

Victoria University of Wellington



**MASTER OF PUBLIC POLICY PROGRAMME**

**MAPP 523**

**POLITICS, PHILOSOPHY AND PUBLIC POLICY**

(Second Trimester Course – 15 points)

**2005 COURSE OUTLINE**

**Co-ordinator:**

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**Module Dates, Times and Locations**

Module Four:	Thursday 25 August 2005	8:30am - 6:00pm
Module Five:	Thursday 13 October 2005	8:30am - 6:00pm
Module Six:	Thursday 17 November 2005	8.30am - 6.00pm

Locations: Pipitea Campus.  
Rooms will be advised prior to each module.

## Course Objectives

The course is divided into two parts. The first, and larger, part examines the contribution of political, social and moral philosophy to an understanding of the role of the state. In so doing it outlines some of the competing moral frameworks which influence ethical discourse on policy matters, examines some of the key values (e.g. liberty, justice, the minimization of harm, etc.) that need to be considered in evaluating alternative policy options, explores the meaning and possible application of concepts like ‘the public interest’ and ‘the common good’, and considers recent debates in New Zealand over the nature of biculturalism, preferential treatment and the policy implications of the Treaty of Waitangi.

The second part of the course explores some of the issues surrounding the application of social science theories and methodologies to the conduct of policy analysis, including the different concepts of rationality and the ‘rationalist’ versus ‘incrementalist’ debate.

By the end of the course it is expected that students will be able to:

- explain the strengths and weaknesses of a number of influential moral philosophies and highlight their relevance to policy making;
- apply specific ethical principles, such as the harm principle, to an analysis of particular policy issues;
- outline and apply different decision rules when faced with competing values; and
- explain the various competing models of policy making and outline the key theoretical and methodological limitations to social-problem solving.

## Readings

There is no text for this course. There is, however, a set of Course Readings. For a detailed list of reading material see below.

## Course Content

### **Part I      Philosophy and Public Policy: Some Key Issues and Concepts**

#### **1.      Politics and Markets**

- the role of the state – contrasting views
- the respective contributions of the disciplines of politics and economics
- the differences between political and market choice mechanisms
- merit goods, public goods, externalities, etc
- exit, voice and loyalty
- public policy and citizen participation

## **2. Values, Ethical Frameworks and Public Policy**

- consequentialist v non-consequentialist moral philosophies
- the range of values and ethical considerations
- conflicting values and decision rules
- the ends of public policy: what is 'the good society'?
- pluralism, diversity and the limits to tolerance

## **3. The Public Interest and the Common Good**

- the range of aggregative concepts
- an analysis of the common good; possible criteria for application
- the use and meaning of the public interest
- the role of the state in protecting the public interest and pursuing the common good

## **4. Liberty and the Grounds for Coercion**

- the nature and value of liberty
- the presumption in favour of liberty
- grounds for coercion by the state (and others)
- the harm principle and policy applications
- the offense principle and policy applications
- moral legalism and policy applications

## **5. Neutrality, Perfectionism and Paternalism**

- the debate over state neutrality versus perfectionism
- the meaning and value of neutrality
- arguments for and against neutrality
- forms of paternalism
- policy issues and implications

## **6. Justice: Formal and Material Principles**

- is there such a thing as justice?
- forms of justice: substantive v procedural, social, redistributive, retributive, restorative, commutative, etc
- formal principles (e.g. the principle of like treatment, etc.)
- material principles (e.g. equality, need, desert, etc.)

## **7. Justice: Rawls and his Critics**

- justice as 'fairness'
- Rawls' methodology, principles of justice and applications
- a critical assessment of Rawls' theory of justice
- alternative approaches - Barry, Hayek, Nozick, etc
- the boundaries of justice: international distributive justice

## **8. Rights and Duties**

- the nature and limits of rights
- kinds of rights: human, moral, legal, individual, collective, natural, etc
- negative and positive rights
- absolute rights
- rights and duties
- the idea of a Code of Social and Family Responsibility

## **9. Biculturalism, Multiculturalism, Citizenship and the Treaty of Waitangi**

- liberalism, the rights of indigenous minorities and equal citizenship
- 'cultural' justice and the role of the state
- biculturalism v multiculturalism
- the implications of the Treaty for public policy in NZ
- some current policy issues (e.g. equal treatment v preferential treatment, etc.)

