

School of Government

**PUBL 201**  
**INTRODUCTION TO PUBLIC POLICY**

Trimester 1, 2015

**COURSE OUTLINE**

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**Names and Contact Details**

Course Co-ordinator: Professor Jonathan Boston  
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**Trimester Dates**

Teaching Period: Monday 2<sup>nd</sup> March – Friday 5<sup>th</sup> June  
Study Period: Monday 8<sup>th</sup> June – Thursday 11<sup>th</sup> June  
Examination Period: Friday 12<sup>th</sup> June – Wednesday 1<sup>st</sup> July (inclusive)

**Class Times and Room Numbers**

Lecture Timetable:	Tuesday	11.30am – 12.20pm	GB LT2
	Thursday	11.30am – 12.20pm	GB LT2
Tutorial Timetable:	Tuesday	12.40pm – 1.30pm	RWW125
	Tuesday	12.40pm – 1.30pm	RWW414
	Wednesday	11.30am – 12.20pm	RWW223
	Wednesday	12.40pm – 1.30pm	RWW223
	Thursday	12.40pm – 1.30pm	RHMZ04
	Thursday	12.40pm – 1.30pm	RWW129
	Friday	11.30am – 12.20pm	RWW221
	Friday	12.40pm – 1.30pm	RWW311

## **Please enrol in a tutorial group**

To enrol in your desired tutorial group, you will need to log onto S-Cubed. The PUBL201 allocation will open at 6pm on Tuesday 3<sup>rd</sup> March. Confirmation of your tutorial group will be posted on Blackboard no later than Friday 6<sup>th</sup> March. Tutorials will begin during the week of ***Monday 9 March***. If you have any serious problems about your allocation to a tutorial group, please contact the Course Co-ordinator.

Final Examination: The exam date will be announced around the first week in May.

## **Withdrawal from Courses**

Your fees will be refunded if you withdraw from this course on or before Friday 13th March 2014.

The standard last date for withdrawal from this course on or before Friday 15th May 2014. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an '*Application for Associate Dean's Permission to withdraw Late*' including supporting documentation. This application form is available from either of the Faculty's Student Customer Service Desks or [online](#).

## **Course Delivery**

This course will be delivered through two one-hour lectures per week, plus one one-hour tutorial per week. There will only be brief opportunities for discussion during lectures. The lecture outline gives a good indication of the topics to be covered, but that may vary slightly to accommodate a guest speaker and/or to enable certain topical issues to be addressed. Tutorials provide an opportunity for interactive discussions and debate. These will focus, as indicated in the tutorial outline, on specific questions and will involve students reading and commenting on one or two specified articles/papers.

## **Expected Workload**

It is expected that students taking PUBL 201 will attend the majority of the lectures, prepare for and attend at least 8 of the 11 tutorials, complete the assessment requirements and read an adequate amount of material relevant to the course. Overall, students are expected to spend around 200 hours on course-related activities during the semester, including lectures, tutorials, essay and exam preparation, and self-directed study.

## **Prescription**

An introduction to the study of public policy and policy analysis, models of policymaking and the policy process and the contribution of economics and politics to the study of public policy.

## **Course Content**

The course covers a range of introductory material relating to the study of public policy. In particular, it addresses the following themes and topics:

- The nature of public policy;
- The contribution of various disciplinary frameworks to policy analysis;
- The policy process;
- The scientific and policy issues surrounding climate change;
- The policy issues surrounding ethnicity, cultural diversity and the Treaty of Waitangi; and
- Some key social policy issues.

## **Course Learning Objectives**

*public, adj.*, Of or pertaining to the people as a whole; that belongs to, affects, or concerns the community or nation; common, national, popular.

*policy, n.*, A course of action adopted and pursued by a government, party, ruler, statesman, etc.; any course of action adopted as advantageous or expedient.

*Oxford English Dictionary*

Public policy encompasses everything from building roads in Wellington to providing education and health care services, regulating business activity and influencing world trade talks and climate change negotiations. Although the main subject is the decisions and actions taken by governments (at all levels), many other actors – including international bodies like the UN and the World Bank, businesses, trade unions, community groups, church leaders, website hosts, journalists, celebrity activists, suicide bombers, computer hackers, etc. – often play key roles in setting policy agendas, formulating and marketing proposals, implementing decisions and stirring public support for and/or indignation about the outcomes. Three big questions motivate much work in the public policy field:

1. How and why do governments choose specific policies at specific times and under specific circumstances?
2. What makes particular policies good or bad?
3. How can policy-making processes and outcomes be improved?

This course will explore questions of this nature, both from the perspective of various theoretical approaches that offer more or less tidy explanations of policymaking behaviour, and through specific case studies of real New Zealand policymaking. Throughout the course, students will be asked to consider to what extent and in what ways the real-world cases are, or are not, consistent with the theoretical approaches.

