

School of Government

PUBL402
ADVANCED PUBLIC POLICY

Trimester 1 2006

COURSE OUTLINE

Contact Details

Course Co-ordinator: Cath Wallace RH 826
Cath.Wallace@vuw.ac.nz*

Administrators: Francine McGee RH821 (Reception)
04 463 – 6599
Francine.McGee@vuw.ac.nz

Class Times and Room Numbers

Thursday 2.40pm – 4.30pm RWW414

Staff

Cath Wallace is the Course co-ordinator. My contact points are Rutherford House RH826, telephone 463-5713 (work), Kelburn 463-6115, cell 021-891-994.

*Email: Cath.Wallace@vuw.ac.nz. Please ensure that any email has PUBL 402 first in the subject line followed by your subject because I delete without reading any unfamiliar emails with addresses I do not recognise, or with very generic subject titles. I only check email once or twice a day, so for urgent communications, use the phone.

If you want to come and see me, by all means try your luck, but better still, make an appointment since I may be up at the Kelburn campus or elsewhere. More generally, messages can be sent by email, let on telephone voice mail at 463-5713, or, if all else fails, with Francine McGee, Administrator, tel 436-6599. Don't forget to leave your name and return phone number, clearly – you'd be amazed how often people don't!

Timetable

The course will meet in the first semester, from 2.40 – 4.30pm, Thursdays Railway West Wing room 414. Classes run from Thursday 2 March until Thursday 1 June (except for the Easter mid term break of 10 – 23 April) to be followed by examinations.

Some collaborative out-of-class meetings and other activities will be required.

Assessment tasks, weightings & due dates

Your performance in this paper will be determined by:

15% on the first essay **2,500 – 3,000 words**.

10% on your contributions to the weekly classes and your final presentation.

35% on a policy advice project or extended essay (5,000 words) and drafts.

40% on a 3 hour registry conducted final examination some date between **3 – 25 June 2006 (inclusive)**.

Note: Your in-class performance for the weekly assignments, preparation and performance will influence our assessment of your overall performance and the award of honours. Of course it will also influence how interesting and rewarding you find the course. You will get out of it what you put in.

Assignments should be handed into box 79 on the Mezzanine level of Rutherford House, or if late, handed to staff at Rutherford House level 8 reception for the date and time to be recorded. All assignments should also be emailed. Electronic copies are used to check for plagiarism.

Assignment Deadlines, tasks weightings and submission details:

Deadline	Time	Task	Weighting	Delivery/place
Weekly class	2.40-4.30	Preparation for and participation in class	10%	RWY 414
By Mon 13 March	You arrange	Make and attend an appointment to discuss research topic with Cath Wallace	Part of research essay.	RH 8.26
Tuesday 14 March	2.00pm	2 – 3 page Research essay topic proposal.	Part of research essay	Box 79 + email to Cath.Wallace@vuw.ac.nz
Friday 24 March	2.00pm.	Essay 1	15%	Box 79 & email attachment.
Mon 3 April	4.00pm	Developed research project draft	Part of research essay tasks	Email to Cath.Wallace@vuw.ac.nz for sharing with classmates
Fri 28 April	4.00pm	Draft research project	Part of research essay tasks	Box 79 & email
Friday 20 May:	2.00pm	Final submission of extended essay	35%	Box 79 & email
Thurs 25 May or 1 June	class	Research essay presentation	Part of in-class performance grade of 10%	RWY 414

There is more information on the requirements for these tasks under the heading Assignment Tasks and Topics below.

Course Aims

This course considers selected theoretical issues, methodologies and practice issues related to the study of policy analysis and public policy processes. Particular emphasis will be given to the role of multidisciplinary and interdisciplinary approaches to policy analysis and to comparative policies and theories. The course examines aspects of policy making at a national level and international level.

Course Objectives

PUBL 402 is designed to give students a chance to explore theory, methodology and case study work and to develop scholarship and research skills. The course selects some of the core theories, methods and practice issues with wide relevance in public policy. The course examines economic theory of efficiency and choice, compares economic theories, explores debates between disciplines on the nature of human motivation, public versus private choices, rationality and the role of the individual and the state. Theories of democracy, public participation, globalisation and international policy making are explored. Student projects are designed to allow students to explore particular areas of public policy of interest to them and explore and/or apply theory and practice issues.

