

School of Government

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

Trimester One – 2007

### **COURSE OUTLINE**

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#### **Contact Details**

**Course Coordinator:** Professor Jonathan Boston (IPS)  
**Room:** West Wing, Railway Station, Rm 308  
**Phone:** (04) 463 5456  
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**Administrator:** Francine McGee  
**Room:** RH 821, Rutherford House  
**Phone:** (04) 463 6599  
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**Tutors:** Stuart Day, Daniel Soughtton and Jean-Christopher Somers

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

**Lecture Timetable:** Tuesday, Wednesday and Thursday 3.30-4.30pm  
GBLT 3

**Tutorial Timetable:**

Monday	12.40pm	RWW126
Tuesday	12.40pm	RHG03
Tuesday	2.40pm	RWW126
Wednesday	12.40pm	RWW126
Thursday	12.40pm	RWW501

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 2 March*. Tutorials will begin during the week of *Monday, 5 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 Māori 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;
- The policy process;
- The policy issues surrounding climate change;
- Tertiary education reform;
- Economic institutions and policy;
- Race issues; and
- Social policy issues.

## **Expected Workload**

It is expected that students taking PUBL 201 will attend the majority of the lectures, prepare for and attend at least 8 of the 11 tutorials, complete the assessment requirements and read an adequate amount of material relevant to the course. Overall, students are expected to undertake an average of between two and three hours of self-directed study per week for each contact hour.

## 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: The contributions of different disciplines (6 lectures): 1, 6, 7, 8, 13 & 14 March

- a. Economics
  - Key assumptions, principles and philosophical underpinnings
  - Justifications for state intervention – public goods, collective action problems, externalities & market failure
  - Merit goods
  - Cost-benefit analysis – issues and applications
- b. Politics
  - The differences between politics and markets as social choice mechanisms
  - Politics and policy making – constraints and opportunities
  - Government failure – causes, consequences and solutions
  - Exit, voice and loyalty
  - The limits of politics and markets
- c. Philosophy, ethics and public policy:
  - Moral frameworks
  - Conflicting values – decision rules
  - 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): 15 & 20 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) (2 lectures): 21 & 22 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 process (7 sessions): 27, 28 & 29 March & 3, 4, 5 & 24 April**

- a. Agenda setting and defining the problem
- b. Legacies, path dependence and the determinants of policy
- c. Formulating policy – policy design, policy instruments, policy options, selection criteria, etc.
- d. Stakeholders, customers, citizens, interest groups, consultation and participation
- e. Making decisions – selection criteria, setting priorities, confronting tradeoffs, etc.
- f. Implementation and enforcement
- g. Evaluation, termination and policy research
- h. 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

**6. Policy Case Studies (15 sessions)**

- a. Climate change (4 lectures): 26 April & 1, 2 & 3 May
  - Scientific issues
  - The economics of climate change, including the Stern Review
  - Political issues – domestic and global
- b. Tertiary education reform: two contrasting cases (Ch 14, S & E) (3 lectures): 8, 9 & 10 May
  - The context
  - Governance reforms – a failed attempt
  - Assessing research quality – a case of successful implementation?
- c. Reserve Bank Act and economic policy institutions (3 lectures): 15, 16 & 17 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

d. Race issues (3 lectures): 22, 23 & 24 May

- The Treaty of Waitangi, Treaty principles, the settlements process, minority and indigenous rights, etc.
- The arguments for and against affirmative action/preferential treatment
- The policy implications of diversity

e. 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 Associate Professor 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

**7. Conclusions** (1 lecture): 31 May

## Tutorial Topics

- Tutorial 1: 5-9 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: 12-16 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: 19-23 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: 26-30 March: MMP and the policy process in New Zealand: What difference, if any, has it made? Why has electoral reform remained controversial?
- 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: 2-6 April: Comparative public policy: How do policies (in various sectors/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), pp. 1-14.  
Rose, R. 2005. *Learning from Comparative Public Policy – A Practical Guide*, (London, Routledge).

- Tutorial 6: 23-27 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: 30 April - 4 May: The science, economics and politics of climate change policy.
- Readings: The *Stern Review on the Economics of Climate Change*, Executive Summary (London, 2006).  
Nigel Lawson, "The Economics and Politics of Climate Change: An Appeal to Reason", London, Centre for Policy Studies, 1 November 2006.  
Chapters 2, 4, 25, 26 & 29 in Ralph Chapman, Jonathan Boston and Margot Schwass (eds) *Confronting Climate Change: Critical Issues for New Zealand* (Wellington, Victoria University Press, 2006).
- Tutorial 8: 7-11 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: 14-18 May: Do economic institutions matter? If so, in what ways and to what extent?
- Readings: Shaw and Eichbaum, Ch. 12
- Tutorial 10: 21-25 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: 28 May – 1 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. Mckegg, 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.

