

**School of Government**

**MAPP 561**

**SPECIAL TOPIC: GOVERNANCE AND INNOVATION  
FOR SUSTAINABLE DEVELOPMENT  
(15 Points)**

**Trimester 1 / 2013**

**COURSE OUTLINE**

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**Names and Contact Details**

**Course Coordinator:** **Dr Valentina Dinica**  
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**School Office Hours:** 8.30am to 5.00pm, Monday to Friday

**Trimester Dates**

Thursday 28 February – Friday 7 June 2013

**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 15 March 2013**.

2. The standard last date for withdrawal from this course is **Friday 17 May 2013**. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an '*Application for Associate Dean's Permission to Withdraw Late*' including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks.

## **Class Times and Room Numbers**

NOTE: This course is delivered in a weekly format.

**Class Times:** Thursdays, 2.40pm – 5.30pm

**Dates:** 28 February, 7 + 14 + 21 March, 9 + 16 + 23 + 30 May 2013  
(8 classes only)

**Location:** Room RWW 129, Level 1, Railway West Wing, Pipitea Campus.  
The timetable is also available to view on the Victoria University website ( [www.victoria.ac.nz/timetables/](http://www.victoria.ac.nz/timetables/) ).

**Attendance is required at all 8 classes.**

## **Course Content**

This course aims to develop creative thinking about major societal challenges of our era: how to design and manage innovative systems of governance able to set the course of development on a more sustainable path? Experiences across the world over the past decades have shown that interventions by means of traditional policies instruments are not sufficient to address the relentless degradation of natural, environmental and cultural resources. New kinds of institutional arrangements are needed if we, and future generations, are to enjoy a satisfying and fulfilling life, without disrupting the ecological support systems of our planet, exhausting its non-renewable resources, or destroying cultural heritage.

The expanding scope and complexity of societal problems in the 21<sup>st</sup> century makes it very difficult for governments to deal with sustainability problems without the active support and cooperation of private partners. Policy networks, public-private partnerships, and participatory approaches to policy-making have a clear role to play in addressing the challenges confronting modern governments. This course will explore the central elements of a 'new governance for sustainable development'.

The following topics will be addressed throughout the course:

- explorations of the concepts of '*governance*' and '*sustainable development*', and how innovative governance arrangements can be designed and managed to achieve a range of sustainability goals
- the concept of 'governance coherence':
  - vertical governance interactions and mechanisms for sustainable development, connecting local communities to regional, national and international actors;
  - challenges to 'good governance' in the context of decentralization and globalization issues

- horizontal governance interactions and mechanisms, facilitating progress towards sustainability goals: coordination across policy areas/sectors; the role of policy networks;
- models and frameworks for the design of *adaptive governance* arrangements, able to deal with (long term) uncertainties;
- the development and monitoring of *indicators* for sustainable development across a range of policy/economic areas.

## **Course Learning Objectives**

By the end of this course students will be able:

1. to develop critical insight into the concepts of sustainable development and governance, and operationalize sustainability goals for various economic sectors and areas of governance – social, environmental, cultural;
2. to critically apply frameworks and models of innovative governance arrangements and to assess their suitability for a variety of sustainable development goals and challenges;
3. to evaluate the opportunities and threats for the achievement of sustainability goals, drawing on the class explorations of successful governance systems for sustainability and of the conditions under which they can be expected to yield positive results;
4. to think creatively in the face of uncertainties, by developing new principles and mechanisms of good governance, when textbooks are silent.

