

**School of Government**

**GOVT 539**  
**POLITICS, PHILOSOPHY AND PUBLIC POLICY**  
(15 Points)

**Trimester 1 / 2015**

**COURSE OUTLINE**

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## Names and Contact Details

**Course Coordinator:**           **Professor Jonathan Boston**  
Room RH 825, Level 8, Rutherford House, Pipitea Campus  
Telephone: (04) 463 5456  
Mobile: (027) 563 5456  
Email: [jonathan.boston@vuw.ac.nz](mailto:jonathan.boston@vuw.ac.nz)

**Lecturers:**                   **Dr David Bromell**  
(Christchurch-based)  
Mobile: 021 140 2062  
Email: [david.bromell@vuw.ac.nz](mailto:david.bromell@vuw.ac.nz)

**Professor Jonathan Boston**  
(details as above)

**Administrator:**           **Darren Morgan**  
Room RH 821, Level 8, Rutherford House, Pipitea Campus  
Telephone: (04) 463 5458  
Fax: (04) 463 5454  
Email: [darren.morgan@vuw.ac.nz](mailto:darren.morgan@vuw.ac.nz)

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

## Trimester Dates

Monday 23 February to Tuesday 2 June 2015

## 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 from 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 6 March 2015**.
2. The standard last date for withdrawal from this course is **Friday 15 May 2015**. 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*' form including supporting documentation. The application form is available from the Faculty's Student Customer Service Desk.

## **Class Times and Room Numbers**

|                      |                           |                 |
|----------------------|---------------------------|-----------------|
| <b>Module One:</b>   | Thursday 26 February 2015 | 9.00am – 5.00pm |
| <b>Module Two:</b>   | Thursday 16 April 2015    | 9.00am – 5.00pm |
| <b>Module Three:</b> | Thursday 28 May 2015      | 9.00am – 5.00pm |

**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 at [www.victoria.ac.nz/students/study/timetables](http://www.victoria.ac.nz/students/study/timetables).

## **Course Delivery and Attendance**

This course is delivered in a modular format over three days, which includes a minimum of 24 hours contact. The 24 hours are broken up into:

- three separate days of six hours contact time each (a ‘module’), taught between 9.00am and 5.00pm on the three teaching days (6.25 hours in the first module – hence a total of 18.25 hours);
- a minimum of 5.75 hours of online learning between teaching days, as detailed below (page 7).

**Attendance is required at all three modular teaching days (9.00am – 5.00pm). Completing online learning tasks within the prescribed timeframes is also required in order to pass this course.**

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 part or all of a day (i.e. more than two hours), or cannot complete the online learning requirements within the prescribed timeframes, you must advise the course coordinator explaining why you are unable to do so. The course coordinator may require you to complete compensatory work to ensure that you have successfully met the course requirements and fulfilled the learning objectives.

## **Expected Workload**

The learning objectives set for this 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. School of Government 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 150 hours (including class contact time and online learning tasks) for a 15-point course. We recommend that you study for approximately 8-10 hours each week during the course.

## **Course Prescription**

This course examines the contribution of political, social and moral philosophy to an understanding of the role of the state, and some of the issues surrounding the application of social science theories and methodologies to the conduct of policy analysis.

## **Course Learning Objectives (CLOs)**

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 ‘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 in policy making and public management.

This course develops skills in critical thinking, dealing with complexity, and clear communication.

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

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

## **Course Content**

The following outline indicates material covered in each module.

### **Module One (Thursday 26 February 2015)**

#### **Six theories of justice:**

##### **1. Introduction / Utilitarianism**

- introduction to the course
- consequentialism and utilitarianism
- Jeremy Bentham
- deontological vs teleological ethics
- John Stuart Mill – and the English utilitarians in India
- cost-benefit analysis
- the trolley problem

## **2. Justice as fairness**

- Immanuel Kant's *Groundwork for the Metaphysics of Morals* (1780)
- John Rawls's theory of justice
- the 'original position' and 'veil of ignorance'
- principles of justice
- the difference/maxim in principle
- the politics of liberal equality

## **3. Entitlement and compensation**

- Robert Nozick's *Anarchy, State, and Utopia*
- 'state of nature', 'natural rights' and the Lockean proviso
- the minimal state
- positive and negative rights
- liberty, equality, fraternity – and pre-conditions for the exercise of liberty

## **4. A capabilities approach**

- Amartya Sen / Martha Nussbaum
- functionings, capabilities, agency, freedom
- measuring well-being and social progress
- basic capabilities?
- transcendental institutionalism and realisation-focused comparison
- public reason and open impartiality

## **5. Civic virtue and the common good**

- Aristotle – justice as teleological and honorific
- Michael Sandel on the moral limits of markets, the purpose of politics and the formation of virtue
- Alasdair MacIntyre – 'narrative quest' and belonging in communities
- obligations of solidarity
- justice and the common good

## **6. Catholic social teaching**

- Pope Leo XIII and *Rerum Novarum* (1891)
- key documents in an evolving tradition
- 'dignity', rights and the common good
- forms of justice: commutative, distributive, social
- labour, capital and a living wage
- just ownership and use of property
- prioritisation principles
- the preferential option for the poor
- Pope Francis – new directions

## **Module Two (Thursday 16 April 2015)**

### **1. Liberty, coercion, harm and precaution**

- the presumption in favour of liberty
- the 'best judge' principle
- grounds for coercion by the state (and others)

- liberty-limiting principles
- state paternalism
- trade-offs and decision rules

## **2. Two case studies**

- vehicle emissions standards
- active voluntary euthanasia

## **3. Government and ‘the good society’**

- competing conceptions of the good society
- state neutrality vs perfectionism
- ‘the common good’
- ‘the public interest’
- managing conflicts of values in public policy

## **4. Public policy responses to child poverty in New Zealand**

- poverty measurement
- child poverty in New Zealand – trends and international comparisons
- causes and consequences of child poverty
- solutions – taking an investment perspective
- the political economy of social investment
- current policy issues and options

# **Module Three (Thursday 28 May 2015)**

## **1. Equality of what?**

- Rawls re-visited
- equality as end or means?
- equality of what?
- five kinds of equality
- equality and other values
- utility and equality
- how equal do we want to be?