<b>Course Objectives:</b> By the end of this course, students should be able to:		<b>Major Attributes</b>
1	Explain the defining features of public policy, and critically assess the nature of good policy analysis and robust policy advice.	MA 1
2	Explain and critically assess the respective contributions of different academic disciplines, especially economics, politics and philosophy, to the craft of policy analysis.	MA 2, MA 5, MA 9
3	Explain, assess and apply the criteria for selecting policy options, including the role of evidence and ethical considerations.	MA 3, MA 4, MA 6, MA 8, MA 11, MA 12
4	Explain the main components of the policy-making cycle, including agenda setting, problem identification, policy formulation, decision making, implementation, evaluation and termination.	MA 4, MA 8
5	Critically assess how New Zealand's policy-making institutions, processes and outcomes compare with other developed democracies, including the role and significance of the Treaty of Waitangi (Te Tiriti o Waitangi).	MA 7, MA 13

<b>Major Attributes: PUBL majors will be able to:</b>	
MA1	Judge the defining features of good policy analysis and advice and appraise how they are best produced
MA2	Demonstrate an understanding of the influence of political ideas and philosophies, and of constitutional and political institutions on public policy
MA3	Demonstrate an understanding of the contribution of quantitative and qualitative methods in policy analysis
MA4	Identify the nature and respective roles of state and civil society in the development, implementation and evaluation of public policy, and demonstrate an understanding of the distinction between government and governance
MA5	Appraise different disciplinary contributions to the development, implementation and evaluation of public policy
MA6	Judge the relevance and importance of evidence in policymaking
MA7	Apply the comparative method to policy analysis, and identify insights that might be drawn from other policy jurisdictions
MA8	Judge and articulate the relevant criteria that might be used in assessing the advantages and disadvantages of particular policy options
MA9	Analyse complex policy issues from multiple perspectives and identify opportunities for innovation
MA10	Express ideas succinctly and persuasively both in written form and orally
MA11	Construct and articulate rationales for public policy intervention
MA12	Demonstrate an understanding of the significance of ethics and accountability in the study and practice of public policy
MA13	Interpret the significance of the Treaty of Waitangi (Te Tiriti o Waitangi) in the study and practice of public policy in New Zealand

## Lecture Outline

### 1. What is public policy? (2 lectures):

3 and 5 March

- a. The fascinating world of public policy – challenges, goals, purposes, etc.
- b. The nature of policy
- c. The distinction between public and private matters
- d. Types of policy problems – tame, wicked, etc.
- e. Contemporary policy challenges – global and domestic
- f. Policy instruments
- g. The policy cycle
- h. The limits to public policy
- i. Data, information, resources

### 2. Frameworks for thinking about public policy: The contribution of different disciplines (6 lectures): 10, 11, 17, 18, 24 and 26 March

- a. Economics
  - Key behavioural assumptions, principles and philosophical underpinnings
  - Policy goals (tutorial topic)
  - Justifications for state intervention – market failure, etc.
- b. Politics
  - The differences between politics and markets as social choice mechanisms
  - Government failure: causes, consequences and solutions
  - Exit, voice and loyalty
  - The limits of politics and markets
- c. Philosophy, ethics and public policy
  - Ethical frameworks
  - Pluralism versus monism
  - Conflicting values and decision rules
  - Morals and markets, including the ethical limits to economic transactions (tutorial topic)
  - Grounds for state coercion: the harm principle, legal moralism, paternalism and other principles
  - Time, inter-temporal issues and intergenerational justice
  - The precautionary principle
- d. Theories, models, paradigms and the nature and limits of the social sciences
  - Competing models of policy making: the rational/synoptic model versus incrementalism/muddling through

**FIRST ESSAY DUE: MONDAY 30 MARCH**

**3. Aspects of the policy process (5 lectures): 31 March, 2, 21, 23 and 28 April**

- a. Agenda setting and defining the problem
- b. Legacies, path dependence and the determinants of policy
- c. Formulating policy: policy design, policy instruments, policy options, selection criteria, etc.
- d. Intervention logic (also a tutorial topic)
- e. Stakeholders, customers, citizens, interest groups, consultation and participation
- f. Making decisions: selection criteria, setting priorities, confronting trade-offs
- g. Implementation and enforcement
- h. Evaluation, termination and policy research

**4. Policy Case Studies (10 lectures)**

- a. Climate change (4 lectures): 30 April, 5, 7 and 12 May
  - Planetary limits – setting safe thresholds and policy targets
  - The science of climate change
  - Policy making in the context of risk and uncertainty (tutorial topic)
  - The economics, ethics and political economy of climate change
  - Designing a global response for mitigation, adaptation, etc.
  - New Zealand climate change policy – evolution and current issues

**SECOND ESSAY DUE: WEDNESDAY 13 MAY**

- b. Some key social policy issues (4 lectures): 14, 19, 21 and 26 May
  - The rationale for the welfare state
  - Cash versus in-kind assistance
  - Targeting versus universality
  - Rights, obligations, conditionality and the application of sanctions
  - Inequality, poverty, and what to do about it
  - Substance use and abuse (tutorial topic)
  - Welfare reform – reducing long-term benefit dependency (tutorial topic)
- c. Ethnicity, diversity and the Treaty (2 lectures): 28 May and 2 June
  - The Treaty of Waitangi: relevance, principles, settlements' process
  - Minority rights and indigenous rights
  - Biculturalism and multiculturalism, and the policy implications of ethno-cultural diversity
  - The arguments for and against affirmative action or preferential treatment (tutorial topic)

**5. Conclusions (1 lecture): 4 June**

## **Tutorial Topics**

**Tutorial 1:** 9 – 13 March: Student finance – the student loan scheme and student allowances in New Zealand.

Who should pay for tertiary education? More specifically, what principles and criteria should govern the design of policies for *student finance* – that is, the provision of loans and allowances for (full-time) tertiary study? On the basis of these principles, critically assess the student finance policies of recent NZ governments, including the introduction of an income-contingent loan scheme in the early 1990s, the move to zero-interest loans in 2006, Labour’s 2008 proposal for a universal student allowance, and the current National-led government’s repeated (mostly minor) policy changes to the student loan scheme. What changes to current policy arrangement do you think would be desirable?