## **Part II: Politics and Policy Analysis**

### **10. Models of Policy Making**

- different concepts of rationality in public policymaking
- the 'rationalist' versus the 'incrementalist' debate and attempts at theoretical resolution
- rationality and democracy

### **11. Part 1: Social Science and Social-Problem Solving**

- the nature of social science
- the contribution of social science to social problem solving
- a critique and defense of social science
- social science and lay probing

#### **Part 2: Path Dependence**

- the nature of path dependence
- the implications for policy analysis

## 12. Some Contemporary Policy Debates: ‘The Third Way’ and its Critics

- some contemporary policy issues
- analysis of ‘The Third Way’ – strengths and weaknesses

**Module Four**            Topics 1 - 4

**Module Five**            Topics 5 - 8

**Module Six**             Topics 9 - 12

### Communication of Additional Information

If additional information needs to be communicated to students in MAPP 523, this will occur in class and/or via notices on blackboard.

### Assessment

The purpose of assessment is three-fold: to ensure that you have met the standard of work required of the course; to give you feedback on your performance to assist you with your future study; and to provide the teaching staff with feedback on the progress of the class. You will be assessed on the basis of your individual work.

Your grade in this paper will be based on your performance in the following:

1. Two short assignments of no more than 1,000 words (25% each), and
2. An essay of no more than 3000 words (50%).

#### 1. **First Assignment**    (750 words) Date due: Tuesday 13 September 2005

EITHER

Identify the key values (or ethical principles) at stake in ONE of the following current policy issues:

1. the question of whether same-sex couples should be permitted to marry;
2. the question of whether cannabis use should be decriminalized;
3. the question of whether parents should be allowed to smack their children; or
4. the question of whether research on human stem cells should be permitted.

OR

“Whatever the philosophical justifications of utilitarianism, it is of little practical use in policy-making”. Comment on the merits of this claim.

OR

“However well intentioned, designed and implemented, all policies are harmful in some respect. Policy makers thus have no choice but to choose the lesser of two evils”. Comment on the merits of these claims.

**2. Second Assignment (750 words) Date due: Tuesday 25 October 2005**

EITHER

You are a policy adviser to Minister for State Services. He has recently called for a review of all government policies where particular groups, especially ethnic groups, receive (or appear to receive) preferential treatment. Prepare a briefing note for the Minister outlining the arguments for and against positive discrimination (preferential treatment/affirmative action/equity funding). What conclusions can you draw? Please refer to local examples and evidence wherever possible.

OR

You are a policy adviser to the Minister for the Environment. She is concerned that the interests of future generations are not properly considered in current policy-making processes. Is she correct, and if so, does it matter? Write a brief report to the Minister addressing her concerns.

OR

You are a policy adviser to the Minister of Justice. He has asked for your advice on the whether active, voluntary euthanasia should be made legal. Write a brief report to the Minister setting out the key issues (i.e. ethical, medical, legal, etc.) that need to be explored in coming to a judgement on this matter.

OR

You are a policy adviser to the Prime Minister. She has asked for your advice on how a democratic society should go about making decisions on highly controversial policy issues where parties are typically deeply divided, such as abortion, human cloning, genetic modification, sexual conduct and drugs policy. Write a brief report to the Minister outlining the relevant principles that should be taken into account in choosing between different decision rules. In so doing, assess the relative merits of at least TWO different decision-making processes (e.g. citizens’ juries, referenda, ‘free’ votes by parliamentarians, normal parliamentary processes, etc.)?

**3. Essay (3000 words) Date due: Tuesday 22 November 2005**

EITHER

The Families Commission is required under its Act “to encourage and facilitate the development and provision of policies designed to promote or serve the interests of families”. At the same time, the Commission must have proper regard to the kinds, structures and diversity of families. With reference to the Commission’s mandate and the

debate over whether the state should be neutral with respect to different conceptions of 'the good life', discuss the "interests of families" and critically assess the whether these interests can be properly promoted in a context where the state does not favour one family model over any other.

