

School of Government

PUBL 202/POLS 235
INSTITUTIONS AND THE POLICY PROCESS

Trimester 2, 2014

COURSE OUTLINE



Names and Contact Details

Course Coordinator: Dr John Wilson

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Administrator: Robyn McCallum

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Trimester Dates

Teaching Period: Monday 14 July – Friday 17 October

Mid-trimester Break: Monday 25 August to Sunday 7 September

Study Period: Monday 20 October – Thursday 23 October

Examination Period: Friday 24 October – Saturday 15 November (inclusive)

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 25 July, 2014.
2. The standard last date for withdrawal from this course is Friday 26 September 2014. 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

Lectures: (Kelburn campus)	Tutorials: (Kelburn campus)
Wednesday 11.00 – 11.50am, MCLT102	Wednesday, 12.00 – 12.50pm, MY103
Friday 11.00 – 11.50am, KKLT301	Wednesday, 1.10 – 2.00pm, CO118
	Friday, 12.00 – 12.50pm, MY103
	Friday, 1.10 – 2.00pm, VZ509

Course Delivery

The course will be delivered through two 50-minute lectures and one 50-minute tutorial per week. The tutorials are based on the lecture material and set readings. The format is general discussion structured around several set questions. Students are expected to be able to answer the tutorial questions based on the assigned reading and to participate in the general discussion.

Tutorials will not start until the second week, but will be arranged in the first lecture. Depending on the class size, not all of the tutorials listed above may be offered. There is a maximum of 20 students per tutorial class so if the list is full, please do not add your name to the bottom. Confirmation of your tutorial group will be posted on Blackboard. If you have any serious problems about the allocations please contact Dr Wilson.

The tutorial topic schedule and questions will be posted on Blackboard in the first week.

Expected Workload

Students are expected to undertake, on average, about ten hours of study per week, for 15 weeks (including the teaching period, mid-trimester break and study period). Since there are three course contact hours for this course, about seven hours per week of additional study should be undertaken for this course.

Prescription

This course examines the institutional context for public policy in New Zealand, reviewing the relationship between politics and administration and between ministers and officials, and exploring the challenges of governance in contemporary politics and public administration.

Course Learning Objectives

By the end of this course, students should be able to:

1. describe the main features of the New Zealand system of government and explain the specific role and contribution of the state sector;
2. describe the constitutional and historical context for contemporary public administration in New Zealand;
3. summarise the principal theoretical approaches to the role of the state, and show how these relate to the New Zealand system of government;
4. describe the influence of theory and ideology in the context of New Zealand's state sector reforms in the period from 1985 to 1995;
5. compare and contrast the trajectory of state sector reform in the 1980s and 1990s with contemporary developments in state sector and public administration reform;
6. illustrate the importance of political neutrality in the context of New Zealand public administration and assess challenges to political neutrality (politicisation);
7. summarise the relevance of ethics in the context of both the institutional and personal dimensions of public administration and public service;
8. explain the relevance of the Treaty of Waitangi and the significance of biculturalism and multiculturalism for public administration in New Zealand.

Course Content

The course is in two parts, separated by the mid-trimester break.

Part 1

The first part examines the institutions of the New Zealand system of government, including the constitutional and parliamentary frameworks, and the makeup of the contemporary state sector.

The focus then shifts to an examination of theories and models of bureaucratic reform and an analysis of the historical evolution of the New Zealand state sector during the twentieth century.

We then proceed to an exploration of the changes to the state sector introduced by the fourth Labour Government in the mid-1980s (including the ideas and theories that informed those changes), and the principal institutional and machinery of government reforms that resulted (including the State-Owned Enterprises Act 1986, the State Sector Act 1988 and the Public Finance Act 1989).

Following an assessment of the changes to the state sector, the focus shifts to more recent reforms and in particular to those in the period following the formation of the Labour-led Governments (1999-2008), and the National-led Governments (2008-). The first part of the course will be assessed primarily through a written assignment due immediately before the mid-trimester break.

Part 2

The second part of the course examines a number of key topics in public administration and policy, with a particular focus on the institutional context for policymaking, implementation, evaluation and review. Topics will include the tension between political and bureaucratic imperatives and the 'risks' associated with politicisation; ethics and ethos; consideration of the challenges of biculturalism and cultural pluralism; and case studies of the institutions and the policy process in specific policy domains.

The course will close by examining the distinction between government and governance, and the impact of different structures and processes of governance on institutions and the policy process.

