no later than Friday, 6 May 2005*, and as was the case for essay B, there are also **two different deadlines for handing in Essay C**. They are as follows:

- If you are *not* leading a seminar during the first trimester, then Essay C must be handed in by no later than **Monday, 4 July 2005**.
- If you are leading a seminar during the first trimester (and – as a result – handing in Essay B on or before 4 July 2005), then Essay C must be handed in to me by no later than **Monday, 3 October 2005**.

Please note that **students are required to hand in two copies of their essays**. This is to facilitate counter-marking by the University's external examiners. The essays and exam scripts of selected students (for example, contenders for First Class Honours, and students on the border between an Upper-Second and a Lower-Second Class degree) are subject to external assessment. In order to give you feedback about your work and the progress you are making, one copy of each of your essays will be returned to you; the other copy will be kept on file and will thus be available at short-notice for external scrutiny.

As explained on page 2, the end-of-year examination for POLS 432 / PUBL 406 counts for 40 per cent of the total marks for the course. It is a three-hour examination, and will be very fair: it will contain a wide selection of questions covering every major topic studied during the year. Students will be required to answer 3 questions (from the roughly 15 or 16 that will be asked) – including at least one from each of the

two Sections of the course. You may answer questions in the exam that relate to topics you have covered in your essays, but – if you do – it is essential to remember that the reason for sitting an exam is *not* to regurgitate everything you know about a topic. It is, rather, an opportunity to test your ability to think clearly and creatively about specific problems (whether or not those problems have been posed in the form of questions or statements).

Nigel S. Roberts  
Political Science and International Relations programme  
Victoria University of Wellington

*February 2005*