OR

Critically assess the proposition that indigenous minorities do not need, are not entitled to, and should not be granted rights of a special character. Is the failure to recognize the rights of indigenous minorities a breach of cultural justice?

OR

The principle of equality of opportunity is one of the most widely recognized and supported principles of social justice. But what does it actually mean and how does it differ from other principles of equality (e.g. equality of resources or equality of outcome). Further, what are the policy implications, if any, of taking the principle of equality of opportunity seriously? Draw on current policy issues and examples to illustrate your answer.

OR

"In the last century thousands of social scientists trying to practice methods much like those of the natural sciences have swarmed over institutions and social processes to try and extract propositions hidden to the lay mind. For all that effort and for all its presumed usefulness, I cannot identify a single social science finding or idea that is undeniably indispensable to any social task or effort". C.E. Lindholm (1990) Inquiry and Change: The Troubled Attempt to Understand and Shape Society (New Haven, Yale University Press), p. 136

Critically assess Lindholm's claim with particular reference to the use of social science in policy analysis. Give examples to illustrate your arguments.

**Please send / hand-in all assignments to:**

Francine McGee,  
School of Government,  
Victoria University of Wellington,  
Level 8 Reception,  
Rutherford House,  
23 Lambton Quay,  
P.O. Box 600,  
Wellington.

**Students should keep a copy of all submitted work.**

## **Penalties**

The ability to plan for and meet deadlines is a core competency of both advanced study and public management. Failure to meet deadlines disrupts course planning and is unfair on students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date. Marks will be deducted at the rate of five for every working day by which the assignment is late (weekends and public holidays excluded) and no assignments will be accepted after five working days beyond the date they are due. For out of town students, two calendar days' grace is given to allow for time in the post.

If ill-health, family bereavement or other personal emergencies prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply for and may be granted an extension to the due date. You should let your course coordinator know as soon as possible in advance of the deadline if you are seeking an extension.

## **Faculty of Commerce and Administration Offices**

### Railway West Wing (RWW) - FCA Student Administration Office

The Student Administration Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications.

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

The Kelburn Campus Office for the Faculties of Commerce & Administration and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA 005) and offices 125a to 131 (Level 1). The office, will be open from 9:00am to 5:00pm during Trimester 2, offers the following:

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

Please note:

There will be a Student Administration Adviser, from the RWW office, based in EA 005 from Monday 27 June to Friday 1 July (9:00am to 5:00pm) and from Monday 4 July to Friday 22 July (11:00am to 1:00pm).



## 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 website at [www.vuw.ac.nz/policy/StudentConduct](http://www.vuw.ac.nz/policy/StudentConduct). The policy on Staff Conduct can be found on the VUW website at [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 Associate Dean (Students) 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 Grievances Policy which is published on the VUW website at [www.vuw.ac.nz/policy/AcademicGrievances](http://www.vuw.ac.nz/policy/AcademicGrievances).

## 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, then 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 or email [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz). The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

### **Student Support**

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

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/) or email [student-services@vuw.ac.nz](mailto: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 (04) 463 - 6983 or (04) 463 – 6984 or email [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz).

## **Maori and Pacific Mentoring programme (Manaaki Pihipihinga)**

This is a free programme of mentoring for Maori and Pacific students doing first year courses within the Faculty of Commerce and Administration. Weekly one hour mentoring sessions: drafting and editing assignments/discussing any questions that you might have from tutorials or lectures and going over every aspect of essay writing, either in small group sessions or on a one-to-one basis.

This includes:

- A computer suite hooked up to cyber commons for students to use to produce their assignments.
- Regular skill-based workshops with a learning adviser from Student Learning Support Services.
- Networking with other Maori and Pacific support groups throughout the university.

For more information please contact:

Melissa Dunlop, Programme Coordinator

Telephone (04) 463 - 6015 or email [Maori-Pacific-Mentoring@vuw.ac.nz](mailto:Maori-Pacific-Mentoring@vuw.ac.nz)

## Reading List for MAPP 523

### General Comment on Reading Material for the Course

I have set out below some general items of relevance for much of the course, together with some specific readings for each lecture. You are certainly not expected to read everything on the list, or even most things! Rather, I hope you will read at least two items (e.g. an article and a chapter, etc.) from each topic, and familiarize yourself with at least two of the books in the 'general reading' list (or works of a similar kind). In order to assist you, I have put an \* beside some of the more important, or accessible material. Many, but not all, of the items marked with an \* will be photocopied (in part or in full) and circulated immediately before or during the course. Other material not listed on the reading list will also be provided as deemed necessary (e.g. important articles or short reports on relevant themes that are published during the year).