The second part of the course will be assessed through a second written assignment due towards the end of the trimester, and through a final examination.

Readings

The recommended textbook for this course is: Richard Shaw and Chris Eichbaum, 2011, *Public Policy in New Zealand: Institutions, Processes and Outcomes*, 3rd ed., Auckland: Pearson/Prentice Hall. The third edition includes an extra chapter – on Governance – and some case study and other information has been updated from the second (2008) edition.

Students will NOT be required to purchase a set of course readings from the Student Notes Distribution Centre. The textbook will be supplemented by readings that will be posted to Blackboard. from time to time. See the lecture schedule at the end of this outline for lecture topics, the associated readings, and where applicable, hyperlinks to other materials.

Students wishing to undertake general reading before or during the course may find the following of assistance:

Jonathan Boston, John Martin, June Pallot and Pat Walsh, 1996, *Public Management: The New Zealand Model*, Oxford University Press, Auckland.

Raymond Miller (ed.), 2010, *New Zealand Government and Politics* (5th Edition), Oxford University Press, Auckland.

Geoffrey Palmer and Matthew Palmer, 2004, *Bridled Power: New Zealand's Constitution and Government* (4th Edition), Oxford University Press, Auckland.

Richard Mulgan and Peter Aimer, 2004, *Politics in New Zealand* (4th Edition), Auckland University Press, Auckland.

Graham Scott, 2001, *Public Management in New Zealand: Lessons and Challenges*, NZ Business Roundtable, Wellington.

Assessment

ASSESSMENT	DUE DATE	WEIGHT	COURSE OBJECTIVES
First Essay (2,000 words)	Friday 22 August	25%	(1-5)
Second Essay (2,000 words)	Friday 10 October	25%	(6-8)
Final exam	(exam timetable tba)	50%	

The first essay topics are at the end of this course outline and will be discussed in tutorials.

Essays should be submitted via hard copy to the secure box at School of Government reception (8th floor Rutherford House) during the office hours, which are 8.30 am – 5.00 pm. 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). Please do not try to submit your essays in any other way. They will not be accepted.

Penalties

Essays not handed in by the due date or by the date of an agreed extension may have their mark out of 100 reduced by 5 percentage points for each day the essay was late.

Essays handed in more than 5 days late after the due date or after the date of an extension may not be accepted.

Extensions beyond the due dates for essays will be granted only to those who meet the University's aegrotat rules, i.e. a medical certificate, personal bereavement, or critical personal circumstances beyond your control. If you are having troubles let your tutor or Dr Wilson know – confidentiality is guaranteed.

Please Note!

Requests for extensions **must** be received **before** the due date of an assignment.

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 <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. A copy of submitted materials will be retained 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!

School of Government Service Standards

Good learning and teaching outcomes for students in School of Government courses depend on many factors, including open, transparent and accountable relationships between teaching and support staff, and students in their various activities. The following service standards indicate some of the key expectations that teaching staff and students can have of each other. In all cases, they represent what the School believes should be 'normal' practice; exceptional circumstances can and will be negotiated as required.

Please note that there are University-wide policies relating to assessment – including rights of review and appeal. Details may be found in the Assessment Handbook (which is reviewed and updated from time to time – www.victoria.ac.nz/home/about/avcacademic/publications/assessment-handbook.pdf).

In general terms, any concerns that a student or students may have should be raised with the course coordinator in the first instance. If that course of action is not appropriate, the School's programme support staff will direct you to the relevant Programme Director/Coordinator.

Standards relating to staff timeliness of responses to email and phone queries:

- Email or phone queries from students will be responded to in 48 hours

Standards relating to availability of course materials:

- Students on modular or intensive courses will usually have course materials at least 4 weeks before the course starts
- Students on weekly courses will usually have course materials available on the first day of the course

Standards relating to attendance:

- It is expected that students will attend all contact teaching sessions for a course. If a student is aware that they will be unable to attend part of a course prior to it commencing, they are required to advise the course coordinator. In such a situation, the student may be declined entry into the course.
- Where a course coordinator approves some non-attendance before the class commences, the course coordinator may set additional item(s) of assessment of learning and teaching objectives for the course for students unable to attend. Advice relating to the submission and assessment of any such additional assessment will be provided by the course coordinator.

Variations to the assessment details provided in the course outline:

- Any variation to the assessment details in the course outline will be formally agreed between the course coordinator and students at the earliest possible time, preferably at the beginning of the course.