## **Course Delivery and Readings**

The course will be delivered in 8 sessions of 3 hours each. Each session will consist of teaching and student contributions in the form of group work, presentations, and debates. Students are required to read the indicated articles (provided via Blackboard) *before* each session. Class participation will be marked as mentioned under the section “Assessment”. Each session will be centred around a special topic, as follows:

### **PART 1: KEY FEATURES OF GOVERNANCE FOR SUSTAINABILITY**

#### **Session 1 (Thursday 28 February 2013): Sustainable development: conceptualizations; governance models and principles**

##### *Readings:*

- (A) Scottish Executive Social Research. (2006). Chapter 3 Theories and principles for sustainable development, in *Sustainable Development: A Review of International Literature*. Scotland.
- (B) Adger, W.N. and A. Jordan. (2009). Chapter 1 “Sustainability: exploring the process and outcomes of governance”, in *Governing Sustainability* Eds. W.N. Adger and A. Jordan. Cambridge University Press. (Pp. 1-20).
- (C) Brown, K. (2009). Chapter 2 “Human development and environmental governance: a reality check”, in *Governing Sustainability* Eds. W.N. Adger and A. Jordan. Cambridge University Press. (Pp. 32-42; 45-47).
- (D) United Nations Conference on Environment and Development (1992). “UN Declaration on Environment and Development”, Rio de Janeiro.

*Supplementary Readings:*

- (E) OECD. (2006). "Good Practices in the National Sustainable Development Strategies of OECD Countries". OECD. Paris.

**Session 2 (Thursday 7 March 2013): Operationalizing sustainability: governance for sustainable tourism development**

*Readings:*

- (A) United Nations Environmental Programme and World Tourism Organization. (2005), Chapter 3 "Structures and strategies", in *Making Tourism More Sustainable – A Guide for Policy Makers*. Madrid. Pp. 49-57.
- (B) United Nations Environmental Programme and World Tourism Organization. (2005), Chapter 5 "Instruments for more sustainable tourism", in *Making Tourism More Sustainable – A Guide for Policy Makers*. Madrid. Pp. 71-113.
- (C) Connell, J., S.J. Page, T. Bentley. (2009). "Towards sustainable tourism planning in New Zealand: Monitoring local government planning under the Resource Management Act", in *Tourism Management* (30): 867–877.
- (D) Page, S.J., and K. Thorn (2010). "Towards sustainable tourism development and planning in New Zealand: The Public Sector Response Revisited", in *Journal of Sustainable Tourism* 10(3): 222 — 238.

**Session 3 (Thursday 14 March 2013): Indicators for sustainable development**

*Readings:*

- (A) United Nations. (2007). Chapter 5: "A word on indicator frameworks", in *Indicators of Sustainable Development: Guidelines and Methodologies*. New York. (Pp. 39-45).
- (B) OECD. (1993). Chapter 1 "Terminology and framework", in *Core Set of Indicators for Environmental Performance Reviews. A synthesis report by the Group on the State of the Environment*. Paris. (Pp. 1-15).
- (C) Statistics NZ. (2008). *Measuring New Zealand's Progress Using a Sustainable Development Approach*. Pp. 2-12 & 134-147 of the main report at: [www.stats.govt.nz/browse\\_for\\_stats/environment/sustainable\\_development/sustainable-development.aspx](http://www.stats.govt.nz/browse_for_stats/environment/sustainable_development/sustainable-development.aspx)
- (D) Parliamentary Commission for the Environment. (2010). *How clean is NZ?* Wellington. (Pp. 11-14).
- (E) Ministry for Environment. (2011). *Measuring up Environmental Reporting: A Discussion Document*. Wellington. (Pp. 6-25).
- (F) Holman, N. (2009). "Incorporating local sustainability indicators into structures of local governance: a review of the literature", in *Local Environment* 14(4):365-375.

**Session 4 (Thursday 21 March 2013): Collaborative policy-making and implementation**

*Readings:*

- (A) Bingham, L.B. (2012). "Collaborative Governance" in *SAGE Handbook of Governance*.
- (B) Booher, D.E., (2004). "Collaborative governance practices and democracy", in *National Civic Review*, pp. 32-46.
- (C) Davidson, J. and M. Lockwood. (2008). "Partnerships as instruments of good regional governance: innovation for sustainability in Tasmania?", in *Regional Studies* 42(5): 641-656.

- (D) Mediate. (no date). “Effective Collaborative Processes on Sustainable Development and Environmental Policy: The Boulder Principles”. Source:  
[www.cgli.org/positions/IPPDbig.pdf](http://www.cgli.org/positions/IPPDbig.pdf)
- (E) Material for group work to be delivered one week in advance via Blackboard.

