

School of Government

**PUBL 201**  
**INTRODUCTION TO PUBLIC POLICY**

Trimester One 2009

**COURSE OUTLINE**

**Names and Contact Details**

Course Co-ordinator: Professor Jonathan Boston (IPS)  
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Tutors: Joe Connell, Cherie Engelbrecht, Fiona McAlister, Caroline Moore and Greg Stephens (tbc)

**Trimester Dates**

Monday 2 March to Wednesday 1 July 2009.

**Class Times and Room Numbers**

|                           |           |                   |         |
|---------------------------|-----------|-------------------|---------|
| Lecture Timetable:        | Monday    | 9.30am – 10.20am  | GB LT1  |
|                           | Wednesday | 10.30am – 11.20am | GB LT1  |
|                           | Thursday  | 10.30am – 11.20am | GB LT1  |
| Tutorial Timetable (tbc): | Monday    | 11.30am – 12.20pm | RWW 413 |
|                           | Monday    | 12.40pm – 1.30pm  | RWW 413 |
|                           | Monday    | 4.40pm – 5.30pm   | RWW 415 |
|                           | Wednesday | 11.30am – 12.20pm | RWW 415 |
|                           | Wednesday | 12.40pm – 1.30pm  | RWW 415 |
|                           | Thursday  | 11.30am – 12.20pm | RWW 415 |
|                           | Thursday  | 12.40pm – 1.30pm  | RWW 415 |

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 6 March*. Tutorials will begin during the week of *Monday 9 March*. Room numbers will be advised. If you have any serious problems about your allocation to a tutorial group, please contact the Course Co-ordinator.

Final Examination: The exam date will be announced sometime in April.

Withdrawal Dates: Information available via

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

## 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 of public policy;
- Frameworks for thinking about public policy;
- Theories of policy making;
- New Zealand policy-making institutions, processes and policies;
- The policy process;
- The scientific and policy issues surrounding climate change;
- Tertiary education reform;
- Economic institutions and policy;
- The policy issues surrounding ethnicity, cultural diversity and the Treaty of Waitangi; and
- Some key social policy issues.

## Course Learning 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 and climate change negotiations. 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 much 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 policy-making processes and outcomes be improved?

This course will explore questions of this nature, both from the perspective of various theoretical approaches that offer more or less tidy explanations of policy making behaviour, and through specific case studies of real New Zealand policy making. Throughout the course, students will be asked to consider whether and how the real-world cases are, or are not, consistent with the theoretical approaches.

| <b>Course Objectives:</b> By the end of this course, students should be able to: |  | <b>Major Attributes</b> |
|--|--|-------------------------|
| 1  | Describe the defining features of public policy, good policy analysis, and robust policy advice.   | MA 1                    |
| 2  | Analyse the influence of qualitative and normative political ideas and philosophies, and of constitutional and political institutions, on public policy.                                   | MA 2, MA 9              |
| 3  | Explain the contributions, and limits, of quantitative and qualitative methods in policy analysis.   | MA 3                    |
| 4  | Describe the key ideas, legacies and contextual factors influencing public policy trends, both globally and locally.   | MA 7                    |
| 5  | Explain the main components of the policy-making cycle, including agenda setting, problem identification, policy formulation, decision making, implementation, evaluation and termination. | MA 4, MA 8              |
| 6  | Describe the nature of intervention logic, and the distinction between 'rational' and 'incremental' models of policy making.   | MA 3, MA 6, MA 11       |
| 7  | Identify the practical limits to public policy, and the nature and respective roles of the state and civil society in the development, implementation and evaluation of public policy.     | MA 4                    |
| 8  | Appraise different disciplinary contributions (especially economics, politics and philosophy) to the development, implementation and evaluation of public policy.                          | MA 5                    |
| 9  | Explain the significance of ethics and accountability in the study and practice of public policy.  | MA 12                   |
| 10   | Interpret the significance of the Treaty of Waitangi (Te Tiriti o Waitangi) in the study and practice of public policy in New Zealand.   | MA 13                   |

