

School of Government

**PUBL 401**  
**CRAFT AND METHOD IN POLICY ANALYSIS**

Trimester One 2012

**COURSE OUTLINE**

---

**Names and Contact Details**

**Course Coordinator:** **Dr. Valentina Dinica**  
Room RH 802, Level 8, Rutherford House, Pipitea Campus  
Telephone: (04) 463 5711  
Email: [Valentina.Dinica@vuw.ac.nz](mailto:Valentina.Dinica@vuw.ac.nz)

**Course Administrator:** **Mrs. Kerry Pert**  
Room RH 821, Level 8, Rutherford House, Pipitea Campus  
Telephone: (04) 463 6599  
Email: [Kerry.Pert@vuw.ac.nz](mailto:Kerry.Pert@vuw.ac.nz)

**Office Hours Reception:** 8.30am to 5.00pm, Monday to Friday

**Trimester Dates:**

**Teaching Period:** Monday 5 March – Friday 8 June 2012

**Class Times and Room Numbers**

**Lectures:** Tuesdays between **12.40pm and 14.30pm**,  
in the weeks of **12 March – 2 April and 15 May - 5 June**,

**Room:** RWW 314.

**Withdrawal from Courses:**

- Your fees will be refunded if you withdraw from this course on or before **Friday 16 March 2012**.
- The standard last date for withdrawal from this course is **Friday 18 May 2012**. After this date, students forced to withdraw by circumstances beyond their control must apply for

permission on an *'Application for Associate Dean's Permission to Withdraw Late'* including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks.

## **Course Description**

Contemporary policy challenges are increasingly complex. They are either riddled with scientific uncertainties or affected by multi-stakeholder conflicts of interest, or both. New policy-making principles, strategies and methods have become available to policy analysts in mid-late 20<sup>th</sup> century to deal with such 'wicked problems'. For example more than one hundred methods of participatory policy analysis methods have been suggested by academics, community organizations and non-governmental interest groups, and (to a lesser extent) by practitioners. In some countries, academics have designed guidelines advising public sector organizations on how to deal with scientific uncertainties in policy processes, and how to communicate risks to a non-expert but inquisitive audience. Innovative mixed methods of policy analysis, combining scientific and public insights have had a promising start in some regions, such as Europe, in order to tackle challenges such as environmental health risks, climate change and water management.

And yet, taking a global perspective on the application of new methods can be quite disheartening. Public sectors in most countries are still applying outdated approaches and tools (designed once for clear policy problems and politically clarified, seldom conflictual, objectives) to complex, 'wicked' problems. The speed with which changes in the types of policy problems confronting governments have been occurring may be responsible for this situation. But also, the 'tempo' in which new policy methods and frameworks are advanced by researcher-academics and the private sector, is often higher than the time required to adjust the institutional rules and cultural practices necessary for a successful uptake of the new methods by the public sector. The persistence of outdated positivist assumptions of science, underpinning the 'fact-value dichotomy' enforced upon policy analysts, is another challenge for the uptake of innovative methods of policy analysis. The gap between the academic and the public sector approaches in dealing with wicked problems varies across countries, and the tertiary education system has a crucial role to play in closing this gap.

This course is dedicated to the study of contemporary, complex policy challenges and the new methods and frameworks that can be of use of practitioners in tackling them. It integrates theoretical and applied perspectives to policy analysis, and aims to equip the student with the knowledge and skills needed to operate in challenging governance contexts, addressing multi-disciplinary policy problems that cut across policy domains and actors; such contexts are likely to be the rule rather than the exception of the operating environments of modern policy analysts.

## **Course Learning Objectives**

The course examines critically how policy analysts apply different methods, theories, and substantive knowledge to problems and opportunities, and support economic, social, environmental and cultural outcomes. By the end of the course, participants will:

- (1) Understand the challenges of problem structuring facing policy analysis efforts in modern societies;
- (2) Have a good appreciation of the strategies and policy analysis methods available to advisors, in dealing with scientific uncertainties and complexities in policy processes, and how various actors may contribute to good policy advice;

- (3) Understand how to select and match policy analysis methods to the types of policy objectives or policy problems they have to address, and
- (4) Appreciate the importance of the institutional rules and structures for the effectiveness of innovative, participatory policy analysis methods;
- (5) Demonstrate skills in analytic reasoning and communication, both orally and in written.

## **Course Delivery**

This course will be delivered in two blocks of lectures and will include one session of group work to be carried out by students, without supervision. The sessions are presented below.

### **Part 1: Problem structuring, uncertainties and the issue of science**

**Supplementary readings** for students who did not attend PUBL 306 in 2010 or 2009. These papers can be downloaded from the Blackboard in folder “Supplementary Reading”.