## **2. ‘A fair go’ in public policy**

- a framework for public reasoning
- why focus on ‘a fair go’?
- making moral judgments
- context, relationships, time
- fair process
- fair outcomes
- ‘a fair go’ and social evaluation

## **3. Ethnicity, identity and public policy**

- diversity as fact and norm
- ethno-cultural diversity in New Zealand
- identities, categories and groups
- special measures

- biculturalism / multiculturalism
- indigeneity
- limits of tolerance and universal values

#### 4. Case study: Climate change, sea-level rise and extreme weather events

- climate change, impacts and key risks
- the politics of climate change
- sharing the costs
- climate change and local government

### **Online Learning**

There are six tasks to be performed within defined time periods via Blackboard, to a total of at least 5.75 hours. These tasks relate particularly to the course learning objective to engage with others in moral argument (CLO 3, see page 4 above). The course coordinator is able to monitor your completion of these tasks in Blackboard. Your work on them will be graded and account for 20% of your final grade as indicated below.

#### **Why (not) political philosophy? (5% of final grade)**

1. In the week of 27 February – 7 March 2015, and no later than 5.00pm on Saturday 7 March 2015, every student is to contribute to the class blog on Blackboard about what you think the study of political philosophy can add to public policy and public management, and what you want to get out of this course (one hour).
2. In the week of 8-14 March 2015, and no later than 5.00pm on Saturday 14 March 2015, read, think about and comment (online) on what your fellow students have posted (one hour).

#### **The good society (5% of final grade)**

3. In the week of 5-11 April 2015, and no later than 5.00pm on Saturday 11 April 2015, every student is to contribute to the class blog on Blackboard that describes characteristics of a 'good society' (one hour). You are invited to reflect on the six theories of justice covered in Module 1 in contributing to this blog.

#### **Child poverty in New Zealand (5% of final grade)**

4. In the week of 17-23 May 2015, watch the Bryan Bruce documentary, *Inside Child Poverty*, at <http://bryanbruce.co.nz/feature/child-poverty/inside-child-poverty-full-documentary>. N.B. there are **five parts** to the documentary, which runs for 45 minutes in total.
5. No later than 5.00pm on Saturday 23 May 2015, post a comment in the blog on Child Poverty on Blackboard about the documentary: what you felt when you watched it; something you thought about it; and what you think should be a priority for action and by whom (minimum 30 minutes).

#### **Climate change, sea-level rise and extreme weather events (5% of final grade)**

6. No later than Wednesday 27 May 2015, study the presentation on climate change, sea-level rise and extreme weather events and listen to the podcast on Blackboard (minimum 1.25 hours). These resources provide you with essential background information for the workshop that will be conducted in class on the afternoon of Thursday 28 May 2015.

## **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. A number of these have hyperlinks – you can access these free online. You can access many journal articles online through the VUW library home page (Journal finder), indicated with an \*. As a VUW student, you have complete and free access to these materials. University copyright licenses allow you to download and print these materials, so long as you use them for educational purposes only. Please ask your course convenor or a VUW librarian if you require help to access material, or if you run into any other problems. Some key documents (indicated below) can be accessed from the course resources on Blackboard.

The pre-reading for each module will be the basis for exercises and discussion in class. Following module 1, you will benefit from reading Michael Sandel's *Justice* (2009) – see below.

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 assignments.

## **Useful books**

If you buy only one book, make it this one:

Sandel, M. (2009). *Justice: What's the right thing to do?* New York: Farrar, Straus & Giroux.

Boston, J., Bradstock, A., & Eng, D. (Eds.). (2010). *Public policy: Why ethics matters*. Canberra: ANU E-Press. Available free online: [http://epress.anu.edu.au/titles/australia-and-new-zealand-school-of-government-anzsog-2/ethics\\_matters\\_citation](http://epress.anu.edu.au/titles/australia-and-new-zealand-school-of-government-anzsog-2/ethics_matters_citation)

Boston, J., Bradstock, A., & 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](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://igps.victoria.ac.nz/publications/publications/show/247> .

## **Reading for Module 1**

### **Pre-reading**

Arvan, M. (2014). How do you read philosophy? *The Philosophers' Cocoon*. Retrieved from <http://philosopherscocoon.typepad.com/blog/2014/03/how-do-you-read-philosophy.html>

Arvan, M. (2014). How do you write? *The Philosophers' Cocoon*. Retrieved from <http://philosopherscocoon.typepad.com/blog/2014/03/how-do-you-write.html>

Bromell, D. (unpublished note, 2014) *Why (not) political philosophy?* (**on Blackboard**).



## Further reading related to Module 1

Cohen, G. (2011). How to do political philosophy. In M. Otsuka, (Ed.). *On the currency of egalitarian justice, and other essays in political philosophy* (pp. 225-235). Princeton: Princeton University Press (**on Blackboard**).

