

School of Government

PADM 509

APPROVED PERSONAL COURSE OF STUDY
(24 Points)

(Taught with MAPP 523
POLITICS, PHILOSOPHY AND PUBLIC POLICY)

Trimester 2 / 2012

COURSE OUTLINE

Names and Contact Details

Course Coordinator: **Professor Jonathan Boston**

Lecturers: **Professor Jonathan Boston**
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School Office Hours: 8.30am to 5.00pm, Monday to Friday

Trimester Dates

From Friday 13 July to Tuesday 6 November 2012

Withdrawal from Course

Formal notice of withdrawal must be in writing on a Course Add/Drop form (available from either of the Faculty's Student Customer Service Desks) or emailed to the course Administrator. Not paying your fees, ceasing to attend lectures or verbally advising a member of staff will NOT be accepted as a formal notice of withdrawal.

1. Your fees will be refunded if you withdraw from this course on or before **Friday 27 July 2012**.
2. The standard last date for withdrawal from this course is **Friday 5 October 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.

Class Times and Room Numbers

Module One:	Friday 13 July 2012	8.30am – 6.00pm
Module Two:	Friday 31 August 2012	8.30am – 6.00pm
Module Three:	Friday 26 October 2012	8.30am – 6.00pm

Attendance is required at all three modular teaching days

Locations: Classes will be held on the Pipitea Campus of Victoria University in Wellington and you will be advised of your classroom one week prior to each module by email. The timetable is also available to view on the Victoria University website (www.victoria.ac.nz/timetables/).

Course Learning Objectives

This course examines the contribution of political, social and moral philosophy to an understanding of the role of the state and the design of public policies. It considers several competing moral frameworks that influence ethical discourse on policy issues, and examines some of the key moral values and principles (e.g. liberty, justice, the public interest, the harm principle, the precautionary principle, etc.) that need to be taken into account when evaluating policy options. It does not provide a comprehensive course in political or social philosophy, but rather an introduction to a number of important theories, approaches and ideas that bear on the 'hard questions' and dilemmas facing policy-makers. Various important contemporary policy issues are examined to illustrate the role of ethical considerations in governmental decision-making and the nature of the trade-offs that must often be confronted.

By the end of the course, it is expected that students will be able to:

- explain the strengths and weaknesses of a number of influential moral theories and identify their relevance to policy-making;
- apply specific ethical values and principles to an analysis of particular policy issues;
- engage with others in moral argument in a context of pluralism where some arguments are better than others, but no argument can win; and
- think critically about ‘the right thing to do’ as citizens and as appointed or elected officials.

PADM candidates are expected to achieve these learning outcomes at a level that reflects the fact that this is a 24 point course. Moreover, in terms of learning outcomes, students are expected to engage at a level appropriate for senior managers in the NZ public sector (e.g. a strategic rather than operational focus; oriented towards whole-of-government rather than a single work unit or organisation; demonstrating synthesis, contextuality and multidisciplinary in thinking), and will accordingly be assessed on that basis.

Course Content

Module One:

1. The nature of the good society and the role of the state

- competing conceptions of the good society
- justifications for the state
- recent debates about welfare, well-being, living standards and related frameworks
- the common good – meaning, applications and value
- the public interest – meaning, applications and value
- the role of the state in pursuing the common good and protecting the public interest

2. Liberty and the grounds for coercion

- the nature and value of liberty
- the presumption in favour of liberty
- grounds for coercion by the state (and others)
- the harm principle and policy applications
- the offence principle and policy applications
- moral legalism and policy applications
- handling trade-offs – possible decision rules

3. The harm principle – some contemporary cases

- different kinds of harm
- scope, severity, duration, risk, etc.
- preventing harms versus providing benefits
- the precautionary principle
- Case 1: Climate change – the problem of setting stabilization targets
- Case 2: Active voluntary euthanasia – should it be legalized?