- Hajer M. and H. Wagenaar. (2003). “Introduction”, in *Deliberative Policy Analysis: Understanding Governance in the Network Society*. UK. pp. 5-31.
- Fisher, F. (1998). “Beyond Empiricism: Policy Inquiry in Post-positivist Perspective”, in *Policy Studies Journal*, 26(1): 129-146.
- Smith, K.B. and C.W. Larimer (2009). “What should we do? The field of policy analysis”, Chapter 5 in *The Public Policy Theory Primer*, pp. 101 – 128.
- Bardach, E. (1995) *Policy Analysis: A Handbook for Practice*, Electronic Hallway.
- Brown, T. “Basic Policy Analysis”. Pp. 1 -18. Seminar paper available at <http://www.iupdp.org/index.php/seminars/195-121997>
- Mayer, I., C. E. van Daalen and P. Bots (2004) “Perspectives on Policy analyses: A Framework for Understanding and Design,” *Journal of Technology, Policy and Management*, 4(2): pp. 169 – 191.

### **Session 1: Problem definition: tame and wicked policy problems**

#### **Readings:**

- (A) Peters, G. (2006). “The problem of policy problems”, in *Journal of Comparative Policy Analysis: Research and Practice* 7(4): 349-370.
- (B) Hisschemöller, M. and R. Hoppe (1996). “Coping with Intractable Controversies: The Case for Problem Structuring in Policy Design and Analysis”, in *Knowledge and Policy* 8: 40 – 60.
- (C) Chapman, J., C. Edwards and S. (2009). *Connecting the Dots*. Chapters: “The age of Uncertainty” (pp. 9-20) and Case study on “Gang crime in London” (pp. 61-72), Demos, London. (for class discussions)

### **Session 2: Problem structuring approaches**

#### **Readings:**

- (A) Robert C. and R. Zeckhauser. (2010). “The methodology of positive policy analysis”, Faculty Research Working Group Series, Harvard Kennedy School of Government, RWP10-041.

- (B) Hector, D., C. Christensen and J. Petrie. (2009). “A problem structuring method for complex societal decisions: its philosophical and psychological dimensions”, in *European Journal of Operational Research* 193: 693-708.
- (C) Chapman, J., C. Edwards and S. (2009). *Connecting the Dots*. Chapters: “Addicted to heroin” (pp. 25-45), Demos, London. (for class discussions)

### **Session 3: The politics-science interface in policy processes.**

#### ***Readings***

- (A) Keller, A.C. (2009). “Theories of science in policy-making”, chapter in *Science in Environmental Policy - The Politics of Objective Advice*. MIT Press. Pp. 27-44. (Web Source: <http://mitpress.mit.edu/books/chapters/0262013126chap1.pdf>)
- (B) Funtowicz and J.R. Ravetz. (1993). “Science for the post-normal age”, in *Futures*, September 9: 739-755.
- (C) Lidskog, R. (2008). “Scientised citizens and democratized science. Re-assessing the expert-lay divide”, in *Journal of Risk Research* 11(1): 69-86.
- (D) Gluckman, P. (2011). *Towards better use of evidence in policy formation: a discussion paper*. Wellington. Pp.1-16.

### **Session 4: Strategies for dealing with uncertainties. The role of participation.**

#### ***Readings:***

- (A) van der Sluijs, J.P. (2005). “Uncertainty as a monster in the science policy interface: four coping strategies”, *Water Science and Technology* (52): 87–92
- (B) Isendahl, N., A. Dewulf, and C. Pahl-Wostl. (2010). Making framing uncertainty in water management practice explicit by using a participant structured approach”, in *Journal of Environmental Management* 91: 844-851.
- (C) Hisschemoller M., R.S.J. Tol and P. Vellinga. (2001). “The relevance of participatory approaches in integrated environmental assessment”, in *Integrated Assessment* 2: 57-72.
- (D) Vaccaro, L. et. Al. (2009). “Tackling wicked problems through integrated assessment – A guide for Decision Makers, project Leaders and Scientists”. Michigan, US. Pp.1-21.

### **April: Group work**

Student group work, 2 hours. Time to be agreed among students. More information and relevant readings will be delivered during first sessions of the course. Participation in this group work is mandatory.

## **Part 2: Participatory policy processes: approaches and preconditions**

### **Session 5: Strategies and tactics for matching participatory methods to types of policy objectives / problems.**

#### ***Readings:***

- (A) Abelson, P.G. P.G. Forest, J. Eylesa, P. Smith, E. Martin, F.P. Gauvin. (2007) “Deliberations about deliberative methods: issues in the design and evaluation of public participation processes”, in *Social Science and Medicine* 57: 239–251.