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

### *Utilitarianism and cost-benefit analysis*

Argyrous, G. (2013). A review of government cost-benefit analysis guidelines: How do they differ? *Occasional paper, Australia and New Zealand School of Government*. Retrieved from [www.anzsog.edu.au/media/upload/publication/112\\_SSC-Occpaper-6-Argyrous-G-1.3.13.pdf](http://www.anzsog.edu.au/media/upload/publication/112_SSC-Occpaper-6-Argyrous-G-1.3.13.pdf)

Bentham, J. (1789/1996). *Introduction to the principles of morals and legislation*. J. Burns & H. Hart, (Eds.). Oxford: Clarendon Press.

Gray, J. (1991). Introduction. *John Stuart Mill: On liberty and other essays* (pp. vii–xxx). Oxford: Oxford University Press.

Greene, J. (2013). *Moral tribes: Emotion, reason, and the gap between us and them*. London: Atlantic Books.

Mill, J.S. (1871). *Utilitarianism*. Available as a print or electronic resource in VUW library.

New Zealand Treasury (2005). *Cost benefit analysis primer* Version 1.12. Wellington, New Zealand Treasury. <http://treasury.govt.nz/publications/guidance/planning/costbenefitanalysis>

Sandel, M. (2009). *Justice: What's the right thing to do?* (chapter 2). New York: Farrar, Straus & Giroux.

Sen, A. (2000). The discipline of cost-benefit analysis. *Journal of Legal Studies*, 29(S2), 931–952. Retrieved from [www.jstor.org/stable/10.1086/468100](http://www.jstor.org/stable/10.1086/468100)

### *John Rawls: Justice as fairness*

Rawls, J. (1971). *A theory of justice*. London: Oxford University Press.

Rawls, J. (1993). *Political liberalism*. New York: Columbia University Press.

Rawls, J. (2001). *Justice as fairness: A restatement*. Cambridge, MA: Harvard University Press.

Wenar, L. (2008). John Rawls. *The Stanford encyclopedia of Philosophy* (Fall 2008 Edition). E. N. Zalta (Ed.). Retrieved from <http://plato.stanford.edu/archives/fall2008/entries/rawls/>

### *Robert Nozick*

Nozick, R. (1974). *Anarchy, state and utopia*. Oxford: Blackwell.

Uzgalis, W. (2012). John Locke. *The Stanford encyclopedia of philosophy* (Fall 2012 Edition). E. N. Zalta (Ed.). Retrieved from <http://plato.stanford.edu/archives/fall2012/entries/locke/>

### *A capabilities approach*

Nussbaum, M. (2000). *Women and human development: The capabilities approach*. Cambridge: Cambridge University Press.

Sen, A. (1999). *Development as freedom*. Oxford: Oxford University Press.

Sen, A. (2009). *The idea of justice*. Cambridge, MA: Belknap Press.

Sen, A. (2009). Introduction. In R. Hanley (Ed.). *Adam Smith: The theory of moral sentiments* (pp. vii–xxvi). New York: Penguin (**on Blackboard**).

### *Civic virtue and the common good*

Aristotle (1953). *The ethics of Aristotle: The Nichomachean Ethics*. J. A. K. Thomson, (Trans.). Harmondsworth. Middlesex: Penguin. (e-book available).

Kraut, R. (2012). Aristotle's ethics. *The Stanford encyclopedia of philosophy*. E. N. Zalta (Ed.). Retrieved from <http://plato.stanford.edu/archives/win2012/entries/aristotle-ethics/>

MacIntyre, A. (1981). *After virtue: A study in moral theory*. London: Duckworth.

MacIntyre, A. (1988). *Whose justice? Which rationality?* Notre Dame, IN: University of Notre Dame Press.

- Miller, F. (2012). Aristotle's political theory. *The Stanford encyclopedia of philosophy*. E. N. Zalta (Ed.). Retrieved from <http://plato.stanford.edu/archives/fall2012/entries/aristotle-politics/>
- Sandel, M. (1982). *Liberalism and the limits of justice*. Cambridge/New York: Cambridge University Press.
- Sandel, M. (1996). *Democracy's discontent: America in search of a public philosophy*. Cambridge: MA: Belknap Press.
- Sandel, M. (2009). *Justice: What's the right thing to do?* New York: Farrar, Straus & Giroux.
- Sandel, M. (2012). *What money can't buy: The moral limits of markets*. New York: Farrar, Straus & Giroux.
- \* Sandel, M. (2013). Market reasoning as moral reasoning: Why economists should re-engage with political philosophy. *Journal of Economic Perspectives*, 27(4), 121–140.

### **Catholic social teaching**

- National Conference of Catholic Bishops. (2010). Social action. *Catholic Church in Aotearoa New Zealand*. Retrieved from [www.catholic.org.nz/social-action/dsp-default.cfm?loadref=11](http://www.catholic.org.nz/social-action/dsp-default.cfm?loadref=11)
- Hollenbach, D. (1988). *Justice, peace, and human rights: American catholic social ethics in a pluralistic world*. New York: Crossroad.
- National Conference of Catholic Bishops (1986). *Economic justice for all: Pastoral letter on catholic social teaching and the U.S. economy*. Washington, DC: National Conference of Catholic Bishops.

## **Reading for Module 2**

### **Pre-reading**

(Pre-reading on assisted voluntary euthanasia will be the basis of an exercise in session two.)

- Adams, G. (2014, Jan). Voluntary euthanasia: Too hot to handle? *North & South*, pp. 62-71 (**on Blackboard**).
- Campbell, A., Guillelt, G., & Jones, G. (1992). *Practical medical ethics* (pp. 1-16). Auckland: Oxford University Press. (**on Blackboard**).
- Parliamentary Library (2003). Voluntary euthanasia and New Zealand. *Background note 2003/07*. Retrieved from [www.parliament.nz/resource/0000000219](http://www.parliament.nz/resource/0000000219)
- HM Government (2014, Jan). *An evidence review of the drivers of child poverty for families in poverty now and for poor children growing up to be poor adults*. Presented to Parliament by the Secretary of State for Work and Pensions, London. (**on Blackboard**).