| <b>Major Attributes: PUBL majors will be able to:</b> |   |
|---|---|
| MA1   | Judge the defining features of good policy analysis and advice and appraise how they are best produced  |
| MA2   | Demonstrate an understanding of the influence of political ideas and philosophies, and of constitutional and political institutions on public policy  |
| MA3   | Demonstrate an understanding of the contribution of quantitative and qualitative methods in policy analysis   |
| MA4   | Identify the nature and respective roles of state and civil society in the development, implementation and evaluation of public policy, and demonstrate an understanding of the distinction between government and governance |
| MA5   | Appraise different disciplinary contributions to the development, implementation and evaluation of public policy  |
| MA6   | Judge the relevance and importance of evidence in policy making   |
| MA7   | Apply the comparative method to policy analysis, and identify insights that might be drawn from other policy jurisdictions  |
| MA8   | Judge and articulate the relevant criteria that might be used in assessing the advantages and disadvantages of particular policy options  |
| MA9   | Analyse complex policy issues from multiple perspectives and identify opportunities for innovation  |
| MA10  | Express ideas succinctly and persuasively both in written form and orally   |
| MA11  | Construct and articulate rationales for public policy intervention  |
| MA12  | Demonstrate an understanding of the significance of ethics and accountability in the study and practice of public policy  |
| MA13  | Interpret the significance of the Treaty of Waitangi (Te Tiriti o Waitangi) in the study and practice of public policy in New Zealand   |

### **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?** (Chs. 1 & 2, Shaw and Eichbaum) (2 lectures):  
2 & 4 March
  - 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. What is the policy cycle?
  - h. What are the limits to public policy?
  - i. What information/resources are available for policy analysts?
  
2. **A contemporary policy problem: key issues and options:** 5 March
  
3. **Frameworks for thinking about public policy:** The contributions of different disciplines (6 lectures): 9, 11, 12, 16, 18, 19 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:
    - Ethical 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

- 4. Theories of policy making** (2 lectures): 23, 25 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
- 5. NZ policy-making institutions, processes and policies**  
(Chs. 3 – 11, S & E) (2 lectures): 26, 30 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)

**FIRST ESSAY DUE: 30 MARCH**

- 6. Aspects of the policy process** (8 sessions): 1, 2, 6, 8, 9, 27, 29, 30 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. Intervention logic
  - 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** (14 sessions)
- a. Climate change (3 lectures): 4, 6, 7 May
    - Scientific issues
    - The economics of climate change, including the Stern Review
    - Political issues – domestic and global

**SECOND ESSAY DUE: 13 MAY**

- b. Reserve Bank Act and economic policy institutions (3 lectures): 11, 13, 14 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): 18, 20, 21 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
- d. Tertiary education reform: two contrasting cases (Ch. 14, S & E) (2 lectures): 25, 27 May
- Governance – a failed attempt at reform
  - Assessing research quality – a case of successful implementation?
- e. Some key social policy issues (Ch. 15, S & E) (2 lectures): 28 May, 3 June
- Cash versus in-kind assistance; targeting v universality
  - Poverty, and what to do about it (Guest lecture by Associate Professor Bob Stephens – 28 May)
    - 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): 4 June

## Tutorial Topics

Tutorial 1: 9 – 13 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 and student allowances in New Zealand. Critically assess the policies of the main political parties at the 2005 and 2008 general elections, including the costs and benefits of the zero interest rate on student loans and Labour's 2008 proposal for a universal student allowance.

Readings: Shaw and Eichbaum, Chs. 1 & 14.

Readings on the student loan policies of Labour and National at the 2005 and 2008 general elections in NZ. See Course Readings and the relevant party websites.

Tutorial 2: 16 – 20 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 – 32.

Richard Mulgan, "Truth in Government and the Politicization of Public Service Advice", *Public Administration*, 85, 3, 2007, pp. 569 – 586 (see p. 443 of your Course Readings).

Tutorial 3: 23 – 26 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: 30 March – 2 April: MMP and the policy process in New Zealand: What difference, if any, has it made? Why has electoral reform remained controversial? What changes to the current electoral system, if any, would you recommend? What other constitutional changes might be desirable?

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: 6 – 9 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.  
R. Rose, *Learning from Comparative Public Policy – A Practical Guide*, London, Routledge, 2005.

Tutorial 6: 27 – 30 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: 4 – 7 May: The science, economics and politics of climate change policy.

Readings: Congressional Budget Office, *The Economics of Climate Change: A Primer*, Chs. 3 & 4, Washington D.C., 2003.  
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: 11 – 14 May: Do economic institutions matter? If so, in what ways and to what extent? What lessons have emerged from the global financial crisis in 2008 regarding the strengths/weaknesses of global and local economic institutions and regulatory frameworks? What reforms would be desirable?

