POL 207

Australian Governments and Public Policy

S1 External 2016

Dept of Modern History, Politics & International Relations

Contents

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General Information

Unit convenor and teaching staff
Unit Convenor
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Contact via geoffrey.hawker@mq.edu.au
W6A 428
Wednesday 12-1pm or by appointment

Sandey Fitzgerald
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Credit points
3

Prerequisites
12cp or (3cp in HIST or MHIS or POL units)

Corequisites

Co-badged status

Unit description
This unit surveys recent literature of public policy studies and policy analysis and examines
the complex processes of governmental policy making. Questions are raised about the state
in contemporary society and the distribution of power in the unfolding stages of policy
development, implementation and evaluation. The unit draws on analytical literature from a
variety of sources, but its empirical content is supported throughout by Australian examples.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are
available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

> Show that different theoretical lenses can be used to explain the development of public
>
> policy, and expound conflicts and agreements between different approaches
>
> Analyse the links between information, 'facts' and judgment in explaining policy
>
> outcomes
>
> Use intelligible argument to explicate dilemmas and issues in policy making

Undertake research within guidance against stated problems

Rehearse controversies around selected contemporary and historical issues of policy

Show abilities in written and oral form in communicating ideas, arguments and conclusions

Assessment Tasks

Name	Weighting	Due
Quick Analysis	10%	Week 4 (Thursday 24 March)
Research Essay	30%	Week 12 (Friday 3 June)
Speaking Notes	30%	Weekly as arranged
Examination	30%	University Examination Period

Quick Analysis

Due: **Week 4 (Thursday 24 March)**
Weighting: **10%**

Quick Analysis

Select one public event in Australia, reported in one or more news media in 2016, that dealt with a person or a group, not a state actor, concerned with an issue of public policy.

Then:

1. Summarise the gist of the reportage in 50 words or less.

2. Cite the source (but do not attach it to your report).

3. Delineate the apparent viewpoint of the creator of the report.

4. State your own estimation of the likely or known impact of the event on the policy at issue, noting any evidence you may have in support of your view.

5. State (one sentence) the state actor most likely, in your view, to have an interest in the report, and why.

Total word limit (including point 1): 250 words. Except for the citation, write in formed sentences (that is, eschew 'dot points').

Format: two pages -

1. The first with your name and SID;

2. the second with your response to the assignment as above.

The second page will be posted (anonymously) to the general page of the unit for the information of class members.

Points to note: the key and limiting words are obvious but please observe them: "public", "event", "Australia", "one or more", "in 2016", "person or group", "not a state actor", "issue", "public policy". The event, though reported in 2016, need not necessarily have happened in that year, however, and the medium is not necessarily Australian.

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On successful completion you will be able to:
- Undertake research within guidance against stated problems
- Show abilities in written and oral form in communicating ideas, arguments and conclusions

Research Essay
Due: **Week 12 (Friday 3 June)**
Weighting: **30%**

All students are required to submit a research essay (2,100 words) by the end of Week 12 (17:00 - 5pm, Friday 3 June 2016). A list of research essay questions will be posted on iLearn in Week 6.

On successful completion you will be able to:
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Speaking Notes
Due: **Weekly as arranged**

Weighting: **30%**

Speaking Notes

External students do not have the same opportunity as internal students to speak in class but the essential elements of class discussion are replicated to some degree in this component of assessment.

There are two tasks to be completed:

1. Choose one of the questions listed under the readings shown for each week and answer it in essay format (maximum length 1 500 words). This short essay can be submitted at a time of your choice, but not after week 12 (when the major essay is due). Value of this component: 15%

2. At a time or times of your choice during the semester, select two of the 'role plays' also listed under the topics for each week, and set out, as "speaker's notes", the main points you would address if you were to give an oral presentation. You may use 'dot points' and do not have to include references but you must set out your points realistically and plausibly, that is, in accordance with the known values of your selected speaker. Length: not more than two A4 pages. Value of this component: 15%

Total value: 30%

On successful completion you will be able to:
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- Show abilities in written and oral form in communicating ideas, arguments and conclusions

Examination

Due: **University Examination Period**
Weighting: **30%**

All students are required to sit a two hour examination at the conclusion of the course. The closed-book, sit-down examination is mandatory. Students who fail to attempt the examination will automatically fail the course.