Readings: ***Essential***

Baxter, R. 2012. “Sharing the Private and Public Costs of Tertiary Education”, *Policy Quarterly*, Vol. 8, No. 2, pp. 48-53.

The Treasury. 2012. “Budget 2012 Information Release: Student Support Package for 2012 Budget”, Wellington, June.

### ***Supplementary***

Material on the student loan policies of Labour and National at the 2005 and 2008 general elections in NZ. See Course Readings and the relevant party websites.

Shaw and Eichbaum, Chs. 1 & 14.

**Tutorial 2:** 16 – 20 March: Human behaviour and public policy

What behavioural assumptions should we make for policy purposes? What insights do social psychology and behavioural economics provide to those seeking to design and implement public policy? Given such insights, what changes to current policy settings might be sensible? Consider, for instance, the design of Kiwisaver. Likewise, how might behavioural economics help inform responses to other policy problems – such as obesity, alcohol abuse, boy racers, smoking, drink driving, etc.

Readings: ***Essential***

Ministry of Economic Development, “Behavioural analysis for policy: New lessons from economics, philosophy, psychology, cognitive science, and sociology”, Wellington, October 2006.

### ***Supplementary***

Morris Altman, “Behavioural Economics, Ethics and Public Policy: Paving the road to freedom or serfdom?” in J. Boston et al (eds) *Ethics and Public Policy: Contemporary Issues* Wellington, Victoria University Press, 2011, pp.23-48.

Alana Cornforth, “Behaviour Change: Insights for Environmental Policy Making from Social Psychology and Behavioural Economics”, *Policy Quarterly*, 5, 4, 2009, pp. 21 – 28.

Hughes, T., 2013. “Applying Cognitive Perspectives on Decision-Making to the Policy Advice Process: A Practitioner’s View”, *Policy Quarterly*, Vol.9, No.3, pp.36-42.

### **Tutorial 3: 23 – 27 March: Markets and morals**

Are there some goods and services that money can’t or shouldn’t buy? If so, what are these goods and services, and what’s wrong with buying and selling them? For instance, should people be allowed to sell their blood, body parts and voting rights? Should polluters be allowed to pollute if they pay enough? Should there be a minimum wage or should people be allowed to sell their labour for any price? Should people be able to profit from a disaster by increasing the price they charge for vital services?

### **Readings: *Essential***

Michael Sandel, ‘Hired Help – Markets and Morals’, in *Justice: What’s the Right Thing to Do?* London, Penguin, 2009.  
See also: <http://www.justiceharvard.org/>

### ***Supplementary***

Michael Sandel, *What Money Can’t Buy: The Moral Limits to Markets* London, Allen Lane, 2012

### **Tutorial 4: 30 March – 2 April: Policy frameworks**

What should be the goal(s) of public policy – e.g. justice, freedom, the common good, wellbeing, happiness, economic growth, higher living standards and/or the public interest? Is the policy framework proposed by the New Zealand Treasury robust? Is it correct to say that decisions about distributional outcomes and policy tradeoffs are ‘political in nature and beyond the realm of policy advice’? How might the Treasury’s living standards framework help inform contemporary policy debates – such as those over mining and the use of natural resources, population ageing, pensions policy, child poverty, criminal justice, etc.?

Readings: ***Essential***

The Treasury, "Improving the Living Standards of New Zealanders: Moving from a Framework to Implementation", New Zealand Treasury Conference Paper, June 2012 <http://www.treasury.govt.nz/publications/media-speeches/speeches/livingstandards/sp-livingstandards-paper.pdf>

***Supplementary***

Ben Gleisner et al., "Broadening our understanding of living standards: Treasury's new policy framework", *Policy Quarterly*, 7, 3, August 2011, pp.13-19.

The Treasury, "Working Towards Higher Living Standards for New Zealanders", New Zealand Treasury Paper 11/02, May 2011.

Tutorial 5: 20 – 24 April: MMP and the policy process in New Zealand:

What difference, if any, has proportional representation made to the policy process and policy outcomes? Is New Zealand better or less well governed as a result of electoral reform in 1996? Have hard policy choices been more difficult to make? Have small 'extremist' parties managed to use their bargaining power to demand and secure 'extreme' policy changes or has the general tendency been to increase the power of 'median' voters on the various important issue dimensions, thus encouraging more 'centrist' policy choices. What changes to the electoral system, if any, would you recommend? What other constitutional changes might be desirable to improve overall policy outcomes?