Readings: Shaw and Eichbaum, Ch. 12.  
Alan Blinder, *Central Banking in Theory and Practice*, Cambridge, The MIT Press, 1998, pp. 53 – 76.

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

Tutorial 9: 18 – 21 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.

William Bowen and Derek Bok, *The Shape of 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 10: 25 – 28 May: Should the state ever say 'sorry' for past wrongs? How good has the NZ state been in saying 'sorry'? What does 'restorative justice' mean, and how and where should it be applied?

Readings: Nicola White, "Saying Sorry Effectively: Government Apologies for Historical Wrongs", in Gabrielle Maxwell and James H. Liu (eds.) *Restorative Justice and Practices in New Zealand: Towards a Restorative Society*, Wellington, Institute of Policy Studies, 2007.

Tutorial 11: 2 – 4 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, 2008. *Public Policy in New Zealand: Institutions, Process and Outcomes*, Auckland, Pearson (\$49.95). Please purchase the second edition.

Course Readings:

Please obtain a copy of the Course Readings from VicBooks, Student Book Centre, Pipitea campus. Additional readings can be obtained from the library.

### **Some introductory, background and general readings:**

Bardach, E., 2005. *A Practical Guide for Policy Analysis*, New York, Chatham House, 2<sup>nd</sup> ed.

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, 2003. *Studying Public Policy: Policy Cycles and Policy Subsystems*, Toronto, Oxford University Press, 2<sup>nd</sup> ed.

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. *Encyclopedia 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, 1999. *Policy Analysis: Concepts and Practice*, New York, Prentice Hall, 3<sup>rd</sup> ed.

Wildavsky, A., 2007. *Speaking Truth to Power*, New Brunswick, Transaction Books.

**Specific Readings (NB. there are numerous other possible readings 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, R., 2005. "Politics, Power and Public Policy-making: A Response to Karen Baehler", *Policy Quarterly*, Vol. 1, No. 4, pp. 27 – 32.

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 B. Dollery, 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 H. McCurdy, 1999. "The Failure of Market Failure", *Journal of Policy Analysis and Management*, Vol. 18, No. 4, pp. 558 – 578.

**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.

Malone, R., 2008. *Rebalancing the Constitution: The Challenge of Government Law-Making Under MMP*, Wellington, Institute of Policy Studies.

Miller, R. (ed.), 2006. *New Zealand Government and Politics*, Melbourne, Oxford University Press, 4<sup>th</sup> ed.

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.

Baehler, K., 2003. “Evaluation and the policy cycle”, in N. Lunt, C. Davidson and K. McKegg (eds.) *Evaluating Policy and Practice: A New Zealand Reader*, Pearson Education, pp. 27 – 39.

Bakker, L. and C. Adams, 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", *Australian Journal of Public Administration*, Vol. 62, No. 4, pp. 7 – 22.
- Boston, J. and A. Ladley, 2006. "The Art and Craft of Coalition Management", *New Zealand Journal of Public and International Law*, Vol. 4, No. 1, pp. 55 – 90.
- 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*, Vol. 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. 16 – 20.
- Trotman, I., 2003. "Evaluation in New Zealand: a founder's reflection", in N. Lunt, C. Davidson and K. McKegg (eds.) *Evaluating Policy and Practice: A New Zealand Reader*, Pearson Education, pp. 21 – 26.
- Weiss, C., 1998. *Evaluation* (2<sup>nd</sup> ed.), pp. 20 – 45.
- White, N., 2005. "Deconstructing Cabinet Collective Responsibility", *Policy Quarterly*, Vol. 1, No. 4, pp. 4 – 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**

- Boston, J. (ed.), 2007. *Towards a New Global Climate Treaty: Looking Beyond 2012*, Wellington, Institute of Policy Studies.
- 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.

Garnaut, R., 2008. Climate Change Review, Australia (multiple reports)

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

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

Intergovernmental Panel on Climate Change, Fourth Assessment Report. *Climate Change 2007: Synthesis Report*.

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

Lawson, N., 2006. "The Economics and Politics of Climate Change: An Appeal to Reason", London, Centre for Policy Studies, 1 November.

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/stern\\_review\\_climate\\_change.htm](http://www.hm-treasury.gov.uk/stern_review_climate_change.htm)

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.climatechange.org.nz/>

See <http://www.climateark.org> or <http://www.realclimate.org> or <http://www.earthwire.org/climate/> for a vast array of scientific and policy-related material, and the journal *Climate Policy*.

