

School of Government

## **PUBL 201 – INTRODUCTION TO PUBLIC POLICY**

Trimester One – 2006

### **COURSE OUTLINE**

#### **Contact Details**

**Course Coordinator:** Professor Jonathan Boston (IPS)  
**Room:** West Wing, Railway Station, Rm 308  
**Phone:** (04) 463 5456  
**Email:** jonathan.boston@vuw.ac.nz

**Administrator:** Francine McGee  
**Room:** RH 821, Rutherford House  
**Phone:** (04) 463 6599  
**Email:** Francine.McGee@vuw.ac.nz

**Tutors:** Stuart Day, Shijun Li and Katherine Meerman

#### **Class Times and Room Numbers**

**Lecture Timetable:** Monday, Tuesday and Thursday 9.30-10.20am  
GB LT 4

**Tutorial Timetable:** Monday 12.40pm, RHG01  
Tuesday 8.30am, RHG02  
Tuesday 10.30am, RHG01  
Tuesday 12.40pm, RHG01  
Thursday 10.30am, GBG04

Tutorial groups will be arranged in the first lecture. There are maximums of students per tutorial class so if the list is full, do not add your name to the bottom. Confirmation of your tutorial group will be posted on Blackboard on *Friday 3 March*. Tutorials will begin on *Monday, 6 March*. Room numbers will be advised. If you have any serious problems about your allocation to a tutorial group, please contact the course coordinator.

**Final examination:** the date of this will be announced sometime in April

## Course Objectives

**public, adj.**, Of or pertaining to the people as a whole; that belongs to, affects, or concerns the community or nation; common, national, popular.

**policy, n.**, A course of action adopted and pursued by a government, party, ruler, statesman, etc.; any course of action adopted as advantageous or expedient.

*Oxford English Dictionary*

Public policy encompasses everything from building roads in Wellington to providing education and health care services, regulating business activity and influencing world trade talks. Although the main subject is the decisions and actions taken by governments (at all levels), many other actors – including international bodies like the UN and the World Bank, businesses, trade unions, community groups, church leaders, website hosts, journalists, celebrity activists, suicide bombers, computer hackers, etc. – often play key roles in setting policy agendas, formulating and marketing proposals, implementing decisions, and stirring public support and/or indignation for the outcomes. Three big questions motivate most work in the public policy field:

1. How and why do governments choose specific policies at specific times and under specific circumstances?
2. What makes particular policies good or bad?
3. How can policymaking processes and outcomes be improved?

This course will explore these three questions both from the perspective of various theoretical approaches that offer more or less tidy explanations of policymaking behaviour, and through exposure to several episodes of real New Zealand policymaking. Throughout the course, students will be asked to consider whether and how the real-world cases do, or do not, fit the theories.

Students who pass the course should be able to:

- Understand and explain what public policy is;
- Identify and explain the major components of the policy-making cycle as described generically in the readings and lectures;
- Demonstrate familiarity with the main theories and cases being presented and applied in class;
- Understand important issues regarding Maori and public policy, including the arguments for and against preferential treatment and the policy implications of the Treaty of Waitangi;
- Discuss how the course's major themes and concepts apply to particular policy questions; and
- Express ideas clearly, succinctly, and persuasively in written form.

## Course Content

The course covers a range of introductory material relating to the study of public policy. In particular, it addresses the following themes and topics:

- The nature public policy;
- Frameworks for thinking about public policy;
- Theories of policy making;
- New Zealand policy-making institutions, processes and policies;
- Comparative public policy;
- The policy process;
- The policy issues surrounding climate change;
- Tertiary education reform;
- Economic institutions and policy;
- Race issues; and
- Social policy issues.

Special event: I am helping to organize an international conference on climate change issues on 28-29 March at Te Papa. I am hopeful that students in PUBL 201 will be able to attend a keynote address on the morning of 29 March. Details to follow.