Readings: ***Essential***

Jack Nagel, "Evaluating Democracy in New Zealand under MMP", *Policy Quarterly*, 2, 8, 2012, pp.3-11.

***Supplementary***

Jonathan Boston, Stephen Church and Tim Bale, "The Impact of Proportional Representation on Government Effectiveness: The New Zealand Experience", *Australian Journal of Public Administration*, 62, 4, December 2003, pp. 7 – 22.

Nicola White, "Deconstructing Cabinet Collective Responsibility", *Policy Quarterly*, 1, 4, 2005, pp. 4 – 11.

Shaw and Eichbaum, Ch. 8

Tutorial 6: 28 April – 1 May: Intervention logic: what is it and is it logical? In what ways is intervention logic helpful in understanding a policy problem? What are the potential risks and limitations? When is intervention logic most useful?

Readings: ***Essential***

Karen Baehler, “Intervention Logic: A User’s Guide”, *Public Sector*, 25, 3, 2002, pp. 14 – 20.

***Supplementary***

Robert Gregory, “Political Life and Intervention Logic: Relearning Old Lessons?” *International Public Management Journal*, 7, 3, 2004, pp. 299 – 315; and

Claudia Scott and Karen Baehler *Adding Value to Policy Analysis and Advice*, Sydney, UNSW Press, 2010, pp.155-165.

Tutorial 7: 4 – 8 May: Climate change and public policy

What are the main risks and vulnerabilities associated with climate change? How should governments seek to manage such risks? What are the primary constraints and barriers that are likely to limit prudent risk management? How can policy makers be encouraged to give more attention to long-term risks and vulnerabilities? How might we better ‘future proof’ the state? How can the political influence of powerful vested interests be curbed or checked? What institutional and constitutional reforms might be desirable?

Further, what policies have recent NZ governments adopted to address climate change, and how effective have they been? Is New Zealand making a fair contribution to the global effort to reduce emissions?

Readings: ***Essential***

Office of the Minister for Climate Change Issues. 2013. “International Climate Change: New Zealand’s Unconditional Target”, Cabinet Paper, Wellington.

***Supplementary***

Jonathan Boston and Frieder Lempp, “Climate change: explaining and solving the mismatch between scientific urgency and political inertia”, *Accounting, Auditing and Accountability Journal*, 24, 8, 2011, pp.1000-21; and

Broome, J. 2008. “The Ethics of Climate Change: Pay Now or Pay More Later?” *Scientific American Magazine*, 19 May.

Garnaut, R., 2008. “A Decision-Making Framework”, Ch. 1 in *The Garnaut Climate Change Review, Final Report* Canberra, pp. 1 – 22.

See: <http://www.garnautreview.org.au/index.htm>

Tutorial 8: 11 – 14 May: Substance use and abuse: the regulation of alcohol.

What kinds of harm does the excessive consumption of alcohol cause? How serious and costly are these harms? Why does NZ have a ‘binge’ drinking culture? How should the harms generated from excessive consumption of alcohol be balanced against the pleasure that people derive from the moderate consumption of alcohol and the loss of liberty arising from the regulation of alcohol use? What principles and considerations should guide the regulation of the sale, supply and consumption of alcohol? How can we ensure that such policies are adopted?

Readings: ***Essential***

Law Commission, *Alcohol in Our Lives: Curbing the Harm: A Report on the Review of the Regulatory Framework for the Sale and Supply of Liquor* (Wellington, 2010). <http://www.lawcom.govt.nz/project/review-regulatory-framework-sale-and-supply-liquor/publication/report/2010/alcohol-our-lives>

***Supplementary***

Sally Casswell and Anna Maxwell, “What works to reduce alcohol-related harm and why aren’t the policies more popular?” *Social Policy Journal of New Zealand*, 25, 2005, pp.118-141.

Tutorial 9: 18 – 22 May: Welfare reform: Reducing Long-Term Benefit Dependency.

Why has long-term dependency on welfare benefits (or social security) increased in NZ and in many other developed countries over the past few decades? Why does it matter? What solutions are available, and what are their advantages and disadvantages? How robust are the intervention logics underpinning these solutions? What assessment would you make of the initiatives of recent New Zealand government to reduce long-term dependency on welfare benefits?

Readings: ***Essential***

Welfare Working Group, Final Report (February 2011) – see <http://ips.ac.nz/WelfareWorkingGroup/Index.html>

***Supplementary***

See various articles in the special issue of *Policy Quarterly*, May 2011; <http://ips.ac.nz/publications/publications/show/314>

Tutorial 10: 25 – 29 May: Affirmative action (preferential treatment or positive discrimination)

What is affirmative action? Where has it been applied in NZ? Why is it so controversial? Is it ever justified, and if so, under what conditions?

Readings: *Essential*

William Bowen and Derek Bok, *The Shape of the River: Long-Term Consequences of Considering Race in College and University Admissions*, Princeton, Princeton University Press, 1998, Chs. 9 & 10.

Don Brash, “Nationhood”, Speech to the Orewa Rotary Club, 27 January 2004.