Students can expect to develop skills in unravelling complex policy problems, of recognising disciplinary perspectives on these and to be aware of some of the theoretical and methodological issues in public policy analysis.

Students will be expected to have developed their analytical skills and to have enhanced their capability of going to a new policy area with confidence and ability to search out the issues and to think through the pros and cons of various approaches, and to put these forward as coherent policy advice.

The first essay is a chance to consolidate, extend and reflect on the questions relating to the first few sessions. This essay relates to questions in political theory and economic schools of thought that underpin many public policy debates and much of the theoretical arguments. As such it is designed to stimulate critical & independent thinking about core issues while requiring scholarship.

In-class work is designed to ensure that students have read and understood methodological and theoretical material and examined some of the core debates about the underpinnings of public policy. Applications of theory to empirical and case study material are also to be covered.

The final examination is designed to test the capacity of students in their understanding of all this, and policy arguments, the scholarly debates, methods and methodological problems. The capacity of students to synthesise and think critically, independently and imaginatively from a scholarly basis and their knowledge of the literature and ability to cite the arguments and

contributions of key contributors will be tested by the examination. Calculators will not be needed for the examination.

The extended essay – policy advice paper is designed to give students a chance to show and apply their scholarship and understanding (and possibly application) of theoretical issues and to give students experience in doing policy and in managing their own time and research project.

Student Performance

Honours courses are different from undergraduate courses. The sessions will be based on what the students bring to the class and the discussion of the issues and readings set. You are expected to work hard: honours is more demanding than undergraduate work. The results you earn will be used by the outside world as an indicator of your capacity for many years, so try to set this as your first priority. Get the rest of your life under control and dedicate yourself to this honours programme. Pace yourself, making sure that you keep up with the work from the beginning. Repeat, make sure that you work hard from the beginning.

Set yourselves high standards, contribute with articulate written and verbal skills and confidence in presentation of high quality scholarly work. Independent and critical thinking and creative approaches to policy issues are encouraged.

ASSIGNMENT TASKS & TOPICS

**Assignment 1: The First Essay:
2,500 – 3,000 words.**

Topic

Examine and discuss the nature of individual motivation, choices and behaviour. In the course of your essay, identify and discuss the debates between disciplines and schools of thought, as to the motivations and behaviours of actors including individuals as citizens, consumers, officials and politicians. Discuss the implications for public policy.

Readings: start with the readings from the first few sessions, then go on to explore the academic literature.

Assignment 2: Policy Advice Paper / Extended Essay – 4,000 – 5,000 words

Component parts and milestones:

Tuesday 14 March 2.00pm. 2 – 3 page Topic proposal (see Honours Research Essay guide, reading 22 of Vol 1).

Friday 24 March 2.00pm. Project draft outline, literature and section outline.

Monday 3 April 4.00pm. Email draft research project for circulation to colleagues.

Friday 28 April 4.00pm: Draft extended essay due (3,000 – 4,000 words)

Friday 20 May: Final Extended Essay due 2.00pm (4,000 – 5,000 words)

Topic: The project will be an exploration and analysis of some aspect of public policy that you find interesting. **Students must discuss their topic choice with Cath Wallace prior to submission of their project outline.**

It might be comparative, but does not have to be. It could be an analysis of different disciplinary approaches to a subject or issue in public policy or policy analysis, or it may be about how a substantive policy “problem” (of your choice) came to be defined, with a description of the policy options considered and, if it has got to that stage, the influence of policy intervention on the “problem”. It could look at problems of implementation of policy. If it is comparative, the spectrum of comparison chosen might be between nations, within regions of districts in New Zealand or abroad, across sectors, across time or from different schools of thought or disciplines. There are guides to research, policy analysis, policy memos and policy practice in the readings.

Students will be expected to consider methodological issues. Each student will present their work to the class as a whole, with a 2 – 3 page handout. It is essential that you begin preparation for this work immediately the semester opens and that you do considerable work in the early stages to acquire source material.