## Lecture Outline

### 1. What is public policy? (Ch 1 & 2, S&E) (2 lectures): 27 & 28 February

- a. Why study public policy?
- b. What is public policy?
- c. What are the main areas and levels of policy?
- d. What are some of the big policy issues?
- e. What is policy for?
- f. What are the main instruments?
- g. The policy cycle
- h. What are the limits to public policy?
- i. Information/resources for policy analysts

### 2. Frameworks for thinking about public policy (4 lectures):

2, 6, 7 & 9 March

- a. The contributions of different disciplines:
  - Economics – key features & philosophical underpinnings
  - Politics – how politics and markets differ
  - Philosophy and other disciplines
  - Market failure/government failure
  - The limits of politics and markets
- b. Values and public policy
  - Moral frameworks
  - Principles, values and ethical norms
  - Conflicting values

- Decision rules
- c. Grounds for state coercion – the harm principle, legal moralism, paternalism and other principles
- d. The nature of, and limits to, public policy advising (Tutorial topic)
  - The ‘public argument’ test & evidence-based policy

**3. Theories of policy making** (2 lectures): 13 & 14 March

- a. Theories, models, paradigms and the nature and limits of the social sciences
- b. Competing models of policy making – the rational/synoptic model v incrementalism/muddling through

**4. NZ policy-making institutions, processes and policies**  
(Ch. 3-11, S & E) (4 lectures): 16, 20, 21 and 23 March

- a. Key features of NZ politics, economy and policy frameworks
- b. New Zealand in comparative perspective
- c. The budget process
- d. Institutional design
- e. The impact of electoral reform (Tutorial topic)

**5. The policy issues surrounding climate change: a case study**  
(3 sessions): 27, 28 & 30 March

- a. The science of climate change
- b. The impacts of climate change
- c. Coping with risk and uncertainty
- d. Adaptation and mitigation
- e. Policy issues and options

**6. The policy process** (8 sessions): 3, 4, 6, 24 & 27 April, 1, 2 & 4 May

- a. Agenda setting and defining the problem
- b. Legacies, path dependence and the determinants of policy
- c. Intervention logic (Guest lecture by Dr Karen Baehler)
  - Bridging policy analysis, evaluation, and public management
  - Is policy simple or complex? From systems analysis to logic models
  - Uses and abuses of intervention logic
- d. Formulating policy – policy design, policy instruments, policy options, selection criteria, etc.
- e. Stakeholders, customers, citizens, interest groups, consultation and participation
- f. Making decisions – selection criteria, setting priorities, confronting tradeoffs, etc.
- g. Implementation and enforcement
- h. Evaluation, termination and policy research

## **7. Policy Case Studies (11 sessions)**

- a. Tertiary education reform: two contrasting cases (Ch 14, S & E) (3 lectures): 8, 9 & 11 May
  - The context
  - Governance reforms – a failed attempt
  - Assessing research quality – a case of successful implementation?
  
- b. Reserve Bank Act and economic policy institutions (3 lectures): 15, 16 & 18 May (Dr Chris Eichbaum)
  - What are central banks, and what are the particular 'institutional design' challenges raised by central bank governance?
  - The case for central bank independence - the contribution of theory and empirical analysis
  - The Reserve Bank of New Zealand Act 1989
  - How New Zealand compares – the case of the Reserve Bank of Australia
  - Evaluating New Zealand's arrangements
  
- c. Race issues (3 lectures): 22, 23 & 25 May
  - The Treaty of Waitangi, Treaty principles, the settlements process, minority and indigenous rights, etc. (Guest lecture by Nicola White)
  - The arguments for and against affirmative action/preferential treatment
  - The policy implications of diversity
  
- d. Some key social policy issues (Ch. 15, S & E) (2 lectures): 29 & 30 May
  - Cash versus in-kind assistance; targeting v universality
  - Poverty, and what to do about it (Guest lecture by Bob Stephens)
    - i. Income and living standard measures of poverty in NZ
    - ii. Who are the poor in NZ?
    - iii. Policies to alleviate poverty
    - iv. Policies to reduce the causes of poverty