4. Neutrality, perfectionism and paternalism

- the debate over state neutrality versus perfectionism
- the meaning and value of neutrality
- arguments for and against neutrality
- forms of paternalism
- arguments for and against paternalism
- arguments for and against 'libertarian paternalism'
- policy issues, applications and implications

Module Two:

5. Welfare and the utilitarian principle

- Jeremy Bentham
- John Stuart Mill
- cost-benefit analysis
- the trolley problem
- deontological and teleological ethics

6. Justice as fairness

- John Rawls
- equality of what?
- equality and merit
- equality and equity
- equality and redistribution

7. Entitlement and compensation

- Robert Nozick
- positive and negative rights
- the minimal state
- distributive and commutative justice
- the principle of compensation
- trade-offs between liberty and equality

8. A capabilities approach

- Amartya Sen
- Martha Nussbaum
- measuring well-being and social progress
- transcendental institutionalism and realisation-focused comparison
- public reason and open impartiality

9. Civic virtue and the common good

- Michael Sandel
- the social construction of the self
- aggregative and deliberative democracy
- preferences and duties
- civic republicanism
- Alasdair MacIntyre

10. Catholic social teaching

- Pope Leo XIII and Rerum Novarum (1891)
- forms of justice: commutative, social, distributive
- ‘dignity’, rights and the common good
- distribution, participation and social consensus
- prioritisation principles
- minority tradition and public reason

Module Three:

11. Values, ethics and public policy

- moral argument
- liberalism and democracy
- ‘reflective equilibrium’, public reason, reasonable pluralism and ‘overlapping consensus’ (Rawls)
- pluralism and relativism
- limits to tolerance

12. Ethno-cultural diversity and public policy

- demographic change and ethno-cultural diversity
- diversity as fact and norm
- measurement and analysis of ethnic identity
- ethnicity and indigeneity
- biculturalism and multiculturalism
- special measures – arguments for and against

13. Case study: Climate change, justice and intergenerational equity

- theories of distributive justice
- principles of distributive justice
- applications to climate change policy
- implications for global burden sharing with respect to mitigation and adaptation
- the current international negotiations: will justice be done?

14. Case study: Family assistance, child poverty and the In-Work Tax Credit (Child Poverty Action Group Incorporated vs the Attorney-General)

- recent changes to social assistance in NZ, including Working for Families
- the case for making work pay
- the case for minimizing child poverty
- the debate over the In-Work Tax Credit (IWTC)
- the legal process
- challenges for public policy

Course Delivery

This course is delivered in a modular format, which includes a minimum of 24 hours contact. The 24 hours are broken up into three separate days of eight hours each (a 'module'). There are three modules in the course with approximately seven weeks between each module. **Attendance is required at all three modular teaching days (8.30am – 6.00pm).**

Expected Workload

The learning objectives set for each course are demanding and, to achieve them, candidates 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 before the first day of the course and regular learning is also necessary (students who leave everything to the last moment rarely achieve at a high level).

Expressed in input terms, on average, the time commitment required usually translates to approximately 240 hours for a 24-point course.

Readings

There is no prescribed text; nor is there a set of course readings. Useful books and readings relevant to each module are set out below.

Wherever possible, key documents will be placed on Blackboard (see below) and/or circulated to students in advance of each module.

Pre-reading for each module is compulsory. For example, the pre-reading for Module 2 will be the basis for an exercise at the start of the day. You will be significantly disadvantaged if you have not completed the pre-reading.

Additional reading is suggested following each module, so you can follow up on ideas of interest and to provide some starting points for your own research and preparation of the two short assignments and the course essay.

Blackboard is Victoria University's online environment that supports teaching and learning by making course information, materials and other learning activities available via the internet through the myVictoria student web portal.

To access the Blackboard site for this course:

1. Open a web browser and go to www.myvictoria.ac.nz.
2. Log into myVictoria using your ITS Username (on your Confirmation of Study) and password (if you've never used the Victoria University computer facilities before, your initial password is your student ID number, on your Confirmation of Study, Fees Assessment or student ID card – you may be asked to change it when you log in for the first time).

3. Once you've logged into myVictoria, select Blackboard (from the options along the top of the page) to go to your Blackboard homepage.
4. The "My Courses" section displays the courses you have access to – select the appropriate link to access the course-specific Blackboard site. Please note that only courses that are actually using Blackboard and have been made available to students by their respective course coordinator will be displayed.