### **Further reading related to Module 2**

#### **Liberty, coercion, harm and precaution**

- Dworkin, R. (1985). *A matter of principle* (chapter 11). Cambridge, MA: Harvard University Press.
- Feinberg, J. (1973). *Social philosophy* (chapters 2-3). New Jersey: Prentice-Hall.
- 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, 181-195.
- Goodin, R. and Reeve, A. (eds.) (1989). *Liberal Neutrality*. London: Routledge.
- John, P., Cotterill, S., Moseley, A., Richardson, L., Smith, G., Stoker, G. & Wales, C. (2011). *Nudge, nudge, think, think: Experimenting with ways to change civic behaviour*. London: Bloomsbury.
- \* MacLeod, C. (1997). Liberal neutrality or liberal tolerance? *Law and Philosophy*, 16, pp. 529-559.
- Mill, J. S. (1956 edition). *On liberty*. New York: Liberal Arts Press.
- Sartorius, R. (Ed.). (1983). *Paternalism*. Minneapolis: University of Minnesota Press, esp. chapters 1, 2, 3 and 13.
- Thaler, R., & Sunstein, C. (2008). *Nudge: Improving decisions about health, wealth and happiness*. London: Penguin.

### **Case study: Vehicle emissions standards**

- Health and Air Pollution in New Zealand (HAPINZ). (2012). *Updated health and air pollution in New Zealand study*. Retrieved from [www.hapinz.org.nz/](http://www.hapinz.org.nz/)
- Japan Export Vehicle Inspection Center Company New Zealand Limited (JEVIC). (2006). *Emissions tail pipe test trial: Final report*. Retrieved from [www.transport.govt.nz/research/Documents/JEVIC-Emissions-Trial.pdf](http://www.transport.govt.nz/research/Documents/JEVIC-Emissions-Trial.pdf)
- Ministry of Transport. *Changes to the vehicle emissions rule*. [www.transport.govt.nz/ourwork/Pages/ChangestotheVehicleEmissionsRule.aspx](http://www.transport.govt.nz/ourwork/Pages/ChangestotheVehicleEmissionsRule.aspx)
- Ministry of Transport (2006). *Vehicle emissions pilot project report*. Retrieved from [www.transport.govt.nz/research/othertransportresearch/Pages/vehicleemissionspilotprojectreport.aspx](http://www.transport.govt.nz/research/othertransportresearch/Pages/vehicleemissionspilotprojectreport.aspx)
- New Zealand Transport Agency. (2014). *Ambient air quality (Nitrogen Dioxide) monitoring network – Annual report 2007–12*. Retrieved from [www.nzta.govt.nz/resources/air-quality-monitoring/](http://www.nzta.govt.nz/resources/air-quality-monitoring/)

### **Case study: Assisted voluntary euthanasia**

- Beauchamp, T., & Childress, J. (1994). *Principles of biomedical ethics*. Oxford: Oxford University Press.
- Campbell, A., Guillelt, G., & Jones, G. (1992). *Practical medical ethics* (pp. 108-119). Auckland: Oxford University Press.
- Lord Falconer. (2012). *Report of commission on assisted dying*. London: Demos. Retrieved from [www.commissiononassisteddying.co.uk/](http://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), 1-33 **(on Blackboard)**.
- Gillett, G. (1989). *Reasonable care*. Bristol: Bristol Press.

### **Government and 'the good society'**

- Barry, B. (1965). *Political argument* (Chapters X-XV). London: Routledge and Kegan Paul.
- \* Benditt, T. (1973). The public interest. *Philosophy and Public Affairs*, 2(3), 291-311.
- Boston, J. (2013. July). The quest for the good society: Economics, ethics and public policy. Paper prepared for a Treasury seminar. Retrieved from <http://apo.org.au/research/quest-good-society-economics-ethics-and-public-policy> **(on Blackboard)**
- \* Caney, S. (1991). Consequentialist defences of liberal neutrality. *The Philosophical Quarterly*, 41 (165), 457-477.
- \* Caney, S. (1995). Anti-perfectionism and Rawlsian liberalism. *Political Studies*, 43, 248-264.
- \* Cochran, C. (1974). Political science and "the public interest. *Journal of Politics*, 36(2), 327-355.
- Dahl, R (1989). *Democracy and its critics* (Chapters 20-21). New Haven: Yale University Press.
- \* Douglass, B. (1980). The common good and the public interest. *Political Theory*, 8(1), 103-117.
- \* Dupré, L. (1993). The common good and the open society. *The Review of Politics*, 55(4), 687–712.
- Francis, M., & Tully, J. (Eds.). (2009). *In the public interest: Essays in honour of Professor Keith Jackson* (chapter 1). Christchurch: Canterbury University Press. **(on Blackboard)**.
- James, C., with Argyle, E. (2014). *A way of thinking about vested interests*. Wellington: Institute for Governance and Policy Studies, School of Government, Victoria University of Wellington, Working Paper 14/02. Retrieved from <http://igps.victoria.ac.nz/publications/publications/show/356> **(on Blackboard)**
- \* Smith, T. (1999). Aristotle on the conditions for and limits of the common good. *American Political Science Review*, 93(3), 625–636.
- \* Tullock, G. (1984). A (partial) rehabilitation of the public interest theory. *Public Choice*, 42, 89-99.