## **8. Conclusions (1 lecture): 1 June**

## Tutorial Topics

- Tutorial 1: 6-10 March: What is public policy? Why study public policy? Can policies make a difference for good or ill?  
Brief case study: the student loan scheme in New Zealand. Critically assess the pros and cons of the policies of the various parties, and the likely impact of Labour's zero interest rate policy.
- Readings: Shaw and Eichbaum, Chs. 1 & 14.  
Readings on the student loan policies of Labour and National at the 2005 General election in NZ
- Tutorial 2: 13-17 March: 'Public Argument Advising' – The debate between Baehler and Gregory: who is closest to the truth?
- Readings: Karen Baehler, 'What are the Limits to Public Service Advising? The 'Public Argument' Test', *Policy Quarterly*, 1, 3, 2005, pp.3-10.  
Robert Gregory, 'Politics, Power and Public Policy-making: A Response to Baehler', *Policy Quarterly*, 1, 4, 2005, pp.26-33.
- Tutorial 3: 20-24 March: The debate between Lindblom and his critics: is muddling through the only option? Can we muddle through any better?
- Readings: Charles Lindblom, 'The Science of "Muddling Through"', in F. Kramer (ed) *Perspectives on Public Bureaucracy*, Winthrop Publishers, 1973.
- Tutorial 4: 27-31 March: MMP and the policy process in New Zealand: What difference has it made?
- Readings: Shaw and Eichbaum, Ch. 8.  
Nicola White, 'Deconstructing Cabinet Collective Responsibility', *Policy Quarterly*, 1, 4, 2005, pp. 4-11.  
Jonathan Boston, Stephen Church and Tim Bale, 'The Impact of Proportional Representation on Government Effectiveness: The New Zealand Experience', *Australian Journal of Public Administration*, 62, 4, December 2003, pp. 7-22.
- Tutorial 5: 1-7 April: Comparative public policy: How do policies (in various arenas) in New Zealand differ from those of our countries? How can we account for such differences? Do these differences matter when designing public policies?
- Readings: Frank Castles, 'Why Compare Australia? In Frank Castles (ed) *Australia Compared: People, Policies and Politics* (Sydney, Allen and Unwin, 1991).

- Tutorial 6: 24-28 April: Intervention logic: what is it and is it logical?
- Readings: Karen Baehler, 'Intervention Logic: A User's Guide', *Public Sector*, 25, 3, pp. 14-20.  
Leon Bakker and Carolyn Adams, 'Intervention Logic: The Department of Corrections Case Study', *Public Sector*, 26, 1, 2003, pp.19-21.  
  
Bob Gregory, 'Political Life and Intervention Logic: Relearning Old Lessons?' *International Public Management Journal*, 7, 3, 2004, pp.299-315.
- Tutorial 7: 1-5 May: Hard cases – making tradeoffs: the case of climate change policy.
- Readings: Murray Ward, 'Climate change and Kyoto: Key issues and challenges', *Public Sector*, 28, 1, 2005, pp.2-7.  
Other readings will be supplied relating to recent government decisions.
- Tutorial 8: 8-12 May: What is governance? How should tertiary institutions be governed? Should students and staff serve on governance bodies?
- Readings: Boston, J., 1996. "The Ownership, Governance and Accountability of Tertiary Institutions in New Zealand", *New Zealand Annual Review of Education*, Vol. 6, pp. 5-28.  
Edwards, M., 2003. *Review of New Zealand Tertiary Education Institution Governance*, pp. 5-21.
- Tutorial 9: 15-19 May: Do economic institutions matter? If so, in what ways and to what extent?
- Readings: Shaw and Eichbaum, Ch. 12
- Tutorial 10: 22-26 May: Is affirmative action (or preferential treatment) ever justified?
- Readings: Jonathan Boston, Paul Callister and Amanda Wolf, *The Policy Implications of Diversity* (Wellington, Institute of Policy Studies, 2006), Ch. 9.  
W. Bowen and D. Bok, *The Shape the River: Long-Term Consequences of Considering Race in College and University Admissions* (Princeton, Princeton University Press, 1998), Chs. 9 & 10.  
Don Brash, 'Nationhood', Speech to the Orewa Rotary Club, 27 January 2004.
- Tutorial 11: 29 May – 2 June: Concluding session – revision and summing up

NB: You are expected to attend at least 8 of 10 tutorials. If you fall behind on your reading for one week, don't despair and don't succumb to the 'domino effect' of getting further and further behind the more you try to catch up. Read the material for the *upcoming* class *first*, before trying to catch up on previous material. Don't read for facts. Instead, focus on the main conceptual point or argument of each article, and think about how it informs your understanding of public policy.

## Readings Material

### Course Textbook:

Richard Shaw and Chris Eichbaum, 2005. *Public Policy in New Zealand: Institutions, Process and Outcomes*, Auckland, Pearson (\$49.95).

**Course readings:** Please obtain a copy of the Course Readings from the Student Notes Distribution Centre

### Some introductory, background and general readings:

Bardach, E. 2000. *A Practical Guide for Policy Analysis*, New York, Chatham House.

Bobrow, D. and J. Dryzek, 1987. *Policy Analysis by Design*, Pittsburgh, Pittsburgh University Press.