Further, please let me know if you come across material that you think it would be useful to distribute to the rest of the class, or if you have difficulty locating particular items.

One reason for having a moderately extensive list of readings is to assist you in the preparation of assignments and essays, and also to provide you with a source for future reference.

### Some Useful General Reading

Beauchamp, T. (ed.) (1975) Ethics and Public Policy New Jersey, Prentice-Hall.

Blondel, J. (1981) The Discipline of Politics London, Butterworths.

Feinberg, J. (1973) Social Philosophy New Jersey, Prentice-Hall, Chapters 2-3.

Goodin, R. (1995) Utilitarianism as a Public Philosophy Cambridge, Cambridge University Press.

Goodin, R. and Pettit, P. (eds.) (1993) A Companion to Contemporary Political Philosophy Oxford, Blackwell Publishers.

Kymlicka, W. (1990) Contemporary Political Philosophy: An Introduction Oxford, Clarendon.

Lindblom, C. E. (1977) Politics and Markets New York, Basic Books.

Parsons, W. (1995) Public Policy: An Introduction to the Theory and Practice of Policy Analysis Aldershot, Edward Elgar.

Singer, P. (ed.) (1991) A Companion to Ethics Oxford, Blackwell Publishers.

\* = Priority reading

## **Part I          Philosophy and Public Policy: Some Key Issues and Concepts**

### **1.          Politics and Markets**

Barry, B. (1970) Sociologists, Economists and Democracy London, Collier-Macmillan.

Buchanan, J. et al. (1980) The Economics of Politics London, IEA.

Ellis, A and Kumar, K (eds.) (1983) Dilemmas of Liberal Democracies New York, Tavistock, Chs.7 & 10.

\*Elster, J. and Hylland, A. (eds.) (1986) Foundations of Social Choice Theory Cambridge, Cambridge University Press.

Hirsch, F. (1977) Social Limits to Growth London, Routledge and Kegan Paul.

\*Hirschman, A. (1970) Exit, Voice and Loyalty Cambridge, Harvard.

Hirschman, A. (1986) Rival Views of Market Society and Other Essays New York, Viking Penguin.

\*Lindblom, C. E. (1977) Politics and Markets New York, Basic Books.

Lindblom, C. E. (1982) "The Market as Prison", The Journal of Politics, 44, pp.324-336.

Parsons, W. Public Policy: An Introduction to the Theory and Practice of Policy Analysis Aldershot, Edward Elgar, 1995, Part 1.

\*Self, P. (1993) Government by the Market? Melbourne, Macmillan.

Self, P. (2000) Rolling Back the Market New York, St Martin's Press.

The Treasury (1987) Government Management Volume 1 Wellington, Government Printer, Ch.1.

Udehn, L. (1996) The Limits of Public Choice London, Routledge.

### **2.          Values, Ethical Frameworks and Public Policy**

Beauchamp, T. (ed.) (1975) Ethics and Public Policy New Jersey, Prentice-Hall.

Boston, J. (1994) "Love, Justice and the State" in J. Boston and A. Cameron (eds) Voices for Justice Palmerston North, Dunmore Press.

Goodin, R. (1995) Utilitarianism as a Public Philosophy Cambridge, Cambridge University Press, Part 1.

Goodin, R. (1995) "Political Ideals and Political Practice", British Journal of Political Science, 25, pp.37-56.

\*Kymlicka, W (1990) Contemporary Political Philosophy: An Introduction Oxford, Clarendon, Ch. 2.

\*Nussbaum, M. (2000) Women and Human Development: The Capabilities Approach Cambridge, Cambridge University Press, Ch. 1.

Royal Commission on Genetic Modification (2001) Report and Recommendations Wellington, esp. Chs. 2 & 3.

\*Sen, A. (1987) On Ethics and Economics Oxford, Basil Blackwell.