### ***Public policy responses to child poverty in New Zealand***

- Boston, J., & Chapple, S. (2014). *Child poverty in New Zealand*. Wellington: Bridget Williams Books.
- HM Government. (2014). *An evidence review of the drivers of child poverty for families in poverty now and for poor children growing up to be poor adults*. Presented to Parliament by the Secretary of State for Work and Pensions, London, January (**on Blackboard**).
- OECD (2009). *Doing better for children*. Paris: OECD. Retrieved from [www.oecd.org/els/family/doingbetterforchildren.htm](http://www.oecd.org/els/family/doingbetterforchildren.htm)
- Office of the Children's Commissioner. (2012). *Solutions to child poverty in New Zealand: Evidence for action*. Final report of the Expert Advisory Group on Solutions to Child Poverty, Wellington: Office of the Children's Commissioner. Retrieved from [www.occ.org.nz/assets/Uploads/EAG/Final-report/Final-report-Solutions-to-child-poverty-evidence-for-action.pdf](http://www.occ.org.nz/assets/Uploads/EAG/Final-report/Final-report-Solutions-to-child-poverty-evidence-for-action.pdf)
- Office of the Children's Commissioner. (2013) *Child poverty in New Zealand: Building on the progress to date*. Expert Advisory Group on Solutions to Child Poverty, Wellington: Office of the Children's Commissioner. Retrieved from [www.occ.org.nz/assets/Publications/EAG-Child-Poverty-Progress-29Oct13.pdf](http://www.occ.org.nz/assets/Publications/EAG-Child-Poverty-Progress-29Oct13.pdf)
- Perry, B. (2014). *Household incomes in New Zealand: Trends in indicators of inequality and hardship, 1982 to 2013*. Wellington: Ministry of Social Development. Retrieved from [www.msd.govt.nz/about-msd-and-our-work/publications-resources/monitoring/household-incomes/index.html](http://www.msd.govt.nz/about-msd-and-our-work/publications-resources/monitoring/household-incomes/index.html)

## **Reading for Module 3**

### **Pre-reading**

- Boston, J. (2013). What kinds of inequality matter? In M. Rashbrooke, (Ed.). *Inequality: A New Zealand crisis and what we can do about it* (pp. 70–86). Wellington: Bridget Williams Books. (**on Blackboard**).
- \* Bromell, D. (2014). 'A fair go' in public policy. *Policy Quarterly*, 10(2), 12-21.
- IPCC (2014). Summary for policymakers. *Climate Change 2014: Impacts, Adaptation, and Vulnerability*. Retrieved from: [http://ipcc-wg2.gov/AR5/images/uploads/IPCC\\_WG2AR5\\_SPM\\_Approved.pdf](http://ipcc-wg2.gov/AR5/images/uploads/IPCC_WG2AR5_SPM_Approved.pdf)

### **Further reading related to Module 3**

#### ***Equality and inequality***

- \* Anderson, E. (1999). What is the point of equality? *Ethics*, 109(2), 287–337.
- Barry, B. (2001). *Culture and equality: An egalitarian critique of multiculturalism*. Cambridge: Polity Press and Blackwell Publishers.
- Boston, J. (2011). Comment: Reflections on equality and citizenship. In C. Charters & D. Knight (Eds.). *We the People(s): Participation in governance* (pp. 208–221). Wellington: Victoria University Press.
- \* Bromell, D. (2010). Inequality and the economy of ideas. *Policy Quarterly*, 6(3), 40–44.
- Duclos, J.-Y. (2006). *Equity and equality*. IZA Discussion paper No. 2284, Retrieved from [www.iza.org/en/webcontent/publications/papers/viewAbstract?dp\\_id=2284](http://www.iza.org/en/webcontent/publications/papers/viewAbstract?dp_id=2284)
- \* Dworkin, R. (1981). What is equality? Part I: Equality of welfare. *Philosophy and Public Affairs*, 10(3), 185–246.
- \* Dworkin, R. (1981). What is equality? Part II: Equality of resources. *Philosophy and Public Affairs*, 10(4), 283–345.
- Dworkin, R. (2000). *Sovereign virtue: The theory and practice of equality*. Cambridge, MA: Harvard University Press.

- Gosepath, S. (2011). Equality. *The Stanford encyclopedia of philosophy*. E. N. Zalta (Ed.). Retrieved from <http://plato.stanford.edu/archives/spr2011/entries/equality/>
- \* Marquez, X. (2011). Is income inequality unjust? Perspectives from political philosophy. *Policy Quarterly*, 7(2), 61–67.
- Miller, D. (1999). *Principles of social justice*. Cambridge, MA: Harvard University Press.
- Piketty, T. (2014). *Capital in the twenty-first century*. Cambridge, MA: Belknap Press. (e-book available).
- Rawls, J. (2001). *Justice as fairness: A restatement* (esp. §§7.3, 39). Cambridge, MA: Harvard University Press.
- Rashbrooke, M., (Ed.). (2013). *Inequality: A New Zealand crisis and what we can do about it*. Wellington: Bridget Williams Books.
- Sen, A. (1979). *Equality of what?* The Tanner Lecture on Human Values, Stanford University, 22 May 1979. Retrieved from <http://tannerlectures.utah.edu/documents/a-to-z/s/sen80.pdf>
- Sen, A. (2002). Freedom and social choice: The Arrow Lectures. [1991], Pt VI of *Rationality and Freedom* Cambridge, MA: Belknap Press.
- Sen, A. (2009). *The idea of justice* (pp. 286–90 and chapters 11 and 14). Cambridge, MA: Belknap Press,
- Stiglitz, J. (2012). *The price of inequality*. London: Allen Lane.
- Walzer, M. (1983). *Spheres of justice: A defense of pluralism and equality*. Oxford: Robertson.
- Wilkinson, R., & Pickett, K. (2010). *The spirit level: Why equality is better for everyone*. London: Penguin.
- Wilson, M. (2011). The disconcerting reality of constitutional theory informed by practice. In C. Charters & D. Knight (Eds.). *We the people(s): Participation in governance* (pp. 182–207). Wellington: Victoria University Press (**on Blackboard**).