Standards relating to assignments – turnaround and feedback:

- Unless otherwise agreed between students and the course coordinator, items of assessment will be marked within 15 working days of submission.
- Comments on pieces of assessment will allow students to understand the reasons for the mark awarded, relative to the teaching and learning objectives specified in the course outline, and will usually include advice on how the student can improve their grades in future assignments.

Examinations

Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period. The final examination for this course will be scheduled at some time during the following period:

Friday 24 October – Saturday 15 November (inclusive)

Mandatory Course Requirements

In addition to obtaining an overall course mark of 50% or better, students must:

1. Attend no fewer than **eight** of the scheduled 11 tutorial sessions (you are strongly encouraged to attend all tutorials). If students are, for good reason, unable to attend their regular tutorial, they may attend another one in the same week. They should ensure that both their regular tutor and the tutor at the substitute tutorial have recorded their attendance;
2. Submit all written assignments by the due dates, or agreed extension;
3. Sit the course examination.

If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

Class Representative

A class representative will be elected in the first class, and that person's name and contact details made 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 students.

Communication of Additional Information

Notices and course materials relating to lectures and tutorials – including PowerPoint slides used in lectures – will be posted on the Blackboard website. Only students who are registered for PUBL 202/POLS 235 will have access.

Student feedback

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php

Link to general information

For general information about course-related matters, go to

<http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

Note to Students

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 academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

PUBL 202 / POLS 235 – First Essay Questions – 2014

(2000 words; 25% of final mark -- due 5pm, Friday 22 August)

1. Every democracy in the world (apart from three) has a fully codified constitution. Briefly outline what a codified constitution means and why most democracies think they are a fundamental democratic safeguard. Briefly outline New Zealand's constitutional position and its main constitutional features, and then assess the implications these have for New Zealand's democracy in general, and for the role of the judiciary and the power of the executive in particular.
2. Briefly outline the characteristic features that distinguish "Westminster" models from "Presidential" systems in terms of the doctrine of the "separation of powers". Then compare the main institutional differences between New Zealand and other key Westminster nations, and assess the implications these differences have in terms of the checks and balances on executive power in the policy-making process
3. In 1979, Geoffrey Palmer described the power of the executive as "*while not entirely unbridled*", nevertheless led to the "*fastest law in the West*". In light of the institutional reforms implemented since 1985 – to the public sector, the electoral system, and the parliamentary process – assess whether Geoffrey Palmer's description now needs revising?
4. According to Malone (2009), one of the consequences of MMP is that "*government policy has become more contestable.*" Outline the changes to the policy process in New Zealand as a result of MMP, and then discuss what you consider to be MMP's main advantages and dis-advantages for the policy process.
5. In its 1987 briefing to the incoming government, Treasury took the view that "*People will pursue their own ends, and their own interests. ... Well-designed policies will align the interests and actions of individuals with those of the nation. They will encourage greater efficiency, equity or liberty.*" What were the key components of the main economic interpretations of political and bureaucratic behaviour – neo-liberal, public choice and new public management theories – that informed Treasury's view, and to what extent are they seen in the "well-designed policies" implemented to reform the New Zealand state sector in the 1980s and 1990s?
6. The 2001 Advisory Group on the Review of the Centre concluded that "*the public management system as it stands today provides a reasonable platform to work from but some significant shifts in emphasis are needed to better respond to the needs of the future.*" What was "reasonable" about the reforms of the late 1980s and what shifts in emphasis can you identify that have enabled a better response by the public service to meeting today's needs?
7. In a 2009 speech the then Secretary of the Treasury Mr Whitehead defined a more managerial approach for chief executives in the public sector as being "*clear about goals, thinking about the customer, organising to deliver the right outcomes, getting the best price, producing the right quantities and standards and being explicit about the trade-offs involved in decisions.*" To what extent do the public sector reforms initiated under the National Government (2008-) reflect Whitehead's vision of a more managerial approach? Discuss some of the advantages and disadvantages of a more managerial approach. Use examples to illustrate your answer.