You are recommended to ensure that your computer access to Victoria University's computer facilities, such as myVictoria and Blackboard, is working BEFORE your course starts. If you have any problems, you should contact the ITS Helpdesk on (04) 463 5050 or its-service@vuw.ac.nz, or visit the Helpdesk on level 2 of the Railway West Wing, Pipitea Campus. See www.victoria.ac.nz/its/student-services/ for more information.

Useful books:

- Boston, J., Bradstock, A. and Eng, D. (eds) (2010) *Public Policy: Why Ethics Matters* Canberra, ANU E-Press. Ch. 1 (available free online)
- Boston, J., Bradstock, A. and Eng, D. (eds) (2011) *Ethics and Public Policy: Contemporary Issues* Wellington, Victoria University Press. Available for a modest cost online: http://mebooks.co.nz/index.php?route=product/product&product_id=355
- Bromell, D. (2008) *Ethnicity, Identity and Public Policy: Critical Perspectives on Multiculturalism* Wellington, Institute of Policy Studies, School of Government, Victoria University of Wellington. Available free online: <http://ips.ac.nz/publications/publications/show/247>
- Sandel, M. (2009) *Justice: What's the right thing to do?* New York, Farrar, Straus and Giroux.

Pre-reading for Module 1:

- Boston, J. (2011) 'Ethics and Climate Stabilization Targets'. Paper prepared for a Workshop on the *Ethics of Climate Change*, Victoria University of Wellington, 3-4 October (on Blackboard)
- Boston, J., Bradstock, A. and Eng, D. (eds) (2010) *Public Policy: Why Ethics Matters* Canberra, ANU E-Press. Ch. 1 (available free online; also on Blackboard).
- Francis, M. and Tully, J. (eds) (2009) *In the Public Interest: Essays in Honour of Professor Keith Jackson* Christchurch, Canterbury University Press, esp. Ch. 1 (on Blackboard)
- The Treasury (2011) 'Working Towards Higher Living Standards for New Zealanders', NZ Treasury Paper 02/11, Wellington (on Blackboard).

Further reading related to Module 1:

The Nature of the Good Society and the Role of the State

- Barry, B. (1965) *Political Argument* London, Routledge and Kegan Paul, Chapters X-XV.
- Benditt, T. (1973) "The Public Interest", *Philosophy and Public Affairs*, 2, Spring, pp. 291-311.
- Cochren, C. (1974) 'Political Science and the Public Interest', *Journal of Politics*, 36, May, pp. 327-355.
- Dahl, R (1989) *Democracy and its Critics* New Haven, Yale University Press, Chs. 20 & 21.
- Douglas, B. (1980) 'The Common Good and the Public Interest', *Political Theory*, 8, 1, pp. 103-117.

- Flathman, R. (1966) *The Public Interest: an Essay Concerning the Normative Discourse of Politics* New York, Wiley.
- Friedrich, C. (ed.) (1966) *The Public Interest* New York, Atherton Press.
- Lewin, L. (1991) *Self-Interest and the Public Interest in Western Politics* New York, Oxford University Press.
- Smith, T. (1999) 'Aristotle on the Conditions for and Limits of the Common Good', *American Political Science Review*, 93, 3, pp. 625-636.
- Schubert, G. (1960) *The Public Interest: a Critique of the Theory of a Political Concept* Westport Conn, Greenwood Press, reprinted 1982.
- Tullock, G. (1984) 'A (Partial) Rehabilitation of the Public Interest Theory', *Public Choice*, 42, pp. 89-99.

Liberty and the Grounds for Coercion

- Ahdar, R. (2001) *Worlds Colliding: Conservative Christians and the Law* Aldershot, Ashgate.
- Cohen-Almagor, R. (1993) "Harm Principle, Offence Principle, and the Skokie Affair", *Political Studies*, 41, pp. 453-470.
- Feinberg, J. (1973) *Social Philosophy* New Jersey, Prentice-Hall, Chs. 2-3.
- Feinberg, J. (1980) *Rights, Justice and the Bounds of Liberty: Essays in Social Philosophy* Princeton, Princeton University Press.
- Goodin, R. (1990) 'Liberalism and the Best-Judge Principle', *Political Studies*, 38, pp. 181-195.
- Kymlicka, W. (1990) *Contemporary Political Philosophy: An Introduction* Oxford, Clarendon.
- Mill, J S (1956 edition) *On Liberty* New York, Liberal Arts Press.
- Raphael, D D (1976) *Problems of Political Philosophy* London, Macmillan, Ch. 5.
- Sartorius, R. (ed.) (1983) *Paternalism* Minneapolis, University of Minnesota Press, esp. Chs. 1, 2, 3 and 13.