## **7. Tertiary Education Policy**

Bakker, L., Boston, J., Campbell, L. and R. Smyth (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 J. Jesson (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*, Cambridge, The MIT Press, pp. 53 – 76.

Eichbaum, C., 1999. “The Reserve Bank and Monetary Policy”, in S. Chatterjee, 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 S. Chatterjee, 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.

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## **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) (all course objectives) | Monday 30 March | 25%    |
| 2nd Essay (2,000 words) (all course objectives) | Wed 13 May      | 25%    |
| Final exam (all course objectives)              | Check schedule  | 50%    |

Essays are due by 5.00pm on the date specified. They can be submitted to:

- The lecturer in class, or
- The secure box at School of Government reception (8<sup>th</sup> floor Rutherford House) during the office hours, which are 8.30am – 5.00pm. The assignment box is cleared daily, and assignments will be date stamped.

Students should keep a secure copy of all assignments (i.e. hard copy and e-file).

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 policy-making 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. Much public policy debate is dominated by considerations of ‘market failure’ and ‘government failure’. Explain what these concepts mean and why they are important, drawing, where relevant, on New Zealand policy examples. Is there any reason to believe that government failures are generally easier to overcome than market failures? **OR**
2. Outline the possible grounds for constraining human freedom on *paternalistic* grounds, drawing on contemporary policy examples to illustrate your answer. In your view, are paternalistic justifications for limiting human freedom convincing and, if so, under what circumstances? **OR**
3. Explain the concept of a ‘merit good’, how it differs from a ‘public good’ and why it remains a controversial notion. Do you think the concept of a merit good has much merit, and if so, how should it be applied in concrete policy situations?

## SECOND ESSAY

Please answer one of the following questions:

1. You are a Treasury official. The Minister of Finance has drawn your attention to a statement by Professor Ross Garnaut: "Climate change is a diabolical policy problem. It is harder than any other issue of high importance that has come before the polity in living memory" (Climate Change Review, *Draft Report*, Canberra, 2008, p. 2). Your Minister has posed the following questions: On what grounds does Professor Garnaut reach this conclusion? Is he correct? What options are available to policy makers to curb global greenhouse gas emissions and how likely is it that any of these options will be implemented? **OR**
2. You are a policy adviser to the Prime Minister. The PM has asked you for advice about a 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". The question posed by the PM is as follows: If a key policy objective is to protect the life chances of future generations, how might this aim be achieved? What advice would you give the PM? **OR**
3. You are a policy adviser to the Minister for the Environment. Your Minister has asked you to review the New Zealand emissions trading scheme, as embodied in the *Climate Change Response Amendment Act 2008*. Write a report for your Minister critically assessing the advantages and disadvantages of the current scheme. What changes would you recommend? **OR**
4. 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 for the state to fund certain kinds of services, particularly education. Write a report to your Minister explaining the nature, and different kinds, of vouchers and critically assessing the claims of the think tank.

NB: You may write this piece either as a conventional essay or as a structured piece of ministerial advice (e.g. with problem definition, policy context, criteria for analysis, analysis and recommendations) as taught in PUBL.

## 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.

Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period, Friday 12 June to Wednesday 1 July 2009 inclusive.

## **Mandatory Course Requirements and Penalties**

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 course, other than the requirement to obtain a C grade overall, will not receive a graded result, and their records will show a “K” (fail due to not satisfying mandatory course requirements, even though the student’s course requirements reached the level specified for a pass).

**To pass PUBL 201 a student must meet the mandatory requirements and achieve at least a total of 50% over all the assessment.**

## **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 on the ground floor (EA005). This counter is the first point of contact for:

- 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.

## Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine (<http://www.turnitin.com>). Turnitin is an on-line plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. *At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin.* You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

## 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.victoria.ac.nz/home/about/policy/students.aspx](http://www.victoria.ac.nz/home/about/policy/students.aspx)

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

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

## 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. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: including the work of others will not be considered plagiarism as long as the work is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student

Conduct and may be penalised severely. Consequences of being found guilty of plagiarism can include:

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

Find out more about plagiarism, and how to avoid it, on the University's website:

[www.victoria.ac.nz/home/studying/plagiarism.html](http://www.victoria.ac.nz/home/studying/plagiarism.html)

### **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 6015. 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.