Rose, R. 2005. *Learning from Comparative Public Policy – A Practical Guide*, London, Routledge.

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

Chapman, R., Boston, J. and Schwass, M. (eds) 2006. *Confronting Climate Change: Critical Issues for New Zealand*, Wellington, Victoria University Press.

Carter, R. et al. 2006. "The Stern Review: A Dual Critique" *World Economics*, Vol. 7, No. 4, pp.165-232.

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

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.

Gore, A. 2006. *An Inconvenient Truth*, London, Bloomsbury.

Helm, D. (ed.) 2005. *Climate-Change Policy*, Oxford, Oxford University Press.

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

Intergovernmental Panel on Climate Change, Working Group 1, Fourth Assessment Report, 2007. *Climate Change 2007: The Physical Science Basis, Summary for Policymakers*.

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

Stern, N. 2006. *The Stern Review on the Economics of Climate Change*, London. See also the background papers at:  
[http://www.hm-treasury.gov.uk/independent\\_reviews/stern\\_review\\_economics\\_climate\\_change/stern\\_review\\_supporting\\_documents.cfm](http://www.hm-treasury.gov.uk/independent_reviews/stern_review_economics_climate_change/stern_review_supporting_documents.cfm)

For responses to the Stern Review, see *Policy Quarterly*, Vol. 3, No. 1 (2007).

For insights into the view of the so-called sceptics, see <http://www.climate-science.org.nz/>

See [www.climateark.org](http://www.climateark.org) or [www.realclimate.org](http://www.realclimate.org) or [www.climatewire.org](http://www.climatewire.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**

Bakker, L., Boston, J., Campbell, L. and Smyth, R. (eds) *Evaluating the Performance-Based Research Fund: Framing the Debate*, Wellington, Institute of Policy Studies.

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.
- Singleton, J., et al. 2006. *Innovation and Independence: The Reserve Bank of New Zealand 1973-2002*, Auckland, Auckland University Press (esp. Chs. 4 and 5)
- 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.
- Callister, P. 2007. *Special Measures: An Examination of Their Role in Reducing Ethnic Disadvantage in New Zealand* Wellington, Institute of Policy Studies.
- Hager, N. 2006. *Hollow Men: A Study in the Politics of Deception*, Nelson, Craig Potton Publishing, Ch.5.
- 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 26 March	25%
2nd Essay (2,000 words)	Mon 7 May	25%
Final exam	Check schedule	50%

Essays are due by 5.00pm 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 it is much easier to overcome market failures than it is to rectify government failures. **OR**
2. Under what circumstances, if any, is it justifiable for the state to constrain human freedom on paternalistic grounds? **OR**
3. Critically assess the proposition, advanced in the *Stern Review on the Economics of Climate Change* (2006, p.42), that "... the current generation does not have the right to consume or damage the environment and the planet in a way that gives its successor worse life chances than it itself enjoyed". **OR**
4. Critically assess the proposition, advanced in the *Stern Review on the Economics of Climate Change* (2006, p.45), that "... the only sound ethical basis for placing less value on the utility (as opposed to the consumption) of future generations (is) the uncertainty over whether or not the world will exist, or whether those generations will all be present".

## SECOND ESSAY

1. You are a policy adviser to the Minister for the Environment. He has received advice from an energy company claiming that it would be both inefficient and ineffective for New Zealand to use economic instruments, such as a carbon tax or an emissions trading system, to reduce carbon emissions. Write a report for your Minister critically assessing such claims. **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. Why is path dependence such a problem for policy makers and what, if anything, can be done about it? Illustrate your answer drawing on at least three policy issues.

## 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% 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 and Academic Services Office

The Faculty's Student and Academic Services 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 Student and Academic Services Office on (04) 463 5376.

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

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education 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.
- Forms for FCA Student and Academic Services (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

## **General University Policies and Statutes**

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar or go to [www.vuw.ac.nz/policy](http://www.vuw.ac.nz/policy).

For information on the following topics, go to the Faculty's website [www.vuw.ac.nz/fca](http://www.vuw.ac.nz/fca) under Important Information for Students:

- Academic Grievances
- Academic Integrity and Plagiarism
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

## **Manaaki Pihipihinga Programme**

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at Victoria. Another feature of the programme is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

For further information, or to register with the programme, email [manaaki-pihipihinga-programme@vuw.ac.nz](mailto:manaaki-pihipihinga-programme@vuw.ac.nz) or phone (04) 463 5233 ext. 8977. To contact the Pacific Support Coordinator, email [pacific-support-coord@vuw.ac.nz](mailto:pacific-support-coord@vuw.ac.nz) or phone (04) 463 5842.