Sen, A. (1999) Development as Freedom Oxford, Oxford University Press.

Singer, P. (ed.) (1991) A Companion to Ethics Oxford, Blackwell Publishers.

### **3. The Public Interest and the Common Good**

Bardach, E. (1981) "On Representing the Public Interest", Ethics, 91, 3, April, pp 486-490.

Barry, B. (1964) "The Public Interest", Proceedings of the Aristotelian Society, Supp 38, pp 1-18.

\*Barry, B. (1965) Political Argument London, Routledge and Kegan Paul, Chapters X-XV.

Benditt, T. (1973) "The Public Interest", Philosophy and Public Affairs, 2, Spring, pp 291-311.

Boston, J. and Cameron, A. (eds.) (1994) Voices for Justice Palmerston North, Dunmore Press, Ch 5.

\*Cochren, C. (1974) "Political Science and the Public Interest", Journal of Politics, 36, May, pp 327-355.

Connoll, W. (1981) "The public interest and the common good" in Appearance and Reality in Politics Cambridge, Cambridge University Press.

\*Dahl, R (1989) Democracy and its Critics New Haven, Yale University Press, chapters 20 & 21.

Douglas, B. (1980) "The Common Good and the Public Interest", Political Theory, 8, 1, pp.103-117.

Flathman, R. (1966) The Public Interest: an Essay Concerning the Normative Discourse of Politics New York, Wiley.

\*Friedrich, C. (ed.) (1966) The Public Interest New York, Atherton Press.

Hague, D. (1975) Public Policy and Private Interests: The Institutions of Compromise London, Macmillan.

Held, V. (1970) The Public Interest and Individual Interests New York, Basic Books.

Lewin, L. (1991) Self-Interest and the Public Interest in Western Politics New York, Oxford University Press.

Lilla, M. (1985) "What is the Civic Interest?", The Public Interest, 81, pp.64-81.

McEachern, A. and Al-Araved, J. (1984) "Discerning the Public Interest", Administration and Society, pp.439-453.

Oppenheim, F. (1975) "Self-Interest and the Public Interest", Political Theory, 3, pp 259-276.

Simons, R. (1995) Competing Gospels: Public Theology and Economic Policy Alexandria, E.J. Dwyer (esp. Ch. 5).

Smith, T. (1999) "Aristotle on the Conditions for and Limits of the Common Good", American Political Science Review, 93, 3, pp.625-636.

Schubert, G. (1960) The Public Interest: a Critique of the Theory of a Political Concept Westport Conn, Greenwood Press, reprinted 1982.

Tullock, G. (1984) "A (Partial) Rehabilitation of the Public Interest Theory", Public Choice, 42, pp.89-99.

#### **4. Liberty and the Grounds for Coercion**

Ahdar, R. (2001) Worlds Colliding: Conservative Christians and the Law Aldershot, Ashgate.

Beauchamp, T (ed.) (1975) Ethics and Public Policy New Jersey, Prentice-Hall, Part 5 (Moral Enforcement).

Cohen-Almagor, R. (1993) "Harm Principle, Offence Principle, and the Skokie Affair", Political Studies, 41, pp.453-470.

\*Feinberg, J (1973) Social Philosophy New Jersey, Prentice-Hall, Chapters 2-3.

Feinberg, J. (1980) Rights, Justice and the Bounds of Liberty: Essays in Social Philosophy Princeton, Princeton University Press.

Goodin, R (1990) "Liberalism and the Best-Judge Principle", Political Studies, 38, pp.181-195.

Kymlicka, W (1990) Contemporary Political Philosophy: An Introduction Oxford, Clarendon.

Mill, J S (1956 edition) On Liberty New York, Liberal Arts Press.

Raphael, D D (1976) Problems of Political Philosophy London, Macmillan, Ch. 5.

\*Sartorius, R (ed.) (1983) Paternalism, Minneapolis, University of Minnesota Press, esp. Chs. 1, 2, 3 and 13.

\*Wilkinson, T M (1995) "Rationality, Efficiency and the Market", in J Boston (ed.) The State Under Contract, Wellington, Bridget Williams Books.

## **5. Neutrality, Perfectionism and Paternalism**

Ahdar, R. (2001) Worlds Colliding: Conservative Christians and the Law Aldershot, Ashgate.