Tutorial 11: 2 – 5 June: Concluding session – revision and summing up

NB: You are expected to attend at least 8 of 11 tutorials. If you fall behind on your reading for one week, don't despair and don't succumb to the 'domino effect' of getting further and further behind the more you try to catch up. Read the material for the *upcoming* class *first*, before trying to catch up on previous material. Don't read for facts. Instead, focus on the main conceptual point or argument of each article, and think about how it informs your understanding of public policy.

## **Reading Material**

There is no set textbook for this course, but there are several recommended books (see below) and a set of *Course Readings*. The latter document contains **ALL** the **essential** articles/papers/chapters you will need for each tutorial (but not all the **supplementary** material). It also includes some other papers of general interest, several of which will be useful for your essays. So, please buy a copy of either the 2014 or 2015 *Course Readings*.

Outlined below is a list of books, articles and documents of relevance to the 24 lectures and 10 tutorial topics, as well as some of the 10 essay questions. You are NOT expected to read all this material. It is there for your interest and to assist your learning. Please give priority to the material in the *Course Readings*.

With respect to the essays, there is a wealth of material available on each of the 10 topics (see below). Please use Google, Google Scholar and other search methods to locate relevant material. If you need advice on what to read, please do not hesitate to talk to your tutor or the Course Co-ordinator. We are there to help you.

### **Recommended Reading:**

Richard Shaw and Chris Eichbaum, 2011. *Public Policy in New Zealand: Institutions, Process and Outcomes*, Auckland, Pearson (\$64.39). Please purchase the 3rd edition.

### **Some other recommended books:**

Boston, J., A. Bradstock and D. Eng (eds) 2010. *Public Policy: Why Ethics Matters*, Canberra, ANU E Press. Available free on line at: [http://epress.anu.edu.au/ethics\\_matters\\_citation.html](http://epress.anu.edu.au/ethics_matters_citation.html)

Boston, J., A. Bradstock and D. Eng (eds) 2011. *Ethics and Public Policy: Contemporary Issues*, Wellington, Victoria University Press. Available electronically but at a cost.

Claudia Scott and Karen Baehler 2010. *Adding Value to Policy Analysis and Advice*, Sydney, UNSW Press. (\$71.50)

### **Course Readings:**

Please obtain a copy of the Course Readings from VicBooks, Student Book Centre, Pipitea campus. Additional readings can be obtained from the library.

### **Introductory, background and general readings** (most are on 3-day loan in the Library):

Bardach, E., 2005. *A Practical Guide for Policy Analysis*, New York, Chatham House, 2<sup>nd</sup> ed.

Bobrow, D. and J. Dryzek, 1987. *Policy Analysis by Design*, Pittsburgh, Pittsburgh University Press.

Fenna, A., 2004. *Australian Public Policy*, Pearson.

Ham, C. and M. Hill, 1984. *The Policy Process in the Modern Capitalist State*, Brighton, Wheatsheaf Books.

- Hogwood, B. and L. Gunn, 1984. *Policy Analysis for the Real World*, Oxford, Oxford University Press.
- Hood, C., 1986. *Administrative Analysis*, Brighton, Wheatsheaf Books.
- Howlett, M. and M. Ramesh, 2003. *Studying Public Policy: Policy Cycles and Policy Subsystems*, Toronto, Oxford University Press, 2<sup>nd</sup> ed.
- Lindblom, C., 1977. *Politics and Markets*, New York, Basic Books.
- Lunt, N., C. Davidson and K. McKegg (eds.) 2003. *Evaluating Policy and Practice: A New Zealand Reader*, Auckland, Pearson.
- Mintrom, M. 2012. *Contemporary Policy Analysis* Oxford, Oxford University Press.
- Nagel, S., 1983. *Encyclopedia of Policy Studies*, New York, Marcel Dekker.
- Paris, D. and J. Reynolds, 1983. *The Logic of Policy Inquiry*, New York, Longman.
- Parsons, W., 1995. *Public Policy: An Introduction to the Theory and Practice of Policy Analysis*, Cheltenham, Edward Elgar.
- Weimer, D. and A. Vining, 2005. *Policy Analysis: Concepts and Practice*, New Jersey, Pearson-Prentice Hall, 4th ed.
- Wildavsky, A., 2007. *Speaking Truth to Power*, New Brunswick, Transaction Books.

**Specific Readings** (NB. there are numerous other possible readings on each topic):

### 1. Policy Frameworks

- Baehler, K., 2005. "What are the Limits to Public Service Advising? The 'Public Argument' Test", *Policy Quarterly*, Vol. 1, No. 3, pp. 3 – 9.
- Boston, J., A. Bradstock and D. Eng (eds) 2010. *Public Policy: Why Ethics Matters*, Canberra, ANU E Press. Chapters 1-5, and 11.
- Bozeman, B., 2002. "Public-Value Failure: When Efficient Markets May Not Do", *Public Administration Review*, March/April, Vol. 62, No. 2, pp. 145 – 161.
- Dror, Y., 1968. *Public Policy Making Reexamined*, San Francisco, Chandler.
- Goodin, R., 1990. "Liberalism and the Best Judge Principle", *Political Studies*, Vol. 38, pp. 181 – 195.
- Goodin, R., 1982. *Political Theory and Public Policy*, Chicago, Chicago University Press.