### ***‘A fair go’ in public policy***

- Barry, B. (1995). *Justice as impartiality*. Oxford: Clarendon Press.
- Corning, P. (2011). *The fair society and the pursuit of social justice*. Chicago/London: University of Chicago Press.
- Fischer, D. (2012). *Fairness and freedom: A history of two open societies: New Zealand and the United States*. Oxford/New York: Oxford University Press.
- Isbister, J. (2001). *Capitalism and justice: Envisioning social and economic fairness*. Bloomfield, CT: Kumarian Press.

### ***Ethnicity, identity 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. Retrieved from <http://igps.victoria.ac.nz/publications/publications/show/247>
- Bromell, D. (2009). Recognition, redistribution and democratic inclusion. In R. Openshaw & E. Rata (Eds.). *The politics of conformity in New Zealand* (Chapter 12). North Shore: Pearson.
- Brubaker, R. (2004). *Ethnicity without groups*. Cambridge, MA: Harvard University Press.
- 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. Retrieved from <http://igps.victoria.ac.nz/publications/publications/show/201>
- Callister, P. and Bromell, D. (2011). *A Changing population, Changing identities: The Crown-Maori relationship in 50 years’ time?* Working Paper 11/09. Retrieved from <http://igps.victoria.ac.nz/publications/publications/show/315>
- Fenton, S. (2003). *Ethnicity*. Cambridge, MA: Polity.
- Kukathas, C. (2003). *The liberal archipelago: A theory of diversity and freedom*. Oxford: Oxford University Press.
- Kymlicka, W. (1995). *Multicultural citizenship: A liberal theory of minority rights*. Oxford/New York: Clarendon Press.

- Kymlicka, W. (2007). *Multicultural odysseys: Navigating the new international politics of diversity*. Oxford: Oxford University Press.
- Kymlicka, W., & Bashir, B., (Eds.). (2008). *The politics of reconciliation in multicultural societies*. Oxford: Oxford University Press.
- Parekh, B. (2008). *A new politics of identity: Political principles for an interdependent world*. Basingstoke/New York: Palgrave Macmillan.
- Sen, A. (2006). *Identity and violence: The illusion of destiny*. New York/London: WW Norton & Co.
- \* Waldron, J. (2003). Indigeneity? First peoples and last occupancy. *New Zealand Journal of Public and International Law*, 1, 55–82.
- Waldron, J. (2011). People participating as peoples: Interests, ideas and identity. In C. Charters & D. Knight (Eds.). *We the People(s): Participation in governance* (pp. 222–236). Wellington: Victoria University Press. **(on Blackboard)**.

### ***Climate change, sea-level rise and extreme weather events***

- 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)**.
- Broome, J. (2010). The most important thing about climate change. In J. Boston, A. Bradstock, & D. Eng, (Eds.). *Public policy: Why ethics matters*. Canberra: ANU E-Press. <http://press.anu.edu.au/apps/bookworm/view/Public+Policy%3A+Why+ethics+matters/5251/ch06.xhtml>
- Caney, S. (2010). Climate change, human rights, and moral thresholds. In S. Gardiner (Ed.). *Climate ethics*. Oxford: Oxford University Press.
- Gardiner, S. (2011). *A perfect moral storm: The ethical tragedy of climate change*. Oxford: Oxford University Press.
- IPCC. (2014). Summary for policymakers. *Mitigation of Climate Change*. Retrieved from [http://report.mitigation2014.org/spm/ipcc\\_wg3\\_ar5\\_summary-for-policymakers\\_approved.pdf](http://report.mitigation2014.org/spm/ipcc_wg3_ar5_summary-for-policymakers_approved.pdf)
- IPCC. (2014). Summary for policymakers. In: *Climate Change 2014: Synthesis report*. Available at [www.ipcc.ch/pdf/assessment-report/ar5/syr/SYR\\_AR5\\_SPMcorr1.pdf](http://www.ipcc.ch/pdf/assessment-report/ar5/syr/SYR_AR5_SPMcorr1.pdf)
- Lempp, F., Kengmana, L., & Boston, J. (2011). Considerations of distributive justice in the context of climate change mitigation. 125-144. In J. Boston, A. Bradstock, & D. Eng, (Eds.). (2011). *Ethics and public policy: Contemporary issues*. Wellington: Victoria University Press. **(on Blackboard)**.
- Stern, N. (2011). How should we think about the economics of climate change? Lecture for Leontief Prize, 8 March 2011 **(on Blackboard)**.
- Stewart, R. (2002). Environmental regulatory decision making under uncertainty. *An Introduction to the Law and Economics of Environmental Policy: Issues in Institutional Design* (pp. 71-126) (Vol. 20). **(on Blackboard)**.
- Weijers, D., Eng, D. & Das, R. (2010). Sharing the responsibility of dealing with climate change: Interpreting the principle of common but differentiated responsibilities. In J. Boston, A. Bradstock, & D. Eng, (Eds.). *Public policy: Why ethics matters*. Canberra: ANU E-Press. <http://press.anu.edu.au/apps/bookworm/view/Public+Policy%3A+Why+ethics+matters/5251/ch08.xhtml#toc-anchor>

## **Assessment**

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. completion and quality of online learning tasks – see page 7 above (20%)
2. two short assignments of no more than 1,500 words (20% each), and
3. an essay of no more than 3,000 words (40%).

For a copy of assessment sheet used to mark assignments for this course, see page 23 of this Course Outline.

For general information on assessment at VUW, please see the Assessment Handbook, which applies to all VUW courses: see [www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf](http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf).