Component Milestone Projects which you must supply as part of the Extended Essay include:

The Project proposal: A one-two page outline is required of the core topic or research question posed, sub-topic contents, likely theoretical lenses that you can think of on a first cut, likely sources, and some references. It should cover what you see as the key problem definition, the subsidiary issues, applicable theory, methodology, the scope and subsidiary questions that flow from the main research hypothesis. Give your estimation of the sources and any particular methodological and other issues. Provide a contents outline with sections or chapters if you can see the topic clearly enough to do this.

For yourself and for circulating to class mates by 3 April: Project draft outline, literature and section outline.

The project draft outline should contain a worked-up and fined-down problem definition, and exploration of the dimensions of the issues, a clear skeleton and framework, an account of the sources that you are using or will use (and how far you have got in obtaining these), a partially completed theoretical section that shows what theoretical “lenses” apply, and sketched out or partly written sections.

The Draft:

The draft should convey a clear sense of the final copy, with a full contents and skeleton clear; most sections written but with notes on areas to be followed up, citations and facts to be found and so on. Include a clear section on the issue to be covered, applicable literature and theories, methodologies and empirical content.

The Draft should be well fleshed out in parts with comprehensible progress reports and notes on other sections, suggestions of what is to come and so on. The theories and methodology should be clear and the theory sections mostly worked up. It should indicate what other material is to come. It should be a draft that conveys to the reader the essence of the final copy.

Any use of human subjects in interviews or surveys must be subject to human ethics committee approval – and this takes time and will need at least a month for its preparation and submission. Human ethics committee guidelines are available on the Victoria website: http://www.vuw.ac.nz/home/publications/hec_guidelines.doc

Final project due Friday 20 May 2.00pm

Session Topics

A detailed handout with weekly session topics and readings relevant to and for those sessions will be handed out to course participants. Topics include:

Public policy and public policy extended essay, research or policy paper development;

Human Motivation & Schools of Thought regarding disciplinary foundations and schools of thought: disciplinary and sub-disciplinary views of the individual; rationality and individual choice, political and bureaucratic motivation, and the role of the state.

National indicators and aggregate measures for public purposes.

Comparative Economic Theory.

Democracy, Deliberation, Deliberative Democracy & Institutions. Democratic and political science views of public policy v rational choice, utilitarian and public choice approaches to policy.

Public Policy, Comparative Public Policy & Case Studies. Analysing public policy. Comparisons and mis-comparisons.

Crafting public policy with the public: Consultation and Public Participation. Theoretical perspectives, purposes, methods, how do and not to do it.

Globalisation and public policy; Globalisation and democracy.

International Policy Making and the Environment.

Policy When there is Risk, Uncertainty.
Student research presentations

Participation and Performance

Students are expected to attend (virtually) all sessions and to contribute to the intellectual life of the course articulately with rigour, vigour and clarity. We expect you to come well prepared and to treat your obligations in this regard seriously. We are looking for critical and incisive thinking and writing. We want you to develop your depth of understanding and analysis beyond the descriptive and the regurgitative, to show not only an ability to analyse but also to synthesise.

Students will be asked to write up an account of the key material for each session for distribution to the class. Sometimes this will be in advance, sometimes after the class in time for the next class. Some of this will be done in groups.

Group Session Topics

Sessions will be conducted as seminars and students are expected to have read the assigned materials, to be prepared to raise the issues for discussion and be prepared to offer responses to questions raised by others. You will be asked to work in small groups, sometime in advance, sometimes during the sessions.

Notices

Most notices will be given in class but on occasion notices will also be posted by email or on the PUBL 402 site on Blackboard.

Readings

A two-volume set of readings has been prepared, is required, and can be purchased from the Students Notes Centre in the Pipitea Campus.

Assessment

Criteria used in assessing work

In-course work and examinations are intended to assess the student's capabilities in terms of:

Scholarship

Overall, what depth of knowledge and understanding of the field, including an understanding of the leading lines of schools of thought and the main contributors, is displayed? Are sources properly documented, arguments well constructed and is evidence suitably considered?

Coverage of topic

Has the material been covered comprehensively, but with discrimination of what is important and relevant?

Depth and coherence of analysis

Does the work indicate that the student has accurately interpreted the information available, has considered critically the various viewpoints, understands the topic? Does the analysis done "hang together".