Victoria University of Wellington: PUBL 202 / POLS 235
LECTURE SCHEDULE & READINGS (2014)

Wednesday 11.00 – 11.50am, MCLT102

Friday 11.00 – 11.50am, KKL301

Week 1	Introductory Lectures
<p>Wed 16th July</p> <p>Readings</p>	<p>Introductory Class Institutions and the policy process</p> <ul style="list-style-type: none"> Shaw, Richard, and Chris Eichbaum. <i>Public Policy in New Zealand: Institutions, Processes and Outcomes</i>, Auckland: Pearson, 2011, 3rd ed., Chapters 1 & 2. Rt. Hon David Lange, 'With the Benefit of Foresight and a Little Help from Hindsight', <i>Australian Journal of Public Administration</i>, Vol. 57(1), March 1998.
<p>Fri 18th July</p> <p>Readings</p>	<p>Sovereignty and the Constitution The path to policy-making independence and New Zealand's constitutional features</p> <ul style="list-style-type: none"> John Wilson, New Zealand Sovereignty: 1857, 1907, 1947, or 1987?, Parliamentary Library, 2007. John E. Martin, 'Refusal of Assent – A Hidden Element of Constitutional History in New Zealand', Parliamentary Library, 2010.(BlackBoard) Shaw & Eichbaum, (2011, 3rd ed.,) Chapter 3 Inquiry to review New Zealand's existing constitutional arrangements, Report of the Constitutional Arrangements Committee, August 2005, pp.82-119. (BB).
Week 2	Parliamentary Institutions I
<p>Wed 23rd July</p> <p>Readings</p>	<p>The Westminster System Institutional checks and balances?</p> <ul style="list-style-type: none"> Shaw & Eichbaum, (2011, 3rd ed.,) Chapter 4. John Wanna, 'New Zealand's Westminster Trajectory: Archetypal Transplant to Maverick Outlier' in Patapan, Wanna and Weller, <i>Westminster Legacies</i>, 2005. John Wilson, Parliamentary Voting Systems in New Zealand and the Referendum on MMP, Parliamentary Library, November 2011.
<p>Fri 25th July</p> <p>Readings</p>	<p>The Executive Branch in NZ An elective dictatorship?</p> <ul style="list-style-type: none"> Shaw & Eichbaum, (2011, 3rd ed.,) Chapter 5. R. Mulgan, 'An Elective Dictatorship?', in Hyam Gold, <i>New Zealand Politics in Perspective</i>, 2nd ed., 1989. Rt Hon Sir Geoffrey Palmer, 'The Cabinet, the Prime Minister and the Constitution', <i>New Zealand Journal of Public and International Law</i>, June, 2006.

Week 3	Parliamentary Institutions II
<p>Wed 30th July</p> <p>Readings</p>	<p>The MMP Voting System The elective dictatorship revisited</p> <ul style="list-style-type: none"> • Shaw & Eichbaum, (2011, 3rd ed.,) Chapter 8. • Ryan Malone, 'Who's the Boss? Executive-Legislature Relations in New Zealand under MMP', <i>New Zealand Journal of Public and International Law</i>, June, 2009. • Marcus Ganley, 'Select Committees and their Role in Keeping Parliament Relevant: Do New Zealand Select Committees make a Difference?', ASPG Parliament 2000 – Towards a Modern Committee System 2001 (BB)
<p>Fri 1st August</p> <p>Readings</p>	<p>Political Parties and Political Ideology Left, right or in front?</p> <ul style="list-style-type: none"> • Shaw & Eichbaum, (2011, 3rd ed.,) Chapter 9. • Jonathan Boston and Andrew Ladley, 'Efficient Secrets: The Craft of Coalition Management', <i>New Zealand Journal of Public and International Law</i>, June, 2006. • Raymond Miller (ed.), <i>New Zealand Government and Politics</i> (5th edition), Auckland, Oxford University Press, 2010, Chapters: 7.2 - 7.6 (inclusive)
Week 4	Public Administration
<p>Wed 6th Aug</p> <p>Readings</p>	<p>Public Administration and Theory New Zealand's System <u>Before</u> 1984</p> <ul style="list-style-type: none"> • R. Mascarenhas, 'The New Zealand Public Service: National Identity and International Reform', in John Halligan, ed., <i>Civil Service Systems in Anglo-American Countries</i>, 2003. • R. Mulgan, 'A Pluralist Theory of the State', in <i>Politics in New Zealand</i>, 2nd ed., 1997.
<p>Fri 8th Aug</p> <p>Readings</p>	<p>Public Administration and Theory New Zealand's System <u>After</u> 1984</p> <ul style="list-style-type: none"> • P. J. Hill, "Public Choice: A Review", <i>Faith & Economics</i>, Number 34, Fall 1999. • Jonathan Boston, 'The Ideas and Theories underpinning the New Zealand Model', in Boston et al, <i>Public Management: The New Zealand Model</i>, 1996. • Shaun Goldfinch, "Remaking New Zealand's Economic Policy: Institutional Elites as Radical Innovators 1984–1993", <i>Governance: An International Journal of Policy and Administration</i>, Vol. 11(2), April 1998 (pp. 177–207).