Brighouse, H. (1995) "Neutrality, Publicity and State Funding of the Arts", Philosophy and Public Affairs, 24, pp.35-63.

\*Caney, S (1992) "Consequentialist Defences of Liberal Neutrality", The Philosophical Review, 41, pp.457-477.

Caney, S (1992) "Liberalism and Communitarianism: a Misconceived Debate", Political Studies, 40, pp.273-289.

Caney, S. (1995) "Anti-perfectionism and Rawlsian Liberalism", Political Studies, 43, pp.248-264.

Christman, J. (2002) Social and Political Philosophy: A Contemporary Introduction London, Routledge.

Clarke, S. (1999) "Contractarianism, Liberal Neutrality, and Epistemology", Political Studies, 47, pp.627-642.

Davey, J. (2000) Another New Zealand Experiment: A Code of Social and Family Responsibility Wellington, Institute of Policy Studies.

Dworkin, R. (1985) A Matter of Principle Cambridge, Mass., Harvard University Press, Ch.11.

Galston, W. (1991) Liberal Purposes: Goods, Virtues, and Diversity in the Liberal State Cambridge, Cambridge University Press.

\*Goodin, R and Reeve, A (eds.) (1989) Liberal Neutrality London, Routledge.

MacLeod, C. (1997) "Liberal Neutrality or Liberal Tolerance?" Law and Philosophy, 16, pp.529-559.

Neal, P and Paris, D (1990) "Liberalism and the Communitarian Critique: A Guide for the Perplexed", Canadian Journal of Political Science, 23, pp.419-439.

Rawls, J (1988) "The Priority of the Right and Ideas of the Good", Philosophy and Public Affairs, 17.

## **6. Justice: Formal and Material Principles**

Barrett, Maxine (1988) "Standards and Foundations for Social Policy" in Report of the Royal Commission on Social Policy Volume 111, Part 1 Wellington, Government Printer.



Beauchamp, T (ed.) (1975) Ethics and Public Policy New Jersey, Prentice-Hall, Part 2 (Criminal Punishment).

Boston, J., Dalziel, P. and St John, S. (eds.) (1999) Redesigning the Welfare State in New Zealand Auckland, Oxford University Press, Ch. 2.

Braybrooke, D. (1987) Meeting Needs Princeton, Princeton University Press.

\*Copp, D. (1992) "The Right to an Adequate Standard of Living: Justice, Autonomy, and Basic Needs", Social Philosophy and Policy, 9, pp. 231-261.

Campbell, J (1988) Justice London, Macmillan.

\*Caney, S. (2001) "Review Article: International Distributive Justice", Political Studies, 49, pp.974-997.

Dobson, A. (ed) (1999) Fairness and Futurity: Essays on Environmental Sustainability and Social Justice Oxford, Oxford University Press.

\*Feinberg, J (1973) Social Philosophy New Jersey, Prentice-Hall, Ch. 7.

\*Galston, W. (1980) Justice and the Human Good Chicago, The University of Chicago Press, Ch. 5.

Hurrell, A. and Woods, N. (eds) (1999) Inequality, Globalization and World Politics Oxford, Oxford University Press.

Kymlicka, W. (1990) Contemporary Political Philosophy: An Introduction Oxford, Clarendon.

Miller, D. (1976) Social Justice Oxford, Clarendon.

\*Miller, D. (1999) Principles of Social Justice Cambridge, Mass., Harvard University Press.

Miller, D. (2003) Political Philosophy: A Very Short Introduction Oxford, Oxford University Press.

Rachels, J. (ed.) (1975) Moral Problems New York, Harper & Row, Part 5 (Punishment)

Raphael, D. D. (1976) Problems of Political Philosophy London, Macmillan, Ch. 7.

Report of the Commission on Social Justice (1994) Social Justice London, Vintage.

\*Scheffler, S. (1976) "Natural Rights, Equality and the Minimal State", Canadian Journal of Philosophy, 6, pp.59-76.

Scott, J. et al., (2001) "Just Deserts: An Experimental Study of Distributive Justice Norms", American Journal of Political Science, 45, 4, pp.749-767.

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Other reading material will be provided as required.