



**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS**

**POLITICAL SCIENCE AND INTERNATIONAL RELATIONS PROGRAMME**

**POLS 419: GOVERNMENT AND POLITICS IN NEW ZEALAND  
30 POINTS**

**TRIMESTER 2 2016**

## **Key dates**

**Trimester dates:** 11 July to 13 November 2016

**Teaching dates:** 11 July to 16 October 2016

**Mid-trimester break:** 22 August to 4 September 2016

**Last assessment item due:** Research paper, due 14 October 2016

**Withdrawal dates:** Refer to [www.victoria.ac.nz/students/study/withdrawals-refunds](http://www.victoria.ac.nz/students/study/withdrawals-refunds).

If you cannot complete an assignment or sit a test in the last three weeks of teaching, or an examination, it may instead be possible to apply for an aegrotat (refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)).

## **Class times and locations**

Lectures: Friday 13.10-16.00

Venue: VZ107

## **Tutorials**

Please see the Academic Timetable 2016 [www.victoria.ac.nz/students/study/timetables](http://www.victoria.ac.nz/students/study/timetables).

## **Names and contact details**

Course Coordinator: Dr. Claire Timperley

Room No: MY505

Phone: (04) 463 5156

Email: [claire.timperley@vuw.ac.nz](mailto:claire.timperley@vuw.ac.nz)

Office hours: 12-1pm Friday, or by appointment

## **Communication of additional information**

This course uses Blackboard and presumes that all enrolled students have valid myvuw.ac.nz addresses. Please check that this account is active and you have organised email forwarding.

Additional information and any changes to the timetable or lecture and tutorial programme will be advised by email, announced in seminars, and posted on the course Blackboard site.

## Prescription

This course focuses on the origins and shape of the contemporary state in Aotearoa New Zealand. We ask how events (for example war, economic crises, and reforming governments) and ideas have influenced the nature of the state and the public policy agenda, including both domestic and foreign policy.

## Course learning objectives (CLOs)

Students who pass this course should be able to:

1. Discuss the nature of the contemporary New Zealand state with reference to leading state theories and perspectives;
2. Identify and critique a range of ideas about the state, including the role of the state in public policy, domestic and foreign;
3. Engage in constructive conversations about politics and policy, both in written and verbal form;
4. Design and write a well-structured, theoretically-informed paper that demonstrates deep understanding of one particular aspect of the New Zealand state.

## Teaching format

This course has one three-hour seminar per week. Each seminar will be discussion-based, and will involve student presentations, class discussions, and essay-focused workshop sessions. A full schedule with required and recommended readings will be given out in the first class on 15 July, and will be made available in electronic format on Blackboard.

## Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. Attend at least nine of the twelve seminars, in order to develop the skills and knowledge necessary to meet the CLOs of the course.
2. Submit a credible attempt at the written and oral work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work), in order to demonstrate the achievement of all the CLOs of the course.
3. Deliver one class presentation, in order to develop oral communication skills and to demonstrate in-depth understanding of the readings for one seminar.

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.

## Workload

In accordance with University Guidelines, course design assumes students will devote 300 hours to the course throughout the trimester. The 300 hour total includes weekly attendance at seminars, completion of weekly readings, and research and writing for set assessment tasks.

To consider when planning your time:

- Seminar preparation requires careful reading of set texts for meaning and argument, as well as note-taking and preparation of responses to discussion questions. 'Budget' for at least two hours per reading, including additional internet research to help understand the social and political context of readings.

- Essays and other written assignments require time to locate, retrieve and read a range of sources. Note-taking, planning, drafting and editing the draft are necessary before writing a final version. Begin assignments early.

## Assessment

Assessment items and workload per item	%	CLO(s)	Due date
<b>1</b> <b>Learning portfolio</b> , consisting of:	<b>40%</b>	<b>1, 2, 3</b>	<b>14 October (5pm)</b>
a) Response paper	15%		12 August (by email, 5pm)
b) Op-ed article	10%		19 September (by email, 5pm)
c) Presentation	15%		Weeks 7-11, specific dates TBD
<b>2</b> <b>Research paper</b> , consisting of:	<b>60%</b>	<b>1, 2, 4</b>	<b>14 October (5pm)</b>
a) Research proposal	10%		9 September (by email, 5pm)
b) Reading matrices x5	10%		Friday, weeks 4-8 (by email, 5pm)
c) Peer-feedback on essays	5%		7 October (in class)
d) Research paper	35%		14 October (online, 5pm)

Students will submit components of the **learning portfolio** (40%) throughout the trimester, with the complete portfolio due 5pm, Friday 14 October. This entails producing written and oral responses to the seminar readings demonstrating students' understanding and engagement with several broad themes related to the New Zealand state.

Specifically, the learning portfolio involves:

### a. Response paper (15%)

Students will produce one response paper (approximately 1200 words) based on **at least two of the required readings**, in which they examine one theme, idea or problem in the readings. This exercise is intended to help students write with precision as well as identify and evaluate important elements of the readings. More information about this assessment, including marking criteria, will be made available on Blackboard.