Week 5	Public Administration in New Zealand 1984-1999
Wed 13th Aug	The 'Revolution' in Public Administration in New Zealand From theory to practice (legislation)
Readings	<ul style="list-style-type: none"> • Richard Shaw, 'Bureaucrats, Advisers and Consultants', in R. Miller (ed.), <i>New Zealand Government and Politics</i>, 5th ed., Auckland, Oxford University Press, 2010. • Judy Whitcombe, 'Contributions and Challenges of 'New Public Management': New Zealand Since 1984', <i>Policy Quarterly</i>, Vol.4(3), September 2008.
Fri 15th Aug	Assessments of the NZ Reforms of 1984-1999
Readings	<ul style="list-style-type: none"> • Professor Allen Schick, 'Reflections on the New Zealand Model', NZ Treasury Lecture, August 2001. • Richard Norman and Robert Gregory, "Paradoxes and Pendulum Swings: Performance Management in New Zealand's Public Sector", <i>Australian Journal of Public Administration</i>, Vol. 62(4), December 2003. • Murray Petrie and David Webber, <i>Review of Evidence on Broad Outcome of Public Sector Management Regime</i>, Treasury Working Paper, 01/06, 2006.
Week 6	Public Administration in New Zealand 1999-2014
Wed 20th Aug	The Labour Government 1999-2008 From 'responsiveness' to 'performance'
Readings	<ul style="list-style-type: none"> • J. Boston and C. Eichbaum, 'State Sector Reform and Renewal in New Zealand: Lessons for Governance', Conference Paper, Repositioning of Public Governance, Taipei, 2005. • Report of the Advisory Group on Review of the Centre, State Services Commission, 2001. • Grant Duncan and Jeff Chapman, 'New Millennium, New Public Management and the New Zealand Model', <i>The Australian Journal of Public Administration</i>, Vol. 69(3), 2010.
Fri 22nd Aug	The National Government 2008 - From 'performance' to 'value for money'
Readings	<ul style="list-style-type: none"> • Brian Roper, "The Fifth (Key) National Government's Neoliberal Policy Agenda: Description, Analysis and Critical Evaluation", <i>NZ Sociology: Journal of the Sociological Association of Aotearoa/New Zealand</i>, Volume 26 Issue 1, 2011, pp. 12-40. • Bill Ryan, 'Public Management in Difficult Economic Times', <i>Policy Quarterly</i>, Vol. 7(3), August 2011 • Len Cook and Robert Hughes, 'Value for Money from Public Services', <i>Policy Quarterly</i>, Vol. 5(2), May 2009
	1st Essay Due: Friday 22nd August

	Mon 25th August – Sunday 7th September: Mid Trimester Break
Week 7	Politicisation and the Policy Process
Wed 10th Sept	Politicisation I Types of politicisation
Readings	<ul style="list-style-type: none"> • Richard Mulgan, 'What Future For Free And Frank Advice?', Address to IPANZ, 30 May 2012 • Ross Tanner, 'The Political Neutrality of the State Services: Issues and Principles', Address to IPANZ/ IPS seminar, Monday 20 August 2007.
Fri 12th Sept	Politicisation II Political Advisers
Readings	<ul style="list-style-type: none"> • Shaw & Eichbaum, (2011, 3rd ed.,) Chapter 10 • C. Eichbaum and R. Shaw, 'Purchase Advisers and the Public Service: Who Pays the Bill?', <i>Public Sector</i>, July 2009. • Richard Mulgan, 'Politicising the Australian Public Service?', Research Paper 3 1998-99, Australian Parliamentary Library, 1999.
Week 8	Ethics and the Policy Process
Wed 17th Sept	Ethics I The Public Interest
Readings	<ul style="list-style-type: none"> • Richard Mulgan, 'Public Servants and the Public Interest', Paper presented in the Department of the Senate Occasion Lecture Series at Parliament House on 11 August 2000. • Carolynne James, 'Economic Rationalism and Public Sector Ethics: Conflicts and Catalysts', <i>Australian Journal of Public Administration</i>, Vol.62(1), March 2003.
Fri 19th Sept	Ethics II The Ethics Infrastructure
Readings	<ul style="list-style-type: none"> • John Martin, 'Ethics in Public Service: The New Zealand Experience', in Noel Preston (ed.), <i>Ethics for the Public Sector</i>, Federation Press, 1994. • Howard Davis, 'Ethics and Standards of Conduct', in T. Bovaird and E. Loffler, eds., <i>Public Management and Governance</i>, 2nd ed., 2009.