- Gregory, R., 2005. "Politics, Power and Public Policy-making: A Response to Karen Baehler", *Policy Quarterly*, Vol. 1, No. 4, pp. 26 – 32.
- Gregory, R., 1989. "Political Rationality or Incrementalism? Charles E. Lindblom's Enduring Contribution to Public Policy Making Theory", *Policy and Politics*, Vol. 17, No. 2, pp. 139 – 153.
- Ham, C. and M. Hill, 1984. *The Policy Process in the Modern Capitalist State*, Brighton, Wheatsheaf Books.
- Kahneman, D., 2011. *Thinking, Fast and Slow* London, Penguin.
- Le Grand, J., 1993. "The Theory of Government Failure", *British Journal of Political Science*, Vol. 21, pp. 423 – 442.
- Lindblom, C., 1990. *Inquiry and Change: The Troubled Attempt to Understand and Shape Society*, New Haven, Yale University Press.
- Lindblom, C., 1973. "The Science of 'Muddling Through'", Ch. 9 in F. Kramer (ed.), *Perspectives on Public Bureaucracy*, Winthrop Publishers.
- Ostrom, E. 2010. 'Beyond Markets and States: Polycentric Governance of Complex Economic Systems', *American Economic Review*, Vol. 100, No. 3, pp.641-72.
- Parsons, W., 1995. *Public Policy: An Introduction to the Theory and Practice of Policy Analysis*, Cheltenham, Edward Elgar, esp. Part 3.
- Sen, A., 1987. *On Ethics and Economics*, Oxford, Basil Blackwell.
- Tenbengel, T. and R. Gauld, 2000. "Models and Theories", in P. Davis and T. Ashton (eds.) *Health and Public Policy in New Zealand*, Auckland, Oxford University Press, pp. 25 – 43.
- Thaler, R. and C. Sunstein, 2008. *Nudge: Improving Decisions about Health, Wealth and Happiness*, London, Penguin.
- The Treasury, 2011. 'Working Towards Higher Living Standards for New Zealanders', New Zealand Treasury Paper 11/02, May.
- Wallis, J. and B. Dollery, 1999. *Market Failure and Government Failure*, London, McMillan.
- Wolf, C., 1987. "Market and Non-Market Failures: Comparisons and Assessment", *Journal of Public Policy*, Vol. 7, No. 1, pp. 43 – 70.
- Zerbe, R. and H. McCurdy, 1999. "The Failure of Market Failure", *Journal of Policy Analysis and Management*, Vol. 18, No. 4, pp. 558 – 578.

## 2. Policy-Making Institutions and the New Zealand Context

- Black, J. 2014. “Learning from Regulatory Disasters”, *Policy Quarterly*, 10, 3, pp.3-11.
- Boston, J., J. Martin, J. Pallot and P. Walsh, 1996. *Public Management – The New Zealand Model*, Auckland, Oxford University Press, pp. 69 – 95.
- Boston, J. and S. Church, 2002. “The Budget Process in New Zealand: Has Proportional Representation Made a Difference?” *Political Science*, Vol. 54, No. 2, December, pp. 21 – 44.
- Ladley, A. and J. Martin (eds.), 2005. *The Visible Hand: The Changing Role of the State in New Zealand’s Development: Essays for Sir Frank Holmes*, Wellington, Institute of Policy Studies.
- Malone, R., 2008. *Rebalancing the Constitution: The Challenge of Government Law-Making Under MMP*, Wellington, Institute of Policy Studies.
- Miller, R. (ed.), 2010. *New Zealand Government and Politics*, Melbourne, Oxford University Press, 5<sup>th</sup> ed.
- Mulgan, R., 2004. *Politics in New Zealand*, Auckland, Auckland University Press.
- Palmer, G. and M. Palmer, 2004. *Bridled Power: New Zealand’s Constitution and Government*, Melbourne, Oxford University Press.
- The Treasury, 2014. “Taking Forward Your Priorities”, October (Briefing to Incoming Government)

## 3. The Policy Process

- Baehler, K., 2002. “Intervention Logic: A User’s Guide”. *Public Sector*, Vol. 25, No. 3, November, pp. 14 – 20.
- Baehler, K., 2003. “Evaluation and the policy cycle”, in N. Lunt, C. Davidson and K. McKegg (eds.) *Evaluating Policy and Practice: A New Zealand Reader*, Pearson Education, pp. 27 – 39.
- Bakker, L. and C. Adams, 2003. “Intervention Logic: The Department of Corrections Case Study”, *Public Sector*, Vol. 26, No.1, pp. 19 – 21.
- Bale, T., J. Boston and S. Church, 2005. “‘Natural Because it Had Become Just That’. Path Dependence in Pre-electoral Pacts and Government Formation: A New Zealand Case Study”, *Australian Journal of Political Science*, Vol. 40, No. 4, pp. 481 – 498.
- Bardach, E., 2000. *A Practical Guide for Policy Analysis*, New York, Chatham House.
- Boston, J., S. Church and T. Bale, 2003. “The Impact of Proportional Representation on Government Effectiveness: The New Zealand Experience”, *Australian Journal of Public Administration*, Vol. 62, No. 4, pp. 7 – 22.