### b. Op-ed article (10%)

Students will write one op-ed article (600-800 words) on a subject of their choosing, identifying a public policy or addressing a theme in political discourse that relates to one of the topics we have studied in this course. The key purpose of this exercise is to encourage students to think about how contemporary politics are influenced by the theories we study in this course, to engage with non-academic audiences, and to practice persuasive, clear, and concise writing. More information about this assessment, including marking criteria, will be made available on Blackboard.

### c. Presentation (15%)

Students will prepare one oral presentation on the seminar readings that evaluates **at least two of the required readings** and their relevance to New Zealand. The presentation should be approximately 20 minutes in length and **may not overlap** with the response paper. The key purpose of the presentation is to help students develop their ability to present material in an accessible, interesting and lively manner and their skill in answering questions. It also aims to facilitate class discussion. More information about this assessment, including marking criteria, will be made available on Blackboard.

The **research paper** (60%) is due 5pm, Friday 14 October and is to be 4-5,000 words in length. Assessment has been broken down into the paper's component parts, including designing a research proposal, identifying and commenting on five relevant articles, providing feedback on two

peers' essays, and the final research paper. This assignment encourages students to engage extensively with one particular topic. It also aims to help students read and think critically, give and receive constructive feedback, and strengthen their communication and written skills.

Specifically, the research paper involves:

**a. Research paper proposal (10%)**

No more than 4 pages (single-spaced). The proposal should present a clear research question, explain the importance of this question, and provide a tentative outline of the paper alongside an annotated bibliography. It will also include a timeline indicating how students plan to manage their research and writing. This exercise will ensure students have a feasible, valuable research project. More information about this assessment, including marking criteria, will be made available on Blackboard.

**b. Reading matrices x5 (10%)**

In Weeks 4-8, in addition to the seminar readings, students will read one article per week related to their research essay. For each reading they will complete a short matrix explaining the main thesis, identifying the key evidence or logic used, and noting how the reading will be useful for the essay. The point of this assignment is to encourage students to practice efficient, effective, and critical reading, in addition to facilitating their essay research. The matrices will be graded out of 2 as: Excellent – 2; Satisfactory – 1; Unsatisfactory – 0

**c. Peer-review two essays (5%)**

Students will read and comment on two other students' paper drafts using peer review guidelines and a worksheet that I will provide. This task allows students to practice giving and receiving feedback, in addition to learning about two other areas of research. Students will be marked on the feedback they provide, not the feedback they receive. More information about this assessment, including marking criteria, will be made available on Blackboard.

**d. Research paper (35%)**

The final research paper should be between 4-5,000 words (not counting footnotes or bibliography). This is an opportunity for students to clearly communicate their critical engagement with a specific topic related to the course material. The purpose of the paper is to produce a high quality piece of writing that shows thoughtful analysis of one particular aspect of the course. More information about this assessment, including marking criteria, will be made available on Blackboard.

## Submission and return of work

**Submission:** All work submitted for assessment must be submitted either in class or via email or Blackboard, as advised by the instructor. We reserve the right to ask for an electronic copy of any assessable work for checking in Turnitin.com (see [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin))

Assessment will be returned at times to be advised. It will be returned to you in seminars in the first instance or via email or Blackboard. Students will be notified via Blackboard when graded essays are available (generally between 2-3 weeks after the date submitted).

## Extensions and penalties

### Extensions

The development of work discipline and time management skills are an important part of the education process and it is expected that each student takes responsibility for allocating sufficient time for their studies.

Extensions may only be granted in exceptional circumstances, but **all extensions require the student to provide documentation**. If granted an extension, students must agree to a new due date.

Late submission of **assignments** will **not be accepted** unless the student makes an appointment as soon as practically possible with the course coordinator to explain the lateness (preferably before the assignment is due to be submitted). The circumstances under which an extension will be considered are outlined in section 3.2.1 of the Assessment Handbook. (See: [www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf](http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf)).

## Penalties

Students will be penalised for late submission of assignments – **a deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days**. Work that is more than 10 weekdays late can be accepted for mandatory course requirements but may not be marked. Penalties may be waived if there are valid grounds (for example, illness [presentation of a medical certificate will be necessary] or similar other contingencies). In all such cases, prior information will be necessary. Extensions on deadlines for written work will only be granted under exceptional circumstances.

## Set texts

There is no set text for this course. The most important resource for this course is the link of linked articles and book chapters available via Blackboard, which are compulsory readings.

## Recommended reading

Please see separate document provided by course coordinator.

## Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course.

## Student feedback

This course was last offered in 2008, and as such there is no recent feedback on the course. 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).

## Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: [www.victoria.ac.nz/students/study/exams/integrity-plagiarism](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)
- Special passes: refer to the *Assessment Handbook*, at [www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf](http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf)
- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Terms and conditions: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)

- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- Victoria graduate profile: [www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)