Week 9	Policy Case Studies
<p>Wed 24th Sept</p> <p>Readings</p>	<p>Biculturalism or Multiculturalism?</p> <ul style="list-style-type: none"> • Katherine Smits, 'The Politics of Biculturalism', in R. Miller (ed.), <i>New Zealand Government and Politics</i>, 5th ed., Auckland, Oxford University Press, 2010. • Mason Durie, 'Māori in Governance: Parliament, Statutory Recognition and the State Sector', <i>Nga Kahui Pou Launching Māori Futures</i>, Huia Press, 2003. • Janine Hayward, 'Treaty Policy', in R. Miller, ed., <i>New Zealand Government and Politics</i>, 4th ed., 2006.
<p>Fri 26th Sept</p> <p>Readings</p>	<p>Maori & Public Policy From Closing the Gaps to Whānau Ora</p> <ul style="list-style-type: none"> • Dena Ringold, 'Policy Approaches to Māori Development', pp. 28-46, in <i>Accounting for Diversity: Policy Design and Māori Development in Aotearoa New Zealand</i>, July 2005. Available at: http://www.fulbright.org.nz/publications/2005-ringold/ • Ann Sullivan, 'Maori Policy and Politics', in R. Miller, ed., <i>New Zealand Government and Politics</i>, 4th ed., 2006.
Week 10	Policy Case Studies
<p>Wed 1st Oct</p> <p>Readings</p>	<p>Tertiary Education Policy</p> <ul style="list-style-type: none"> • Shaw & Eichbaum, (2011, 3rd ed.,) Chapter 14. • Rachel Baxter, 'Sharing the Private and Public Costs of Tertiary Education', <i>Policy Quarterly</i>, Vol. 8(2), May 2012. • Ministry of Education, <i>Tertiary Education Strategy: 2010-2015</i>, Office of the Minister for Tertiary Education.
<p>Fri 3rd Oct</p> <p>Readings</p>	<p>Environment Policy Clean and Green?</p> <ul style="list-style-type: none"> • Ton Buhrs, 'Environmental Policy', R. Miller, ed., <i>New Zealand Government and Politics</i>, 4th ed., 2006. • Owen Furuseh and Chris Cocklin, 'An Institutional Framework For Sustainable Resource Management: The New Zealand Model', <i>Natural Resources Journal</i>, Vol. 35, Spring, 1995.

Week 11	Policy Case Studies
Wed 8th Oct Readings	Energy Policy Peak oil? <ul style="list-style-type: none"> • John Wilson, 'What if Muldoon's 'Think Big' Energy Projects had Succeeded?', in S. Levine, (ed.), <i>New Zealand as it Might Have Been</i>, Wellington, Victoria University Press, 2006. • D. Fantazzini, M. Höök, A. Angelantoni, 'Global Oil Risks in the Early 21st Century', <i>Energy Policy</i>, Vol.39(12), December 2011. • Ministry of Economic Development, <i>New Zealand Energy Strategy 2011–2021</i>, New Zealand Government, August, 2011.
Fri 10th Oct Readings	Governance I The policy process re-visited <ul style="list-style-type: none"> • Shaw & Eichbaum, (2011, 3rd ed.,) Chapter 16 • E. Loffler, 'Public Governance in a Network Society', in T. Bovaird and E. Loffler, eds., <i>Public Management and Governance</i>, 2nd ed., 2009.
2nd Essay Due: Friday 10th October	
Week 12	Course Conclusion
Wed 15th Oct Readings	Governance II Models of governance <ul style="list-style-type: none"> • J. Pierre and B. Guy Peters, 'Different Ways to Think about Governance', in Pierre and Peters, eds., <i>Governance, Politics and the State</i>, St Martins Press, 2000. • 'Many Flowers Blooming: Working Together for Better Public Services', <i>Public Sector</i>, September, 2009.
Fri 17th Oct Readings	Revision Class Exam briefing / Exam workshop / Course evaluation <ul style="list-style-type: none"> • Previous exam papers • Lecture notes • Lecture powerpoints • Tutorial notes • Your essays (and the comments)