Quality of argument

Is the work logical, coherent, rigorous and internally consistent? Are arguments clearly put and counterarguments anticipated, examined, accepted or rebutted? Does the reader have confidence that the analysis and conclusions drawn are reliable and accurate? Are assertions supported by argument, authority or evidence (or all three?)

Clarity of expression

Can the student convey ideas and conclusions clearly and with concision and precision? Is the writing lucid, so that the reader does not have to re-read or re-interpret it to understand it?

Use of readings and supplementary materials

Does the work draw on readings supplied or recommended by the lecturer, and on other material located by students at their own initiative?

Technical presentation

Is the student able to write good English, spell correctly, lay out work clearly, and make effective use of graphics and tabulations? Are instructions followed regarding format? Is referencing accurate and complete to a standard format?

“Quality of mind” and thinking

Is there evidence of original, independent and critical thinking on the part of the student, in addition to merely reporting the views of others, describing or summarising? What is the “quality of mind?”

Intellectual honesty

A high standard of intellectual honesty is required in all the work in this course, and indeed the programme as a whole.

Presentation of work

All in-course written assignments should be typed, with 1.5-2 line spacing and with a 3-4 cm margin for comments. Ensure your name and the course is clearly marked on the front. **Please do not use presentation folders or bindings.** Please staple pages at the top left.

Course Requirements

You should prepare for and attend and participate actively in (virtually) all session, contribute to group work, do key points summaries of the classes as requested, do the set assignments, study the readings, and do the final exam (preferably brilliantly!).

Workload

This is a 400 level course, so you should expect to spend at least 10-12 hours per week, throughout the academic semester. With 2 contact hours in class a week, you should be doing a weekly total of 8-10 hours on reading and assignments, writing material required of you and preparing for the test and exam. Make sure that you do steady work throughout the semester. Do not leave it all until the end. Getting really stressed and overtired is a short route to sickness and to doing less than justice to yourself.

Late Work, Penalties and Extensions

Work handed in late without extensions and extenuating circumstances may be penalised by the subtraction of 5 percentage points per day late. **If you become sick do not come to class** but please notify Cath Wallace and, if the absence is for an important deadline, examination or more than one class, supply a medical certificate. If you have a bereavement, or some other disaster strikes, please notify Cath Wallace, and if the absence is for an important deadline, examination or more than one class, supply a medical certificate. If you have a bereavement, or some other disaster strikes, please notify Cath Wallace, and if the circumstances permit, please give advance notice.

Study Accommodation and Building and Computer Access

Honours students have study space and some access to computers, probably in Railway West Wing, but this is to be confirmed. The room is for study. Please respect the rights of others to a good quiet study environment. Do make a point of interacting with fellow students and testing ideas and discussing course materials with each other. Our experience (and the literature on learning) suggests that you will all benefit from this considerably.

After hours access to Railway West Wing and Rutherford House will require cards. Take care not to allow entry to unauthorised people after hours. You will need to take your card with you if you use the stairs: exit from the stairs requires a security card.

Blackboard & Your Email

Announcements will be posted on Blackboard, made in class and, at times sent by email. Please ensure you have email and that you give this to Cath Wallace and that you check for messages. Email accounts can be set up. Francine McGee at the reception desk on level 8 of Rutherford House can give you the required form and can explain what you need to do.

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.

The policy on Staff Conduct can be found on the VUW website at: 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.

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) 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.

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. 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/ or 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, phone 463 6983 or 463 6984, email 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

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

Safety and Health

New Zealand has very strict laws to ensure the health and safety of people in places of work and study, and these are taken very seriously by Victoria University. The University has published a Safety Handbook which should be consulted at Francine McGee's office on floor 8 of Rutherford House. Lew Holmwood, the University Safety and Civil Defence Officer can be reached on ext 6611.

All students should exercise care and common sense – for example, be aware of the location of emergency exits. In case of earthquake or fire alarms respond immediately by taking cover under a doorframe or desk in the case of earthquake, or leave the building by the stairs immediately in case of a fire alarm. Do not try to carry hot liquids or go back for belongings. Watch out for hazards such as pools of water on the floor that might cause a slip, objects on the floor, etc. Please ask for special assistance if you need it for evacuation or in other circumstances.

Areas in and around Railway may be designated construction sites. Students are not permitted in these areas and should take care in the vicinity of construction sites and materials.