The Harm Principle: Some Contemporary Cases – Climate Change

- Boston, J. (2011) 'Ethics and Climate Stabilization Targets'. Paper prepared for a Workshop on the *Ethics of Climate Change*, Victoria University of Wellington, 3-4 October.
- Broome, J. (2010) 'The Most Important Thing about Climate Change', in J. Boston et al. (eds) *Public Policy: Why Ethics Matters* Canberra, ANU E Press.
- Caney, S. (2010) 'Climate Change, Human Rights, and Moral Thresholds', in S. Gardiner (ed.) *Climate Ethics* Oxford, Oxford University Press.
- Feinberg, J. (1973) *Social Philosophy* Englewood Cliffs, New Jersey, Prentice-Hall, Ch. 2.
- Gardiner, S. (2006) 'A Core Precautionary Principle', *The Journal of Political Philosophy*, 14, 1, pp. 33-60.
- Gardiner, S. (2011) *A Perfect Moral Storm: The Ethical Tragedy of Climate Change* Oxford, Oxford University Press.
- Stern, N. (2011) 'How should we think about the economics of climate change?', Lecture for Leontief Prize, 8th March 2011.

The Harm Principle: Some Contemporary Cases – Active Voluntary Euthanasia

- Beauchamp, T. and Childress, J. (1994) *Principles of Biomedical Ethics* Oxford, Oxford University Press.
- Lord Falconer (2012) Report of Commission on Assisted Dying London, Demos. Available online: www.commissiononassisteddying.co.uk/
- George, K. (2007) 'A woman's choice? The gendered risks of voluntary euthanasia and physician-assisted suicide', *Medical Law Review*, 15, Spring, pp. 1-33.
- Gillett, G. (1989) *Reasonable Care* Bristol, Bristol Press.

McLean, G. (2004) 'Euthanasia: a problem for psychiatrists', *South African Psychiatry Review*, 7, February, pp. 10-18.

Neutrality, Perfectionism and Paternalism

Ahdar, R. (2001) *Worlds Colliding: Conservative Christians and the Law* Aldershot, Ashgate.

Brighouse, H. (1995) 'Neutrality, Publicity and State Funding of the Arts', *Philosophy and Public Affairs*, 24, pp. 35-63.

Caney, S. (1995) 'Anti-perfectionism and Rawlsian Liberalism', *Political Studies*, 43, pp. 248-264.

Caney, S. (1992) 'Consequentialist Defences of Liberal Neutrality', *The Philosophical Review*, 41, pp. 457-477.

Davey, J. (2000) *Another New Zealand Experiment: A Code of Social and Family Responsibility* Wellington, Institute of Policy Studies.

Dworkin, R. (1985) *A Matter of Principle* Cambridge, Mass., Harvard University Press, Ch. 11.

Galston, W. (1991) *Liberal Purposes: Goods, Virtues, and Diversity in the Liberal State* Cambridge, Cambridge University Press.

Goodin, R. and Reeve, A. (eds.) (1989) *Liberal Neutrality* London, Routledge.

MacLeod, C. (1997) 'Liberal Neutrality or Liberal Tolerance?', *Law and Philosophy*, 16, pp. 529-559.

Thaler, R. and C. Sunstein (2008) *Nudge: Improving Decisions About Health, Wealth and Happiness* London, Penguin.

Pre-reading for Module 2:

'Britain's Last Trial for Cannibalism at Sea: The story of the *Mignonette*'. Available online: www.nmmc.co.uk/images/uploads/The%20Mignonette1.pdf

Wenar, L. and Rawls, J. *The Stanford Encyclopedia of Philosophy (Fall 2008 Edition)* Edward N. Zalta (ed.), available free online: <http://plato.stanford.edu/archives/fall2008/entries/rawls/>

Further reading related to Module 2:

Bentham, J. (1789) *Introduction to the Principles of Morals and Legislation* ed. J. Burns and H. Hart. Oxford, Clarendon Press, 1996.