- (B) Creasy, S., K. Gavelin, H. Fisher, L. Holmes, M. Desai. (2007). Appendix 1: How has public engagement been used?, in “Engage for Change: The Role of Public Engagement in Climate Change Policy”. UK. Pp. 62-99.
- (C) Rauschmayer, F. and N. Risse. (2005). “A framework for the selection of participatory approaches for SEA”, in *Environmental Impact Assessment Review* 25: 650– 666.

## **Session 6: Institutional rules and public participation**

### ***Readings:***

- (A) Denters (A) and P.J. Klok. (2010). “Rebuilding Roombeek: Patterns of Citizen Participation” in *Urban Governance Urban Affairs Review* 45(5) 583–607.
- (B) Ostrom, E. (1996). “An Agenda for the Study of Institutions”, in *Public Choice*, Vol. 48, No. 1 (1986), pp. 3-25.
- (C) Bond, S., M. Thompson-Fawcett. (2010). Public Participation and New Urbanism: A Conflicting Agenda? In *Planning Theory & Practice* 8(4): 449 — 472.
- (D) Hove, S. van den. (2006). “Between consensus and compromise: acknowledging the negotiation dimension in participatory approaches”, in *Land Use Policy* (23) 10–17.

## **Session 7: Participatory requirements and practices in New Zealand. Maori experiences with public consultation**

### ***Readings:***

- (A) Margaret Mutu. (2002). “Barriers to Tangata Whenua Participation in Resource Management”. In *Whenua*, ed. M. Kawharu. Reed. New Zealand. pp. 75-95.
- (B) Government of New Zealand. (2010). *Government Commitment to Building Strong Community Relationships*. Wellington. Pp. 1-16
- (C) Reference Group to the Office for the Community and Voluntary Sector (2009). From talk to action Government engagement with citizens and communities Building Better Government Engagement. Wellington.
- (D) ANGOA. (2009). Good Intentions An Assessment of the Statement of Government Intentions for an Improved Community-Government Relationship. Wellington

## **Session 8: Integrating modelling and participatory methods for modern policy analysis**

### ***Readings:***

- (A) Renn, O. (2006). “Participatory processes for designing environmental policies”, in *Land Use Policy* (23): 34–43
- (B) Burgess, J., A. Stirling, J. Clark, G. Davies, M. Eames, K. Staley and S. Williamson (2007). “Deliberative mapping: a novel analytic-deliberative methodology to support contested science-policy decisions”, in *Public Understanding of Science* (16): 299–322
- (C) Tabara, J.D., E. Roca, C. Madrid. (2008). “Integrated sustainability assessment of water systems: lessons from Ebro River Basin”, in *Int. J. of Innovation and Sustainable Development* 3(1/2):.48-69.

## **Expected Workload**

The learning objectives set for each course are demanding and, to achieve them, students must make a significant commitment in time and effort to reading, studying, thinking, and completion of assessment items outside of contact time. Courses vary in design but all require preparation and learning. Regular learning is necessary between lectures (students who leave everything to the last moment rarely achieve at a high level). The time commitment required usually for this course translates to 120 hours, including lectures and group work.

## **Assessment Requirements**

Each part will be followed by an assignment as summarized in the table below.

<b>Assignments</b>	<b>Weight</b>	<b>Due Date</b>	<b>Recommended word length</b>
1) Essay	45%	23 April	2,700 words
2) Policy analysis report based on a policy problem	45%	8 June	2,700 words
Participation in class activities	10%	ongoing	n/a

There is no final exam for this course.

## **General Notes for Assignments**

The assignments will be distributed and discussed in class. They will also be posted on Blackboard. Assignments are always due by 5pm on the date specified. Please send your assignments in Word format and indicate your document's word length on the cover sheet, and your full name. Note that all assignments are to be submitted **BY EMAIL ATTACHMENT** to [sog-assignments@vuw.ac.nz](mailto:sog-assignments@vuw.ac.nz).

Extension may only be granted to those who meet the University's aegrotat rules, viz. medical certificate or personal bereavement, or critical personal circumstances involving the health of a close relative, or exceptional circumstances beyond the student's control.

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

*Note 1: Students are required to complete a statement to accompany each assignment and test submitted for assessment, attesting to the fact that the work is entirely their own. For each assignment mentioned in the above Table, students must fill-in, sign (or type your name in the allocated space) and submit the form that can be found on the last page of this Course Outline. The Form will also be posted on Blackboard. The deadline for submitting the form is the same as the deadline for submitting the Assignment for which the form was signed.*

*Note 2: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.*

## **Class Attendance**

You must attend **at least 14 of the total of 18 teaching hours** scheduled for this course and must **attend the independent group work in full**. If you become aware after the course starts that you will be unable to attend the required number of lectures or the group work, you must advise the course coordinator, explaining why you will be unable to attend. The course coordinator may excuse you from attendance and may also require you to complete compensatory work relating to the course content covered during your absence.