**Submit all items through the assignments section of Blackboard. DO NOT SUBMIT PDFs.**

**You should keep a copy of all submitted work.**

### **First Short Assignment (due Tuesday 24 March 2015): 1,500 words, 20%**

This assignment is an opportunity to engage with a significant text, to locate it in the history of ideas, assess its strengths and weaknesses and reflect on its relevance to public policy making (see course learning objectives CLO 1, pp. 3-4 above). To do well in this assignment, you will have to look at some of the secondary literature about your chosen author.

Write a book report on ONE of the following:

- Bentham, J. (1789) *Introduction to the Principles of Morals and Legislation* (multiple editions/copies are in the VUW library).
- MacIntyre, A. (1981) *After Virtue: A study in moral theory*, London: Duckworth.
- Mill, J.S. (1859) *On Liberty*, available as a print or electronic resource in VUW library (various editions)
- Mill, J.S. (1861) *Utilitarianism*, available as a print or electronic resource in VUW library (various editions)
- National Conference of Catholic Bishops (1986) *Economic Justice for All: Pastoral letter on Catholic social teaching and the U.S. economy*, Washington, DC: National Conference of Catholic Bishops.
- 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. (2001) *Justice as Fairness: A Restatement*, Cambridge, MA: Harvard University Press.
- Sandel, M. (1982) *Liberalism and the Limits of Justice*, Cambridge/New York: Cambridge University Press.
- Sen, A. (1999) *Development as Freedom*, Oxford: Oxford University Press.
- Sen, A. (2009) *The Idea of Justice*, Cambridge, MA: Belknap Press.

**Structure your report as follows:**

1. Summarise the key message of this author (250 words).
2. Locate the author's thought in the history of ideas. Whose work were they building on, or reacting against? (250 words).
3. Assess its strengths and weaknesses, and relevance to public policy making (750 words).
4. Bring your report to a conclusion, with your single, most significant 'take away' from engaging with this author (250 words).

**Second Short Assignment (due Tuesday 12 May 2015): 1,500 words, 20%**

This assignment is an opportunity to think critically either about an analytical method (cost-benefit analysis) and its underpinning philosophical assumptions, a principle (paternalism) and its implications for public policy, or a policy issue (management of earthquake-prone buildings) and principles that bear on it. It requires you to apply specific ethical values and principles to an analysis of particular policy issues (see course learning objectives CLO 2, pp. 3-4 above).

EITHER

'The public interest is not the same as the public's interests.' Discuss, and explain whether and how appeal to 'the public interest' can add value to public policy making and/or public management.

OR

In what circumstances, and for which reasons, is state paternalism justifiable? Draw on at least two current policy issues to illustrate your answer.

OR

The Building (Earthquake-prone Buildings) Amendment Bill was introduced in December 2013, had its first reading on 5 March 2014 and was referred to the Local Government and Environment Select Committee. The Bill amends the Building Act 2004 to address a perception that the current system for managing earthquake-prone buildings is not achieving an acceptable level of risk. How well does this Bill deal with issues of liberty, coercion, harm and precaution?

**Essay (due Tuesday 2 June 2015): 3,000 words, 40%**

The long essay is an opportunity to:

- address a specific instance of conflicting claims in a context of values pluralism, drawing on the course content (lectures, class discussion and your own reading)
- think critically about 'the right thing to do' in public policy.

The questions invite you (see course learning objectives, CLOs 3 and 4, pp. 3-4 above) to:

- 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.



EITHER

‘Child poverty in New Zealand does not occur because of inadequate social assistance, but because of incompetent or irresponsible parenting. Child poverty is first and foremost a family problem, and a family responsibility.’ Discuss views for and against this statement, with implications for public policy making.

OR

Do indigenous rights claims (i.e. claims to permanent special group rights based on ancestry) conflict with democratic equality and justice as impartiality? Explore this question in relation to at least one concrete public policy issue; e.g. Māori representation in Parliament and in local government, proposals that there should be a lower age of entitlement to NZ Superannuation for Māori, or proposals that there should be a parallel justice system (for Māori, by Māori). What might be a way forward for New Zealand?

OR

How might fresh water be managed in ways that are both procedurally and substantively fair? Provide an assessment of how likely the Canterbury Water Management Strategy is to deliver ‘a fair go’ to present and future generations.

OR

What is a fair way of allocating the costs of infrastructure replacement due to extreme weather events in districts with small, declining and ageing populations? One example from Waimate District is Bradshaws Bridge over the lower Waihao River, 60% of which was destroyed by flooding in June 2013. There will be other examples – pick a local area near you!

## **Expectations of Assignments in this Course**

The expected workload for this course is around 150 hours, with a significant commitment to reading, studying and thinking, as well as completing assignments. We will look for evidence of this in your assignments, as these are the sole basis for assessment in this course.

Three criteria that are relevant to both university and public sector writing are:

- *client focus* – the essay is structured, written and presented in a way that makes it easy to read and understand
- *relevance/content* – the essay gets to the point quickly and clearly and answers the question succinctly and well
- *attention to detail* – accurate description of others’ views; correct spelling, grammar and referencing; accurate presentation of numbers, data, tables and figures.

It is always a delight to read assignments that are:

- laid out with generous white space (left and right margins of at least 2.54 cm, double-spaced)
- printed in a font/size that is easy to read (e.g. Arial 11 pt, or Times Roman 12 pt)
- clearly structured, with headings that outline your argument
- written in plain English, in the active voice, with relatively short (rather than long and complex) sentences and paragraphs.

Do proof-read your assignments carefully before submitting them, and/or ask a colleague or friend to do this for you.

### **Note to Quality Assurance**

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.