Kymlicka, W. (1990) *Contemporary Political Philosophy: An Introduction* Oxford, Clarendon.

Lebacqz, K. (1986) *Six Theories of Justice* Minneapolis, Augsburg.

MacIntyre, A. (1981) *After Virtue: A study in Moral Theory* London, Duckworth.

Mill, J. S. (1956 edition) *On liberty* New York, Liberal Arts Press.

New Zealand Treasury (2005) *Cost Benefit Analysis Primer* Version 1.12. Wellington, New Zealand Treasury. Available free online:

<http://treasury.govt.nz/publications/guidance/planning/costbenefitanalysis>

Nozick, R. (1974) *Anarchy, State and Utopia* Oxford, Blackwell.

Nussbaum, M. (2000) *Women and Human Development: The Capabilities Approach* Cambridge, Cambridge University Press.

Rawls, J. (1971) *A Theory of Justice* London, Oxford University Press.

Rawls, J. (2001) *Justice as Fairness: A Restatement* Cambridge, Mass., Harvard University Press.

Sen, A. (2009) *The Idea of Justice* Cambridge, Mass., Belknap Press.

Sen, A. (2009) Introduction to *Adam Smith: The Theory of Moral Sentiments*. 250th anniversary edition, (ed.) with notes by R. Hanley, vii–xxvi New York, Penguin.

Pre-reading for Module 3:

- Callister, P. and D. Bromell (2011) *A Changing Population, Changing Identities: The Crown-Māori Relationship in 50 Years' Time?* IPS Working Paper 11/09. Available free online: <http://ips.ac.nz/publications/publications/show/315>
- Child Poverty Action Group (n.d.) *CPAG's Guide [to] the Case: What, When, How and Why*. Available free online: www.cpag.org.nz/infocus/fighting-in-the-courts-for-new-zealands-poorest/cpags-easy-guide-to-the-case/

Further reading related to Module 3:

Ethno-cultural diversity and public policy

- Bromell, D. (2008) *Ethnicity, Identity and Public Policy: Critical Perspectives on Multiculturalism*. Wellington, Institute of Policy Studies, School of Government, Victoria University of Wellington. Available free online: <http://ips.ac.nz/publications/publications/show/247>
- Bromell, D. (2009) 'Recognition, Redistribution and Democratic Inclusion', in R. Openshaw and E. Rata (eds) *The Politics of Conformity in New Zealand*, North Shore, Pearson. Ch. 12.
- Callister, P. (2007) *Special Measures to Reduce Ethnic Disadvantage in New Zealand: An Examination of Their Role* Wellington, Institute of Policy Studies, School of Government, Victoria University of Wellington. Available free online: <http://ips.ac.nz/publications/publications/show/201>
- Kukathas, C. (2003) *The Liberal Archipelago: A Theory of Diversity And Freedom* Oxford, Oxford University Press.
- Morgan, G. and Guthrie, S. (2011) *The Big Kahuna: Turning Tax and Welfare in New Zealand on its Head* Wellington, Public Interest Publishing.
- Rawls, R. (2005) *Political liberalism* (expanded edition) New York, Columbia University Press.

Climate Change and Distributive Justice

- Caney, S. (2001) 'Review Article: International Distributive Justice', *Political Studies*, 49, pp. 974-997.
- Boston, J., Bradstock, A. and Eng, D. (eds) (2010) *Public Policy: Why Ethics Matters* Canberra, ANU E-Press. Ch. 8.
- Boston, J., Bradstock, A. and Eng, D. (eds) (2011) *Ethics and Public Policy: Contemporary Issues* Wellington, Victoria University Press. Ch. 6.
- Gardiner, S. (2011) *A Perfect Moral Storm: The Ethical Tragedy of Climate Change* Oxford, Oxford University Press.
- Vanderheiden, S. (2008) *Atmospheric Justice: A Political Theory of Climate Change* Oxford, Oxford University Press.