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White, N. and A. Ladley, 2005. "Claims to Treaty and other Rights: Exploring the Terms of Crown-Maori Negotiation", *Policy Quarterly*, Vol. 1, No. 2, pp. 3 – 9.

### **Other**

For a useful website with material relating to evidence-based policy, better policy making, policy evaluation, policy delivery, etc., see: <http://www.nationalschool.gov.uk/policyhub/>

## Assessment Requirements

ASSIGNMENT	DUE DATE	WEIGHT
1st Essay (2,000 words) (CO1, CO2, CO3)	Monday 30 March	25%
2nd Essay (2,000 words) (CO1, CO2, CO3, CO5)	Wednesday 13 May	25%
Final exam (all course objectives)	Check schedule	50%

Essays are due by 5.00pm on the date specified. They can be submitted to:

- The lecturer in class, or
- The secure box at School of Government reception (8<sup>th</sup> floor Rutherford House) during the office hours, which are 8.30am – 5.00pm. The assignment box is cleared daily, and assignments will be date stamped.

Students should keep a secure copy of all assignments (i.e. hard copy and e-file).

Essays must be typed, with the exact word count (excluding references) indicated on the cover sheet. They must include details of the topic, your name, tutor and tutorial group.

Essays should seek to make sustained, well-supported and cogent arguments. Do not present a series of disconnected observations about particular cases or particular stages of the policymaking cycle. Weave your ideas together.

Essays will be marked according to the depth of understanding of the topic, the cogency of the arguments being made and the degree to which they are supported by evidence, the aptness of examples, and the originality of insights, as well as the usual standards of correct spelling, punctuation, and grammar, appropriate formatting and overall tidiness. All ideas that have been borrowed from something you read (book, journal, magazine, newspaper or website) or a conversation with another person or a television show or a speech, etc. etc., should be referenced thoroughly and accurately. Sources should be listed at the end of the paper in a bibliography.

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

### **FIRST ESSAY (due Monday 30 March)**

Please answer one of the following questions:

1. John Stuart Mill in *On Liberty* (published in the mid-19<sup>th</sup> century) rejected arguments for state intervention based on paternalistic considerations arguing that:

the only purpose for which power can be rightfully exercised over any member of a civilized community, against his will, is to prevent harm to others. His own good, either physical or moral, is not a sufficient warrant. He cannot rightfully be compelled to do or forbear because it will be better for him to do so, because it will make him happier, because, in the opinion of others, to do so would be wise, or even right.

Yet, despite Mill's arguments, virtually all governments around the world adopt various policy positions that are based, at least in part, on paternalistic justifications. For instance, cyclists are typically required to wear helmets, seat-belts must be worn when travelling in a car, and many drugs are only available on prescription.

Your task: a) distinguish clearly between *paternalistic* and *non-paternalistic* justifications for state intervention; b) critically assess whether the use of coercion by the state (i.e. laws and regulations backed by force) can be justified on *paternalistic* grounds; and (c) if so, under what conditions is such coercion justified. Draw on at least TWO recent policy issues in New Zealand to illustrate your answer. **OR**

2. Identify the criteria that are often used to determine whether certain goods and services should be treated as 'merit goods' (or 'demerit goods'). In so doing, explain how the concept of a merit good differs from concepts like externalities, primary goods and public goods. What policy implications, if any, arise from a decision to regard particular goods and services as merit goods? Draw on several contemporary policy issues to illustrate your answer. **OR**
3. Government failures in the form of 'regulatory disasters' appear to be relatively common around the world. For instance, poor building practices in the 1990s and early 2000s in New Zealand led to significant losses for many home owners caused by leaky buildings, with total costs estimated as high as \$NZ11.3b. More recently, weak regulation of the mining industry in New Zealand contributed to an explosion in the Pike River mine in 2010 in which 29 people lost their lives. Meanwhile, many observers believe that inadequate regulation of financial markets contributed to the global financial crisis in 2008-09, which has cost governments around the world trillions of dollars. With reference to at least TWO recent regulatory failures in New Zealand, outline the main lessons that governments have drawn from these unfortunate events, discuss what policy responses have been taken to reduce the risk of similar failures in the future and critically assess whether these responses are likely to achieve their objective in a cost-effective manner.
4. The distinguished American economist Lawrence Summers once argued: '*We all have only so much altruism in us. Economists like me think of altruism as a valuable and rare good that needs conserving. Far better to conserve it by designing a system in which people's wants will be satisfied by individuals being selfish, and saving altruism for our families, our friends, and the many social problems in this world that markets cannot solve*'. Critically assess: a) whether altruism, generosity and love should be regarded as 'rare' commodities that are depleted with use; b) whether altruism should ever be relied upon to achieve certain public purposes (such as the supply of blood and body parts for those in need); and c) whether the supply of altruism can be influenced (either positively or negatively) by governmental action. **OR**
5. Amartya Sen, amongst others, argues that there are different dimensions of value and different categories of goods and services should be valued in fundamentally different ways. For instance, some goods and services should be valued in monetary terms while others should not. Yet if some goods and services (e.g. ecosystem services) are not valued in monetary terms, there is a risk that they will not be valued at all, and hence misused. With reference to at least TWO recent policy issues: a) critically assess the proposition that some things ought not to be valued in monetary or

commercial terms; and b) evaluate the criteria that have been proposed for deciding what those things are.