### **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.

### **Access to Blackboard**

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. Ensure that you can access Blackboard before the course begins.

To access the Blackboard site for this course:

1. Open a web browser and go to [www.myvictoria.ac.nz](http://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.

If you have any problems gaining access to Victoria University’s computer facilities, such as myVictoria and Blackboard, you should contact the ITS Service Desk on (04) 463 5050 or [its-service@vuw.ac.nz](mailto:its-service@vuw.ac.nz) . See [www.victoria.ac.nz/its/student-services/](http://www.victoria.ac.nz/its/student-services/) for more information.

Power-point slides and other lecture materials that are posted on Blackboard may differ from the presentations used in class, as the copyright rules for archived presentations differ somewhat from those for live presentation.

## **Computation of Grades**

The translation from numerical marks to letter grades is set by the following grade ranges.

| <i>Pass/Fail</i> | <i>Grade</i> | <i>Normal range</i>  | <i>Indicative characterisation</i>                  |
|------------------|--------------|--|---|
| Pass             | A+           | 90% - 100%   | Outstanding performance                             |
|                  | A            | 85% - 89%  | Excellent performance                               |
|                  | A-           | 80% - 84%  | Excellent performance in most respects              |
|                  | B+           | 75% - 79%  | Very good performance                               |
|                  | B            | 70% - 74%  | Good performance                                    |
|                  | B-           | 65% - 69%  | Good performance overall, but some weaknesses       |
|                  | C+           | 60% - 64%  | Satisfactory to good performance                    |
|                  | C            | 55% - 59%  | Satisfactory performance                            |
|                  | C-           | 50% - 54%  | Adequate evidence of learning                       |
| Fail             | D            | 40% - 49%  | Poor performance overall; some evidence of learning |
|                  | E            | 0 - 39%  | Well below the standard required                    |
|                  | K            | Fail due to not satisfying mandatory course requirements, even though the student’s numerical course mark reached the level specified for a pass, usually 50%. A student whose course mark is below 50 should be given a D (40-49) or E (0-39), regardless of whether they met the mandatory course requirements |   |
| Pass             | P            | Overall Pass (for a course classified as Pass/Fail)  |   |
| Fail             | F            | Fail (for a Pass/Fail course)  |   |

## **Academic Integrity, Plagiarism and 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 [www.turnitin.com](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 [www.victoria.ac.nz/home/study/plagiarism.aspx](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/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)).

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.

## **Mandatory Course Requirements**

In addition to obtaining an overall course mark of 50 or better, students must submit or participate in all pieces of assessment required for this course.

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

## **Communication of Additional Information**

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

Information will be communicated via Blackboard. It is essential, therefore, that you activate your @myvuw.ac.nz email account (the free email account created for you when you enrol and accessed via the myVictoria student web portal) before the start of the course. Once you have activated your @myvuw.ac.nz email account, if you want to receive these emails at your preferred email address (e.g. your home or work email address), you must modify the settings so all emails sent to it are automatically forwarded to your preferred email address. For more information, please go to [www.victoria.ac.nz/its/student-services/FAQs.aspx#Email\\_Forward](http://www.victoria.ac.nz/its/student-services/FAQs.aspx#Email_Forward) .

## **Student Feedback**

You will be invited to complete formal evaluation questionnaires at the end of the course, but feedback is very welcome at any time, as this can shape preparation for the next module.

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php) .

## **Link to General Information**

For general information about course-related matters, go to [www.victoria.ac.nz/vbs/studenthelp/general-course-information](http://www.victoria.ac.nz/vbs/studenthelp/general-course-information) .

## Assignment Assessment Sheet

Student Name ..... Mark .....

Please also see the written comments on your manuscript. Note that there is no formula that connects these ticks with your mark.

|  | Excellent | Very Good | Good | Adequate | Inadequate |  |
|--|-----------|-----------|------|----------|------------|--|
|--|-----------|-----------|------|----------|------------|--|

### Content

|  |  |  |  |  |  |   |
|--|--|--|--|--|--|---|
| Question effectively defined                           |  |  |  |  |  | No attempt to define the question                           |
| Answers the question                                   |  |  |  |  |  | Does not answer the question                                |
| Uses evidence/sources to support arguments             |  |  |  |  |  | Arguments inadequately supported                            |
| Sources properly acknowledged and accurately described |  |  |  |  |  | Sources inadequately acknowledged or inaccurately described |
| Demonstrates understanding of topic                    |  |  |  |  |  | Lack of apparent understanding                              |
| Shows independent thought and critical judgement       |  |  |  |  |  | Lacks critical judgement                                    |

### Structure

|  |  |  |  |  |  |                   |
|--|--|--|--|--|--|-------------------|
| Clear, relevant introduction             |  |  |  |  |  | Weak introduction |
| Essay clearly and logically structured   |  |  |  |  |  | Poor structure    |
| Points made in well-organised paragraphs |  |  |  |  |  | Poor paragraphing |
| Effective conclusion                     |  |  |  |  |  | Weak conclusion   |

### Language

|                                  |  |  |  |  |  |                                   |
|----------------------------------|--|--|--|--|--|-----------------------------------|
| Ideas clearly expressed          |  |  |  |  |  | Ideas unclear                     |
| Succinct                         |  |  |  |  |  | Verbose, repetitive and/or obtuse |
| Correct sentence structure       |  |  |  |  |  | Poor sentence structure           |
| Correct spelling and punctuation |  |  |  |  |  | Poor spelling and punctuation     |

### Other

|                                     |     |    |
|-------------------------------------|-----|----|
| Correct referencing                 | Yes | No |
| Reasonable length                   | Yes | No |
| Effective use of figures and tables | Yes | No |

**Comments:**