Family Assistance, Child Poverty and the In-Work Tax Credit

- Jensen, J. (1994) 'The Management of Welfare Reforms: Problems and Future Hazards', *Social Policy Journal of New Zealand*, 2, pp. 32-47. Available free online: www.msd.govt.nz/about-msd-and-our-work/publications-resources/journals-and-magazines/social-policy-journal/spj02/02-welfare-reforms.html

Working for Families

Perry, B. (2004) 'Working for Families: The Impact on Child Poverty', *Social Policy Journal of New Zealand*, 22, pp. 19–54. Available free online:

www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/journals-and-magazines/social-policy-journal/spj22/22-pages19-54.pdf

Perry, B. (2011) *Household Incomes in New Zealand: Trends in Indicators of Inequality and Hardship 1982 to 2010* Wellington, Ministry of Social Development. Available online:

www.msd.govt.nz/about-msd-and-our-work/publications-resources/monitoring/household-incomes/index.html

St John, S. and Dale, M.C. (2012) 'Evidence-Based Evaluation: Working for Families', *Policy Quarterly*, 9, 1, pp. 39-51. Available free online:

<http://ips.ac.nz/publications/files/85630ff0208.pdf>

Working for Families. Available online: www.workingforfamilies.govt.nz/

Working for Families Evaluation. Available free online: www.msd.govt.nz/about-msd-and-our-work/publications-resources/evaluation/receipt-working-for-families/

Working for Families Tax Credits: A review of the In-work tax credit and the Parental tax credit. Available free online: www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/evaluation/working-for-families-tax-credits-review/wff-tax-credits-review.pdf

Future Focus

Future Focus Overview. Available free online: www.msd.govt.nz/about-msd-and-our-work/work-programmes/initiatives/future-focus/

Welfare Reform (current proposals)

Welfare Working Group. Available free online:

<http://ips.ac.nz/WelfareWorkingGroup/Index.html>

Welfare Reform. Available online: www.msd.govt.nz/about-msd-and-our-work/work-programmes/welfare-reform/index.html

Assessment Requirements

These may need to be modified for PADM students. The course coordinator will confirm the assessment requirements.

The purpose of assessment is three-fold: to ensure that you have met the standard of work required of the course; to give you feedback on your performance to assist you with your future study; and to provide the teaching staff with feedback on the progress of the class. You will be assessed on the basis of your individual work.

Your grade in this course will be based on your performance in the following:

1. Two short assignments of no more than 1,000 words (25% each), and
2. An essay of no more than 3,000 words (50%).

Please submit ALL assignments IN HARD COPY to:

Post Experience Programmes,
School of Government,
Victoria University of Wellington,
Level 8 Reception,
Rutherford House,
23 Lambton Quay,
P.O. Box 600,
Wellington 6140.

Assignments submitted by post are given two days grace to allow for delivery time, while assignments that are submitted in person should be placed in the secure box at School of Government reception (Level 8, Rutherford House, Pipitea Campus, office hours = 8.30am to 5.00pm, Monday to Friday) by the due date/time. The assignment box is cleared daily, and assignments will be date stamped.

Students should keep a copy of all submitted work.

1. First Short Assignment: 1,000 words, 25%, due: Tuesday 14 August 2012

EITHER

Critically assess the key strengths and weaknesses of the New Zealand Treasury's policy framework as enunciated in "Working Towards Higher Living Standards for New Zealanders", Paper 02/11, Wellington: <http://treasury.govt.nz/publications/research-policy/tp/higherlivingstandards>

OR

"All public policies are harmful in some identifiable and significant respect – however well intentioned, competently designed and effectively implemented. Policy makers thus have no choice but to choose the lesser of two evils". Is this claim valid?

OR

Under what circumstances, if any, are paternalistic policies justified?

OR

Critically assess the strengths and weaknesses of the precautionary principle.

2. Second Short Assignment: 1,000 words, 25%, due: Tuesday 25 September 2012

EITHER

What are the advantages and disadvantages of cost-benefit analysis as a prioritisation tool in public policy-making? Provide at least one example of when you think it is an appropriate tool, and at least one example of when you think it is not.

