

**School of Government**

**GOVT 521**  
**ECONOMICS AND POLICY**  
**(A-PAD)**  
**(15 Points)**

**Trimester F (1 + 2) / 2016**

**COURSE OUTLINE**

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**Names and Contact Details**

<b>Course Coordinator:</b>	<b>Dr Arthur Grimes</b> Adjunct Professor Telephone: (04) 939 4250 Mobile: (027) 248 9389 Email: <a href="mailto:arthur.grimes@motu.org.nz">arthur.grimes@motu.org.nz</a>
<b>Administrator:</b>	<b>Darren Morgan</b> Room RH 821, Level 8, Rutherford House, Pipitea Campus Telephone: (04) 463 5458 Fax: (04) 463 5454 Email: <a href="mailto:darren.morgan@vuw.ac.nz">darren.morgan@vuw.ac.nz</a>
<b>School Office Hours:</b>	8.30am to 5.00pm, Monday to Friday

**Trimester Dates**

From Monday 2 May to Saturday 16 July 2016

**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 13 May 2016**.

2. The standard last date for withdrawal from this course is **Friday 1 July 2016**. 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 or [www.victoria.ac.nz/vbs/studenthelp/publications/Application-for-late-withdrawal-2010.doc](http://www.victoria.ac.nz/vbs/studenthelp/publications/Application-for-late-withdrawal-2010.doc).

## **Class Times and Room Numbers**

This course is delivered in a modular format.

<b>Module One:</b>	Monday 2 May 2016	9.00am – 12.30pm
<b>Module Two:</b>	Tuesday 17 May 2016	9.00am – 5.00pm
<b>Module Three:</b>	Monday 13 June 2016	9.00am – 5.00pm
<b>Module Four:</b>	Monday 4 July 2016	9.00am – 5.00pm

<b>Locations:</b>	Module One:	Room RHMZ05, Mezzanine Floor, Rutherford House, Pipitea Campus (TBC)
	Modules Two – Four:	Room RWW501, Level 5, Railway West Wing, Pipitea Campus

**Attendance is expected for all four modules of the course.**

## **Prescription**

This course examines economic theories, principles and ideas and their application to complex strategic and operational policy issues in diverse sectors; behavioural and institutional economics; the application of theories to selected policy issues.

## **Required Textbook**

Hubbard, Garnett, Lewis and O'Brien (2015) *Essentials of Economics* (3<sup>rd</sup> ed.), Pearson Australia. [Ebook version available from [www.pearsoned.co.nz/9781486022847](http://www.pearsoned.co.nz/9781486022847), \$57.00.

**Note: See section on course content below.**

Lists of other readings will be distributed via Blackboard and/or at the modules.

## **Course Delivery**

This course is delivered in a modular format over three and a half days (four 'modules'). The first module is from 9.00am to 12.30pm; the second to fourth modules each have 6 hours contact time between 9.00am and 5.00pm on the days indicated above (21 hours total). This should be supplemented by intensive readings on course materials from Hubbard et al.

## **Expected Workload**

The learning objectives set for each course are demanding and to achieve them participants must make a significant commitment in time and effort to reading, studying, thinking and completion of assessment items outside of contact time. Courses vary in design but all require preparation and learning before the first module of the course and some require assessments following the last module. Continuous learning is helpful to obtaining high achievement, and those who leave everything to the last moment rarely achieve to a high standard. Expressed in terms of time commitment per course, this 15-point course usually requires approximately 150 hours. Some of that is set contact time for modules. The rest is personal study time.

## **Course Learning Objectives**

This course introduces analytical ideas in economics for understanding policy debates and analysing public policy issues. We start by analysing how the macro economy functions and how markets allow individuals responding to incentives to coordinate their actions in the face of scarcity. We then consider how and why government can influence outcomes by either intervening in markets or participating in them directly.

By the end of the course, it is expected that course participants will have met the following course learning objectives (CLOs):

CLO1	Analyse the perspectives, frameworks and tools that economics brings to the study of public policy
CLO2	Identify what government can and cannot do to improve economic outcomes and how its intervention may affect economic activity
CLO3	Critically analyse economic theories and models in terms of their strengths and weaknesses and apply them as appropriate to public policy problems.

## **Assessment**

The Assessment Handbook will apply 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) .

**Please submit ALL assignments electronically to [sog-assignments@vuw.ac.nz](mailto:sog-assignments@vuw.ac.nz) .**

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

There are four pieces of assessment for this course:

Assessment Items *	Due Date	Style	%	CLOs	
1	Individual assignment	Monday 16 May 2016	Short answer which will apply macroeconomic concepts to policy issues	15	1, 2
2	Economics test on microeconomic concepts and applications	Tuesday 31 May 2016	(Date and time to be confirmed)	25	1, 2
3	Essay	Saturday 25 June 2016	Essay: 1,500 words maximum	30	2, 3
4	Group Project	Saturday 16 July 2016	Group Project: 1,500 words maximum	30	2, 3

\* Assessment dates to be confirmed in class.