## **PART 2: POLICY INTERVENTIONS FOR SUSTAINABILITY**

### **Session 5 (Thursday 9 May 2013): Environmental policy problems and instruments**

#### *Readings:*

- (A) Dovers, S.R. (1996). “Sustainability: demands on policy”, in *Journal of Public Policy* 16(3):303-318.
- (B) Hisschemöller, M. and R. Hoppe. (1996). “Coping with Intractable Controversies: The Case for Problem Structuring in Policy Design and Analysis”, in *Knowledge and Policy* 8: 40 – 60.
- (C) Verdung, E. (1998). “Policy instruments: typologies and instruments”, in *Carrots Sticks and Sermons – Policy Instruments and Their Evaluation*, Eds. M.L. Belemans-Videc, C.L. Rist and E. Verdung. Transaction Publishers. (Pp. 21-55).
- (D) Gunningham, N. (2007). “Reconfiguring environmental regulation: Next-generation policy instruments”, in *Industrial Innovation and Environmental Regulation: Developing Workable Solutions* edited by S. Parto and B. Herbert-Copley. United Nations University Press. Hong Kong.

### **Session 6 (Thursday 16 May 2013): Policy instruments for climate change mitigation**

#### *Readings:*

- (A) Stern, N. (2006). *The Stern Review: The Economics of Climate Change: Executive Summary*. HM Treasury London.
- (B) Gupta, S., D.A. Tirpak, N. Burger, J. Gupta, N. Höhne, A. I. Boncheva, G.M. Kanoan, C. Kolstad, J.A. Kruger, A. Michaelowa, S. Murase, J. Pershing, T. Saijo. (2007). “Policies, Instruments and Co-operative arrangements”, in *Climate Change 2007: Mitigation. Contribution of Working Group III to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change* [B. Metz, O.R. Davidson, P.R. Bosch, R. Dave, L.A. Meyer (eds)], Cambridge University Press. (pp. 753-768).
- (C) Bressers H., D. Huitema. (1999). “Economic instruments for environmental protection: can we trust the magic carpet?”, in *International Political Science Review* 20(2):175-196.
- (D) Storey, M., G. Boyd, J. Dowd. (1999). Chapter “Voluntary agreements with industry”, in *Voluntary Approaches in Environmental Policy*. Kluwer.

### **Session 7 (Thursday 23 May 2013): Uncertainty and complexity: adaptive policies and governance**

#### *Readings:*

- (A) Walker, W.E., S. Adnan Rahman and J. Cave. (2001). “Adaptive policies, policy analysis, and policy-making”, in *European Journal of Operational Research* 128: 282-289.
- (B) Swanson, D., and S. Tomar (2009). Chapter 3 “Integrated and forward-looking analyses”, in *Creating Adaptive Policies: A Guide for Policy-Making in an Uncertain World*. International Development Research Centre and Sage Publications. (Pp. 25-41).

- (C) Folke, C., T. Hahn, P. Olsson, J. Norberg (2005). “Adaptive governance of social-ecological systems”, in *Annual Review of Environmental Resources* (30):441–473.
- (D) Cook, D.C., S. Liu, B. Murphy, W.M. Lonsdale. (2010). “Adaptive approaches to biosecurity governance”, in *Risk Analysis* pp. 1-12.

## **Session 8 (Thursday 30 May 2013): Managing transitions towards sustainability**

### *Readings:*

- (A) Meijer, I. and M.P. Hekkert. (2007). “Managing uncertainties in the transition towards sustainability: cases of emerging energy technologies in The Netherlands”, in *Journal of Environmental Policy & Planning* 9(3): 281-298.
- (B) Hendrik, C.M. (2008). “On inclusion and network governance: the democratic disconnect of Dutch energy transitions”, in *Public Administration* 86(4): 1009–1031.
- (C) Meadowcroft, D. (2012). Chapter “Sustainable Development”, in *SAGE Handbook of Governance*. SAGE Publications. (Pp. 535-551)

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

To access the Blackboard site for this course:

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

**You are recommended to ensure that your computer access to Victoria University’s computer facilities, such as myVictoria and Blackboard, is working BEFORE your course starts.** If you have any problems, you should contact the ITS 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.