Fenna, A., 2004. *Australian Public Policy*, Pearson.

Ham, C. and M. Hill, 1984. *The Policy Process in the Modern Capitalist State*, Brighton, Wheatsheaf Books.

Hogwood, B. and L. Gunn, 1984. *Policy Analysis for the Real World*, Oxford, Oxford University Press.

Hood, C., 1986. *Administrative Analysis*, Brighton, Wheatsheaf Books.

Howlett, M. and M. Ramesh, 1995. *Studying Public Policy: Policy Cycles and Policy Subsystems*, Toronto, Oxford University Press.

Lindblom, C. 1977. *Politics and Markets*, New York, Basic Books.

Lunt, N., C. Davidson and K. McKegg eds., 2003. *Evaluating Policy and Practice: A New Zealand Reader*, Auckland, Pearson.

Nagel, S. 1983. *Encyclopaedia of Policy Studies*, New York, Marcel Dekker

Paris, D. and J. Reynolds, 1983. *The Logic of Policy Inquiry*, New York, Longman.

Parsons, W. 1995. *Public Policy: An Introduction to the Theory and Practice of Policy Analysis*, Cheltenham, Edward Elgar.

Weimer, D. and A. Vining, 1989. *Policy Analysis: Concepts and Practice*, New York, Prentice Hall.

Wildavsky, A. 1987. *Speaking Truth to Power*, New Brunswick, Transaction Books.



**Specific Readings (NB. there are numerous other possible reading on each topic):**

**1. Policy Frameworks**

Baehler, K., 2005. "What are the Limits to Public Service Advising? The 'Public Argument' Test", *Policy Quarterly*, Vol. 1, No. 3, pp. 3-9.

Bozeman, B., 2002. "Public-Value Failure: When Efficient Markets May Not Do", *Public Administration Review*, March/April, Vol. 62, No. 2, pp. 145-161.

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

Gregory, G., 2005. "Politics, Power and Public Policy-making: A Response to Karen Baehler", *Policy Quarterly*, Vol. 1, No. 4, pp. 27-33.

Le Grand, J. 1993. 'The Theory of Government Failure', *British Journal of Political Science*, Vol. 21, pp. 423-442.

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

Tenbensen, T. and R. Gauld, 2000. "Models and Theories", in P. Davis, and T. Ashton, eds, *Health and Public Policy in New Zealand*, Auckland, Oxford University Press, pp. 25-43.

Wallis, J. and Dollery, B. 1999. *Market Failure and Government Failure*, London, McMillan.

Wolf, C. 1987. "Market and Non-Market Failures: Comparisons and Assessment", *Journal of Public Policy*, Vol. 7, No. 1, pp. 43-70.

Zerbe, R. and McCurdy, H. 1999. "The Failure of Market Failure", *Journal of Policy Analysis and Management*, Vol. 18, No. 4, pp. 558-78.

**2. Theories of Policy Making**

Dror, Y. 1968. *Public Policy Making Reexamined*, San Francisco, Chandler.

Goodin, R. 1982. *Political Theory and Public Policy*, Chicago, Chicago University Press.

Gregory, R. 1989. "Political Rationality or Incrementalism? Charles E. Lindblom's Enduring Contribution to Public Policy Making Theory", *Policy and Politics*, Vol. 17, No. 2, pp. 139-153.

Ham, C. and M. Hill, 1984. *The Policy Process in the Modern Capitalist State*, Brighton, Wheatsheaf Books.

Lindblom, C., 1973. "The Science of "Muddling Through" in F. Kramer., ed, *Perspectives on Public Bureaucracy*, Winthrop Publisher.

Lindblom, C. 1990. *Inquiry and Change: The Troubled Attempt to Understand and Shape Society*, New Haven, Yale University Press.

Parsons, W. 1995. *Public Policy: An Introduction to the Theory and Practice of Policy Analysis*, Cheltenham, Edward Elgar, esp. Part 3.

### **3. Policy-making Institutions and the New Zealand Context**

Boston, J., J. Martin, J. Pallot and P. Walsh, 1996. *Public Management- the New Zealand Model*, Auckland, Oxford University Press, pp. 69-95.

Boston, J. and S. Church, 2002. "The Budget Process in New Zealand: Has Proportional Representation Made a Difference?" *Political Science*, Vol. 54, No. 2, December, pp. 21-44.