1. First assessment (15%): Individual assignment which will require short answers to questions to test your understanding of macroeconomic concepts and their application to policy issues. Due: Monday 16 May 2016.
2. Second assessment (25%): An open-book one-hour test on microeconomic concepts as applied to specific policy issues. Due: Tuesday 31 May 2016 (time and date to be confirmed).
3. Third assessment (30%): Essay (maximum 1,500 words plus graphs and other materials) covering an economic analysis of a public policy issue. More detail will be given out at the third module. Due: Saturday 25 June 2016.
4. Fourth assessment (30%): Group Project (maximum 1,500 words plus graphs and other materials) covering an economic analysis of a specific public policy issue. More details will be provided at Module 4 and details on the group project will be placed on Blackboard. Due: Saturday 16 July 2016. Students will be organised into groups of 3 and assigned a topic.

**Further information on these assignments will be provided on Blackboard and will be discussed in class.**

## **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.

## **Course Content**

### **Module 1 – Monday 2 May 2016: Macroeconomics**

This module begins with an overview of economics and the New Zealand economy. It then reviews macroeconomic concepts followed by a discussion of monetary and fiscal policy. The materials will draw heavily on chapters 12 – 13 of Hubbard et al (2016) plus materials from Chapters 14 – 16 and 18 – 19 of this book. If you have not studied a course in economics before, you should read these chapters thoroughly, preferably before the first teaching module. This material will underpin the first assessment.

### **Module 2 – Tuesday 17 May 2016: Microeconomic Concepts and Theories**

This module reviews underlying microeconomic theories of how resources are allocated in the economy, and illustrates these theories with applications to public policy questions. Topics include:

- Economic foundations and models
- Choices and trade-offs in the market
- Demand, supply and prices
- Elasticities of demand and supply
- Economic efficiency, government price setting and taxes
- Firms: Technology, production and costs
- Firms and markets
- Monopolies

The material for this module is drawn largely from the first eight chapters of Hubbard et al (2016). If you have not studied a course in economics before, you should read these eight chapters thoroughly, preferably before the second teaching module. I will cover key points across all eight chapters, but detailed understanding will require you to read and understand these materials. This reading is a complement to the material I will cover in the module, and is required in order to ensure you gain a sound understanding of microeconomic concepts. These eight chapters will underpin the second assessment.

### **Module 3 – Monday 13 June 2016: Economic Roles for Government**

We will explore other economic roles of government, dealing with:

- *Market failure and government failure*; and
- *Fairness and inequality*.

We will then examine behavioural economics – a useful introduction is provided by the Appendix to Chapter 3 of Hubbard et al – and apply these ideas to savings policy.

We will also examine new institutional economics. The design of the Reserve Bank of New Zealand Act 1989 will be used to illustrate the importance of institutional design.

Readings for this module will be placed on Blackboard and/or distributed at prior modules.

## **Module 4 – Monday 4 July 2016: Topics in Microeconomic Policy**

In this module we will apply the concepts we have covered to a number of topics relevant to current economic policy debates. Topics will be drawn from the following:

- Government's role in infrastructure
- Real options theory and its application to infrastructure policy
- Cities and agglomeration benefits
- Housing markets and housing policy
- Government policy in relation to culture and heritage
- Government's role in boosting productivity and growth
- Government policy role in retrofitted insulation and heating of private houses
- Financial markets regulation
- The economics of defence policy

Each will utilise papers published by the course lecturer plus other papers on the topic and will show how economic concepts can be used to analyse the role of government across a range of policy issues. Additional readings will be distributed through Blackboard and/or at prior modules.

### **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
Fail	C-	50% - 54%	Adequate evidence of learning
	D	40% - 49%	Poor performance overall; some evidence of learning
	E	0 - 39%	Well below the standard required
Pass	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	
	P	Overall Pass (for a course classified as Pass/Fail)	
Fail	F	Fail (for a Pass/Fail course)	

### **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-servicedesk@vuw.ac.nz](mailto:its-servicedesk@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.

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

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must still acknowledge your sources fully and appropriately. This includes:

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

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

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

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

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine [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 are expected to submit or participate in all pieces of assessment required for this course.

Any student who is concerned that they have been (or might be) unable to meet any of the MCRs because of exceptional personal circumstances, should contact the course coordinator as soon as possible.

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**

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**

This course was offered for the first time in 2015 as GOVT 521.

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) .

## **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.

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