## **SECOND ESSAY (due Wednesday 13 May)**

Please answer one of the following questions:

1. Recent governments have claimed that New Zealand is making a ‘fair contribution’ to addressing the global problem of human-induced climate change. What principles of fairness (or justice) are relevant, both globally and domestically, to the issue of burden (or cost) sharing with respect to climate change mitigation and adaptation? Drawing on these principles, assess whether New Zealand’s recent and proposed contributions to global efforts are fair. **OR**
2. A clear majority of economists and other policy advisers maintain that the most cost-effective way to mitigate human-induced climate change is via well-designed price-based mechanisms (i.e. emissions/carbon taxes or emissions/carbon trading schemes). Yet the evidence to date suggests that governments in many countries are reluctant to implement such policies – or at least that they are unwilling to implement them in a comprehensive, efficient and equitable manner. Moreover, in a few cases (e.g. Australia), governments have abolished price-based mechanisms introduced by their predecessors. Explain why price-based policies for mitigating climate change have thus far proved to be more difficult to implement and maintain than many observers had expected. If such policies are not feasible for one reason or another, what other policy options for reducing greenhouse gas emissions are available? Which of these, if any, would you recommend and on what grounds? Draw on the experiences of at least TWO developed countries in formulating your response. **OR**
3. Imagine that you are the Chief Executive of the Ministry of Social Development. Your Minister has asked for your advice on what to do about the fact that many New Zealand children do not have a nutritious diet, with some children going to school without having eaten a proper breakfast and/or without an adequate school lunch. Discuss the nature and magnitude of the problem and outline the policy options available for mitigating the problem. Drawing on the experience of at least TWO other countries’ responses to child poverty and poor nutrition, what policy option (or package of measures) would you recommend to your Minister? **OR**
4. Imagine that you are the Secretary for Education. Your Minister has asked for your advice on how to enhance the equity of New Zealand’s education system (i.e. early childhood education, compulsory education and tertiary education). Critically assess what is meant by the notion of ‘equity’ as it relates to education. Then, drawing on the available empirical evidence, prepare a report outlining the kinds of policies that are most likely to achieve greater equity in a cost-effective manner. **OR**
5. Imagine that you are the Secretary for Justice. Your Minister has asked you for a report on legalizing active voluntary euthanasia in New Zealand. She specifically wants to know: a) what the main ethical, legal and medical arguments are both for and against legalizing active voluntary euthanasia; b) whether any such legalization would require the inclusion of terminally-ill children (and, if so, under what conditions); and c) whether the legalization of active voluntary euthanasia would be compatible with

current government initiatives to reduce New Zealand's high rate of youth suicide. Drawing on the experience of countries like Belgium and the Netherlands where active voluntary euthanasia is legal under certain circumstances, write a report for your Minister addressing her specific questions.

If you choose to answer questions 3, 4 or 5 for your second PUBL 201 essay, please write your report following the normal requirements of an academic essay, with standard referencing, headings/sub-headings and so forth. But you are most welcome to begin your report with a greeting to the Minister concerned and number your paragraphs.

## **FINAL EXAM**

Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period. The final examination for this course will be scheduled at some time during the following period: **Friday 12<sup>th</sup> June – Wednesday 1<sup>st</sup> July (inclusive).**

## **Mandatory Course Requirements and Penalties**

To fulfil the mandatory paper requirements for this paper you must:

- Attend EIGHT of the scheduled tutorial sessions.
- Submit ALL written assignments by the due date. A late assignment will have its mark reduced by 3% for each day it is overdue unless there is a very good reason why it was late.

Assignments will not be accepted that are over a week late. Assignments exceeding the word limit by more than 10% (i.e. 200 words) will have 5 marks deducted for every extra 200 words.

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)

Students who receive an overall course mark of 50% or better but fail to satisfy the mandatory requirements, will not receive a pass grade. Instead, they will be given a K grade (fail due to not satisfying mandatory course requirements).

## **Class Representative**

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the course coordinator, and the class. The class representative provides a communication channel to liaise with the course coordinator on behalf of the students.

## **Student Feedback**

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)

## **Communication of Additional Information**

Notices, marks for assignments (by student ID number) and selected course materials will be posted on the Blackboard website. Only students who are registered for PUBL 201 will have access. If you have problems with Blackboard, please contact the ITS Help Desk on (04) 463 5050 or at [its-service@vuw.ac.nz](mailto:its-service@vuw.ac.nz).

## **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 <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. A copy of submitted materials will be retained on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

There is guidance available to students on how to avoid plagiarism by way of sound study skills and the proper and consistent use of a recognised referencing system. This guidance may be found at the following website <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

If in doubt seek the advice of your course coordinator.

Plagiarism is simply not worth the risk.

### **Link to General Information**

For general information about course-related matters, please go to <http://www.victoria.ac.nz.vbs/studenthelp/general-course-information>

### **Note to Students**

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.