Ladley, A. and J. Martin, eds. 2005. *The Visible Hand: The Changing Role of the State in New Zealand's Development: Essays for Sir Frank Holmes*, Wellington, Institute of Policy Studies.

Miller, R. 2003. ed. *New Zealand Government and Politics*, Melbourne, Oxford University Press.

Mulgan, R. 2004. *Politics in New Zealand*, Auckland, Auckland University Press.

Palmer, G. and M. Palmer, 2004. *Bridled Power: New Zealand's Constitution and Government*, Melbourne, Oxford University Press.

### **4. The Policy Process**

Baehler, K., 2002. "Intervention Logic: A User's Guide". *Public Sector*, Vol. 25, No. 3, November, pp. 14-20. (Tutorial 6)

Bakker, L., and A. Carolyn, 2003. "Intervention Logic: The Department of Corrections Case Study", *Public Sector*, Vol. 26, No.1, pp. 19-21.

Bale, T., J. Boston and S. Church, 2005. "'Natural Because it Had Become Just That'. Path Dependence in Pre-electoral Pacts and Government Formation: A New Zealand Case Study", *Australian Journal of Political Science*, Vol. 40, No. 4, pp. 481-498.

Bardach, E. 2000. *A Practical Guide for Policy Analysis*, New York, Chatham House.

Boston, J., S. Church and T. Bale, 2003. "The Impact of Proportional Representation on Government Effectiveness: The New Zealand Experience", *Australia Journal of Public Administration*, Vol. 62, No. 4, pp. 7-22.

Gregory, R., 2004. "Political Life and Intervention Logic: Relearning Old Lessons?", *International Public Management Journal*, Vol. 7, No. 3, pp. 299-315.

Lindblom, C. 1980. *The Policy-Making Process*, New Jersey, Prentice-Hall.

Pierson, P. 2000. "Increasing Returns, Path Dependence, and the Study of Politics", *American Political Science Review*, Vo. 94, pp. 251-267.

Saville-Smith, K., 2003. "Power and politics: the shaping of evaluation research in New Zealand", in N. Lunt, C. Davidson and K. Mckeeg, eds., *Evaluating Policy and Practice: A New Zealand Reader*, Pearson Education, pp. 17-39.

Weiss, C., 1998. *Evaluation* (2<sup>nd</sup> ed), pp. 21-45.

White, N., 2005. "Deconstructing Cabinet Collective Responsibility", *Policy Quarterly*, Vol. 1, No. 4, pp. 5-11.

## **5. Comparative Public Policy**

Castles, F., ed. 1991. *Australia Compared: People, Policies and Politics*, Sydney, Allen & Unwin.

Castles, F. 1998. *Comparative Public Policy: Patterns of Postwar Transformation*, Cheltenham, Edward Elgar.

Heidenheimer, A. et al. 1983. *Comparative Public Policy*, London, Macmillan.

## **6. Climate Change and Related Issues**

Barrett, P. 2005. "What 3 Degrees of Global Warming Really Means", *Pacific Ecologist*, Vol. 11, pp.6-8.

Congressional Budget Office, 2003. *The Economics of Climate Change: A Primer*, Washington.

Diamond, J. 2005. *Collapse: How Societies Choose to Fail or Survive*, Penguin Books.

Flannery, T. 2005. *Weather Makers: The Past and the Future Impact of Climate Change*, Melbourne, Text Printing Co.

Llyod, B., 2005. "The End of Oil", University of Otago, unpublished paper.

Intergovernmental Panel on Climate Change, 2001. *Climate Change 2001: Synthesis Report: Summary for Policymakers*.

McKibben, B. 2006. "The Coming Meltdown", *New York Review of Books*, Vol. 53, No.1, 12 January.

Ministry for the Environment, 2005. *Review of Climate Change Policies*, 2 November.

Ward, M., 2005. "Climate Change and Kyoto: Key Issues and challenges", *Public Sector*, Vol. 2, No. 1, pp. 2-7. (Tutorial 7)

See [www.climateark.org](http://www.climateark.org) for a vast array of scientific and policy-related material, and the journal *Climate Policy*  
[http://www.elsevier.com/wps/find/journaldescription.cws\\_home/621267/description?navopenmenu=-2](http://www.elsevier.com/wps/find/journaldescription.cws_home/621267/description?navopenmenu=-2)

## **7. Tertiary Education Policy**

Boston, J., 1996. "The Ownership, Governance and Accountability of Tertiary Institutions in New Zealand", *New Zealand Annual Review of Education*, Vol. 6, pp. 5-28.