## **Expected Workload**

The learning objectives set for each course are demanding and, to achieve them, candidates must make a significant commitment in time and effort to reading, studying, thinking, and completion of assessment items outside of contact time. Courses vary in design but all require preparation and learning before the first day of the course and regular learning is also necessary (students who leave everything to the last moment rarely achieve at a high level).

Expressed in input terms, on average, the time commitment required usually translates to approximately 150 hours for a 15-point course.

## **Assessment**

Assignments	Weight	Due Date	Required word length <sup>1</sup>
1) Policy report	45%	9.00am, Friday 12 April 2013	2,500 words
2) Policy report	45%	9.00am, Friday 7 June 2013	2,500 words
3) Participation in class activities	10%	On-going	n/a

### **General Notes for Assignments**

The assignments for the course will be delivered and discussed in class, and will be posted on Blackboard.

Students are required to submit a completed assignment cover sheet with each assignment (available on the last page of this course outline or electronically from Blackboard), attesting to the fact that the work is entirely their own.

Assignments should be submitted by email attachment, in Microsoft Word format (no pdf's, thanks), to [sog-assignments@vuw.ac.nz](mailto:sog-assignments@vuw.ac.nz) . Please indicate your document's word length on the cover sheet and don't forget your name.

There is no final examination for this course.

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

## **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%.

A penalty applies also on the word count. A written assignment that exceeds the word limit by more than 200 words will be penalised by 5%, with further 5% deductions for any additional 300 words excess. For example, if the word limit is 2,500 words, but the handed-in assignment has 3,100 words, the total word penalty will be 10% (given that 2,700 words are 'penalty free').

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

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<sup>1</sup> Please note the section on Penalty below; a word penalty applies.



your course coordinator know as soon as possible in advance of the deadline (if circumstances permit) if you are seeking an extension. Where an extension is sought, evidence, by way of a medical certificate or similar, may be required by the course coordinator.

## **Mandatory Course Requirements**

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

1. submit or participate in all pieces of assessment required for this course;
2. attend all teaching hours.

## **Communication of Additional Information**

Any additional information will be conveyed to students in class. Blackboard may also be used for such announcements and for course-related materials.

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

**You are recommended to ensure that your computer access to Victoria University's computer facilities, such as myVictoria, Blackboard and email, is working BEFORE your course starts.** If you have any problems, you should contact the ITS 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.

## **School of Government Service Standards**

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

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

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



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

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

*Standards relating to availability of course materials:*

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

*Standards relating to attendance:*

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

*Variations to the assessment details provided in the course outline:*

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

*Standards relating to assignments – turnaround and feedback:*

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

## **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.**

## **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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## School of Government

### Assignment Cover Sheet

#### Instructions

Please complete and sign this form and attach it as the cover page to your assignment.

**Student Name (Please print)** \_\_\_\_\_

**Student ID** \_\_\_\_\_ **Course Code** \_\_\_\_\_

**Course Coordinator/Tutor/Supervisor** \_\_\_\_\_

**Due Date** \_\_\_\_\_ **Word Count** \_\_\_\_\_

#### Plagiarism Declaration

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is prohibited at Victoria. Plagiarism is presenting (without due acknowledgement) someone else's work as if it were your own, whether you mean to or not. Plagiarism takes many forms and includes material from books, journals or any other printed source, the work of other students or staff, information from the internet and other electronic material. You are expected to adhere to the VUW Statute on Student Conduct and its references to plagiarism. The Statute may be accessed at [www.victoria.ac.nz/home/about/policy/students.aspx](http://www.victoria.ac.nz/home/about/policy/students.aspx).

I have read and understand the University's policy on plagiarism outlined above and declare that this assignment is my own work and that all source material used in this assignment is accurately acknowledged.

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_