## **Penalties**

The ability to plan for and meet deadlines is a core competency of both study and public management. Failure to meet deadlines disrupts course planning and is unfair on students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date. **Marks will be deducted at the rate of five per cent (of the final grade) for every day by which the assignment is late. No assignments will be accepted after five working days beyond the date they are due.** For example, if you get 65% for an assignment, but you handed it in on Monday when it was due the previous Friday, you will get a mark of 50%. A written assignment that exceeds the word limit by more than 200 words will be penalised by 5%.

If ill-health, family bereavement or other personal circumstances beyond your control prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply for and may be granted an extension to the due date. You should let your Course Coordinator know as soon as possible in advance of the deadline (if circumstances permit) if you are seeking an extension. Where an extension is sought, evidence, by way of a medical certificate or similar, may be required by the Course Coordinator.

## **Mandatory Course Requirements**

You must **submit all written assignments**, and fulfil the class attendance requirements to pass this course.

## **Class Representative**

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator, and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of the students.

## **Communication of Additional Information**

Any additional information will be conveyed to students in class. Blackboard will also be used for announcements and for course-related materials such as assignments and group work. Some information communicated via Blackboard (such as some announcements) will be sent to your @myvuw.ac.nz email address (the free email address created for you when you enrol and accessed via the myVictoria student web portal). However you need to check the Blackboard regularly as well.

## **Academic Integrity, Plagiarism, and the use of Turnitin**

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, you must still acknowledge your sources fully and appropriately. This includes:

- material from books, journals or any other printed source
- the work of other students or staff
- information from the Internet
- software programs and other electronic material
- designs and ideas
- the organisation or structuring of any such material.

Acknowledgement is required for *all* material in any work submitted for assessment unless it is a 'fact' that is well-known in the context (such as "Wellington is the capital of New Zealand") or your own ideas in your own words. Everything else that derives from one of the sources above and ends up in your work – whether it is directly quoted, paraphrased, or put into a table or figure, needs to be acknowledged with a reference that is sufficient for your reader to locate the original source.

Plagiarism undermines academic integrity simply because it is a form of lying, stealing and mistreating others. Plagiarism involves stealing other people's intellectual property and lying about whose work it is. This is why plagiarism is prohibited at Victoria.

If you are found guilty of plagiarism, you may be penalised under the Statute on Student Conduct. You should be aware of your obligations under the Statute, which can be downloaded from the policy website ([www.victoria.ac.nz/home/about/policy/students.aspx](http://www.victoria.ac.nz/home/about/policy/students.aspx)). You could fail your course or even be suspended from the University.

Plagiarism is easy to detect. The University has systems in place to identify it.

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 compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. 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.

There is guidance available to students on how to avoid plagiarism by way of sound study skills and the proper and consistent use of a recognised referencing system. This guidance may be found at the following website <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

If in doubt seek the advice of your course coordinator.

Plagiarism is simply not worth the risk.



**For the following important information follow the links provided:**

**Academic Integrity and Plagiarism**

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

**General University Policies and Statutes**

Find key dates, explanations of grades and other useful information at

[www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study)

Find out about academic progress and restricted enrolment at

[www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress)

The University's statutes and policies are available at

[www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy) except qualification statutes, which are available via the Calendar webpage at [www.victoria.ac.nz/home/study/calendar](http://www.victoria.ac.nz/home/study/calendar) (See Section C.)

**AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support**

[http://www.victoria.ac.nz/home/about\\_victoria/avcacademic/Publications.aspx](http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx)

**Faculty of Commerce and Administration Offices**

<http://www.victoria.ac.nz/fca/studenthelp/>

**Te Putahi Atawhai**

**Maori and Pacific Mentoring Programme**

<http://www.victoria.ac.nz/tpa/>

# School of Government

## Assignment Cover Sheet

### Instructions

Please complete and sign this form and attach it as the cover page to your assignment.

Student Name (Please print) \_\_\_\_\_

Student ID \_\_\_\_\_ Course Code \_\_\_\_\_

Course Coordinator/Tutor/Supervisor \_\_\_\_\_

Due Date \_\_\_\_\_

### Plagiarism Declaration

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is prohibited at Victoria. Plagiarism is presenting (without due acknowledgement) someone else's work as if it were your own, whether you mean to or not. Plagiarism takes many forms and includes material from books, journals or any other printed source, the work of other students or staff, information from the internet and other electronic material. You are expected to adhere to the VUW Statute on Student Conduct and its references to plagiarism. The Statute may be accessed at <http://www.victoria.ac.nz/home/about/policy/students.aspx>.

I have read and understand the University's policy on plagiarism outlined above and declare that this assignment is my own work and that all source material used in this assignment is accurately acknowledged.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_