Boston, J., 2001. "Evaluating the Tertiary Education Advisory Commission: An Insider's Perspective", *New Zealand Annual Review of Education*, Vol. 11, pp. 59-84.

Edwards, M., 2003. *Review of New Zealand Tertiary Education Institution Governance*, pp. 5-21.

Report of the PBRF Working Group, 2002. *Investing in Excellence*, December, pp. 33-39.

Smith, R. and Jesson, J. eds., 2005. *Punishing the Discipline – The PBRF Regime*, Auckland, AUT and University of Auckland

Tertiary Education Advisory Commission, 2001. *Shaping the Funding Framework: 4<sup>th</sup> Report of TEAC*, Wellington, pp. 83-106.

## **8. Economic Policy Institutions**

Blinder, A., 1998. *Central Banking in Theory and Practice*, Boston, The MIT Press, pp. 54-76.

Eichbaum, C., 1999. "The Reserve Bank and Monetary Policy", in Chatterjee, S., et al, eds., *The New Politics A Third Way for New Zealand*, Palmerston North, Dunmore Press, pp. 139-165.

McKinnon, M. 2003. *Treasury: The New Zealand Treasury 1840-2000*, Auckland, Auckland University Press.

Stiglitz, J., 1999. *Foreword*, in Chatterjee, S., et al, eds., *The New Politics A Third Way for New Zealand*, Palmerston North, Dunmore Press, pp. 7-10.

## 9. Race Issues

- Barry, B. 2001. *Culture and Equality*, Cambridge, Polity Press.
- Boston, J, P. Callister and A. Wolf, 2006. *The Policy Implications of Diversity* Wellington, Institute of Policy Studies.
- Brash, D., Leader of the National Party, (27 January 2004). "Nationhood", An address to the Orewa Rotary Club.
- Bowen G. W., and D. Bok, 1998. *The shape of the River the: Long Term Consequences of considering Race in College and University Admissions*, Princeton University Press.
- James, C., 2005. "After the Treaty: a new fiction", Bruce Jesson Memorial Lecture, 14 November.
- Kymlicka, W. 1995. *Multicultural Citizenship: A Liberal Theory of Minority Rights*, Oxford, Clarendon Press.
- Ladley, A., 2005. "The Treaty and Democratic Government", *Policy Quarterly*, Vol. 1, No.1, pp. 21- 27.
- White, N and A. Ladley, 2005. "Claims to Treaty and other Rights: Explaining the Terms of Crown- Maori Negotiations", *Policy Quarterly*, Vol.1, No.2, pp. 3-9.

## 10. Social Policy

- Boston, J., P. Dalziel and S. St John, eds., 1999. *Redesigning the Welfare State in New Zealand*, Auckland, Oxford University Press.
- Goodin, R. and J. Le Grand, 1987. *Not Only the Poor: The Middle Classes and the Welfare State*, London, Allen and Unwin.
- Lister, R. (2004) 'Defining Poverty', Ch. 1 in *Poverty*, Cambridge, Polity Press.
- Ministry of Social Development, 2005. Briefing to the Incoming Minister, 3 volumes.
- Stephens, R, 2005. "Income Adequacy and Poverty Alleviation in New Zealand", Paper delivered at the Social Policy Association Conference, Bath, 27-29 June 2005.
- Waldegrave, C., R. Stephens and P. King, 2003. "Assessing the Progress on Poverty Reduction", *Social Policy Journal of New Zealand*, Vol. 20.  
<http://www.mosp.govt.nz/publications/journal/20-june-2003/20-pages197-222.html>

## Other

For a useful website with material relating to evidence-based policy, better policy making, policy evaluation, policy delivery, etc. see: [www.policyhub.gov.uk](http://www.policyhub.gov.uk)

## Assessment Requirements

ASSIGNMENT	DUE DATE	WEIGHT
1st Essay (2,000 words)	Mon 27 March	25%
2nd Essay (2,000 words)	Mon 8 May	25%
Final exam	Check schedule	50%

Essays are due by 5pm on the date specified. They can be submitted to:

- The lecturer in class, or
- The reception desk on the 8th floor of Rutherford House, where they must be stamped with the date and time received.

Essays must be typed, with the exact word count (excluding references) indicated on the cover sheet. They must include details of the topic, your name, tutor and tutorial group.