OR

Identify and briefly assess the ethical principles at stake in ONE of the following policy issues:

- whether same-sex couples should be permitted to adopt children;
- whether “after-birth abortion” should be permissible and in what circumstances;
- whether people should be allowed to sell their own body parts (e.g. a kidney) for transplant purposes.

OR

You are a policy adviser to the Minister of Justice. She has asked for a brief note on key issues to consider in responding to the call for an official apology from the New Zealand government to mothers who say they were forced into giving up their babies for adoption during the 1940s to 1970s.

OR

“Politics is the art of resolving conflicting claims about what is due to whom.” Briefly describe three contrasting approaches to priority setting in a liberal democracy.

3. Essay: 3,000 words, 50%, due: Tuesday 6 November 2012

EITHER

The Green Paper on Vulnerable Children asked whether government agencies have the balance right in supporting parents, caregivers, family and whānau to meet their responsibilities, while also protecting the needs of vulnerable children. How might a libertarian, an egalitarian and a communitarian respectively respond to this question? Given a diversity of views on it, how might the government determine an appropriate balance between protecting children and respecting the autonomy of parents and caregivers?

OR

In June 2011, Auckland Maori Statutory Board member Glenn Wilcox expressed concern that the proposed route of the \$2.6 billion underground central rail loop goes through the rohe of the taniwha Horotiu. How is public policy to deal with claims that represent, or purport to represent, the worldview of a minority ethno-cultural group when this conflicts with a post-Enlightenment worldview and values? Does it make a difference if the minority worldview is that of an ‘indigenous’ population group?

OR

The principle of equality of opportunity is one of the most widely recognised and supported principles of social justice. What does it actually mean and how does it differ from other principles of equality (e.g. equality of resources or equality of outcome). What are the policy implications of operationalising the principle of equality of opportunity? Draw on current policy issues and examples to illustrate your answer.

OR

You are a policy adviser to the Minister for the Environment. She is seeking advice on the nature of our obligations to future generations and whether the interests of such generations are properly protected under current policy-making processes and regulatory frameworks – and, if not, what should be done about it. Write a report to the Minister providing her with advice on these matters.

Quality Assurance Note

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 FCom 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

Attendance is required at all three modular teaching days

If, before enrolment for a course, you are aware that you will not be able to attend for part of a day, you must notify the Director of Master's Programmes when you enrol explaining why you will not be able to attend. The Director of Master's Programmes will consult with the relevant course coordinator. In such circumstances, you may be declined entry into a course.

If you become aware after a course starts that you will be unable to attend a significant part of a day (i.e. more than two hours), 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 advanced 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 for every day by which the assignment is late and 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%.

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 or participate in all pieces of assessment required for this course.

Communication of Additional Information

If additional information needs to be communicated, this will occur in class and/or via notices on Blackboard

NOTE: Information emailed to you via Blackboard can only 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). If you want to receive these emails at your preferred email address (e.g. your home or work email address), it is **essential** that you activate your @myvuw.ac.nz email address before the start of the course and you modify the settings so all emails sent to it are automatically forwarded to your preferred email address. Please go to www.victoria.ac.nz/its/student-services/FAQs.aspx#Email_Forward for more information.

You are recommended to ensure that your computer access to Victoria University’s computer facilities, such as myVictoria, Blackboard and email, is working BEFORE your course starts. If you have any problems, you should contact the ITS Helpdesk on (04) 463 5050 or its-service@vuw.ac.nz , or visit the Helpdesk on level 2 of the Railway West Wing, Pipitea Campus. See www.victoria.ac.nz/its/student-services/ for more information.

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). 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 www.turnitin.com. Turnitin is an online 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: 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

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

Find out about academic progress and restricted enrolment at

www.victoria.ac.nz/home/study/academic-progress.aspx

The University’s statutes and policies are available at 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.aspx (See Section C).

Further information about the University's academic processes can be found on the website of the Assistant Vice-Chancellor (Academic) at
www.victoria.ac.nz/home/about_victoria/avcacademic/default.aspx

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

www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

Faculty of Commerce Office

www.victoria.ac.nz/fcom/studenthelp/

Te Putahi Atawhai

Maori and Pacific Mentoring Programme

www.victoria.ac.nz/tpa/