Essays should seek to make sustained, well-supported, and cogent arguments. Do not present a series of disconnected observations about particular cases or particular stages of the policymaking cycle. Weave your ideas together

Essays will be marked according to the depth of understanding of the topic, the cogency of the arguments being made and the degree to which they are supported by evidence, the aptness of examples, and the originality of insights, as well as the usual standards of correct spelling, punctuation, and grammar, appropriate formatting and overall tidiness. All ideas that have been borrowed from something you read (book, journal, magazine, newspaper, or website) or a conversation with another person or a television show or a speech, etc. etc should be referenced thoroughly and accurately. Sources should be listed at the end of the paper in a bibliography.

### FIRST ESSAY

Please answer one of the following questions:

1. Critically assess the proposition that market failure is mostly curable whereas government failure is not. **OR**
2. Under what circumstances, if any, is it justifiable for the state to seek to influence human behaviour on paternalistic grounds? **OR**
3. What values and other criteria should governments consider when deciding whether and how to respond to a perceived policy problem? What decision rule should be followed in the event that trade-offs are required? Illustrate your answer drawing on at least TWO contemporary policy issues.

### SECOND ESSAY

1. You are a policy adviser to the Minister for the Environment. He is concerned to ensure that the interests of future generations are properly considered in policy-making processes (e.g. in relation to such issues as climate change and environmental

sustainability). Write a report to your Minister outlining some of the current mechanisms (decision-making rules, laws and institutions) designed to ensure that the interests of future generations are properly considered, and discuss the pros and cons of at least TWO options for strengthening these mechanisms. **OR**

2. You are an adviser to the Minister of Education. He has received a report from a think tank arguing that vouchers represent the most efficient, effective and equitable way of funding certain kinds of services, such as education and housing. Write a report to your Minister critically assessing the claims of the think tank. **OR**
3. You are an adviser to the Prime Minister. She has expressed concerns about the quality of the policy-making process in New Zealand. Write a report to your Minister outlining the key strengths and weaknesses of New Zealand's policy-making processes and institutions. (Please feel free to focus on one particular process or institution if you wish.) Include reference to any improvements that you would recommend.

## FINAL EXAM

The registry-conducted, three-hour exam will cover the whole course. Students should consult the final examination timetable, available later in the term on the University website.

## Penalties

See below.

## Mandatory Course Requirements

To fulfil the mandatory paper requirements for this paper you must:

- Attend eight of the scheduled tutorial sessions.
- Submit all written assignments by the due date. A late assignment will have its mark reduced by 3% (percent) for each day it is overdue unless there is a very good reason why it was late.

Assignments will not be accepted that are over a week late. Assignments significantly exceeding the word limit will have 5 marks deducted.

Students who fail to satisfy the mandatory requirements for passing this paper, other than the requirement to obtain a C grade overall, will not receive a graded result, and their records will show an ungraded fail.

To pass the course, you must obtain a 50% mark or higher overall.

## Communication of Additional Information

Notices, marks for assignments (by student ID number), and selected course materials will be posted on the Blackboard website. Only students who are registered for PUBL 201 will have access. If you have problems with Blackboard, please contact the ITS help desk.

## **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. To check for opening hours call the office on (04) 463 5376.

### 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 (EA005) and offices 125a to 131 (Level 1). The office is available for 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.

Check with the Student Administration Office for opening times (04) 463 5376.

## **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:

[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, or phoning 463-6070, 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, phone 463 6983 or 463 6984, email [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz).

**Manaaki Pihipihinga Maori and Pacific Mentoring programme (Faculties of Humanities and Social sciences and Commerce and Administration).**

- **What:** Academic Mentoring for Maori and Pacific students studying at all levels in the above faculties. Weekly sessions for an hour with a mentor to go over assignments and any questions from tutorials or lectures. Registered students can use the faculty's study rooms and computer suite at any time at Kelburn and Pipitea.
- Mature student and Post grad network

If you would like to register as a mentor or mentee please contact the coordinator.

**Where:**

Melissa Dunlop  
Programme Coordinator  
Room 109 D  
14 Kelburn Parade: back courtyard  
Ph: (04) 463 6015  
Email: [Maori-Pacific-Mentoring@vuw.ac.nz](mailto:Maori-Pacific-Mentoring@vuw.ac.nz)

Please Note: A mentoring room will also be running at Pipitea Campus starting January. Please contact the Programme Coordinator for details.