On successful completion you will be able to:

- Show that different theoretical lenses can be used to explain the development of public policy, and expound conflicts and agreements between different approaches
- Rehearse controversies around selected contemporary and historical issues of policy

Delivery and Resources

Classes

Lecture: Wednesday 10-11 am W5C220

Seminars: Wednesday 1-3pm Room tba

        Wednesday 3-5pm C5A 304

        Friday 10am-12noon C5A 313

Required and Recommended Texts and/or Materials

Readings

Texts

The recommended text is Catherine Althaus, Peter Bridgman & Glyn Davis, *The Australian Policy Handbook*, 5th edition, 2012. Previous editions, authored by Bridgman & Davis, are also useful. Note however that the lectures and seminars do not follow any particular text closely, and the weekly readings are as important as any text. A text does provide a set of reference points that many students find helpful, it is true, and you should not be reluctant to explore second-hand copies of a number of texts.

Other useful texts for additional reference include: Alan Fenna, *Australian Public Policy*, 2nd edition, Pearson Longman, 2004; Sarah Maddison & Richard Denniss, *An Introduction to Australian Public Policy: Theory and Practice*, Cambridge University Press, 2009; and Carol Bacchi, *Analysing Policy: What's the problem represented to be?* Pearson Australia, 2009

Journals

Australian Journal of Political Science; Australian Journal of Public Administration; Australian Journal of Politics and History; Canberra Bulletin of Public Administration; Governance: An International Journal of Policy and Administration; Public Administration (UK); Public Administration Review; and Journal of Comparative Policy Analysis: Research and Practice

Technology Used and Required

iLearn

Unit Schedule

Week 1	Introduction and overview

2-Mar	
Week 2	Role of government
9-Mar	
Week 3	The Policy Cycle
16-Mar	
Week 4	Policy Development - Non-state actors
23-Mar	
Week 5	Policy Development - State actors
30-Mar	
Week 6	The Public Service
6-Apr	
	MID-SEMESTER BREAK
Week 7	Implementation
27-Apr	
Week 8	Evaluation
4-May	
Week 9	Environmental policy
11-May	
Week 10	Assignment Preparation week: no classes but individual consultation as required
18-May	
Week 11	The 'policy entrepreneur'
25-May	
Week 12	Accountability
1-Jun	
Week 13	Review
8-Jun	

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students

- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/ offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Show that different theoretical lenses can be used to explain the development of public policy, and expound conflicts and agreements between different approaches
- Analyse the links between information, 'facts' and judgment in explaining policy outcomes
- Use intelligible argument to explicate dilemmas and issues in policy making
- Rehearse controversies around selected contemporary and historical issues of policy

Assessment tasks

- Quick Analysis
- Research Essay
- Speaking Notes
- Examination

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement.

They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Analyse the links between information, 'facts' and judgment in explaining policy outcomes
- Use intelligible argument to explicate dilemmas and issues in policy making
- Rehearse controversies around selected contemporary and historical issues of policy

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Analyse the links between information, 'facts' and judgment in explaining policy outcomes
- Rehearse controversies around selected contemporary and historical issues of policy

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Show that different theoretical lenses can be used to explain the development of public policy, and expound conflicts and agreements between different approaches
- Analyse the links between information, 'facts' and judgment in explaining policy outcomes
- Use intelligible argument to explicate dilemmas and issues in policy making

- Rehearse controversies around selected contemporary and historical issues of policy

Assessment tasks

- Quick Analysis
- Research Essay
- Speaking Notes
- Examination

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Show that different theoretical lenses can be used to explain the development of public policy, and expound conflicts and agreements between different approaches
- Analyse the links between information, 'facts' and judgment in explaining policy outcomes
- Use intelligible argument to explicate dilemmas and issues in policy making
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- Quick Analysis
- Research Essay
- Speaking Notes
- Examination

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Use intelligible argument to explicate dilemmas and issues in policy making

- Undertake research within guidance against stated problems

- Rehearse controversies around selected contemporary and historical issues of policy

Assessment tasks

- Quick Analysis

- Research Essay

- Speaking Notes

- Examination

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Use intelligible argument to explicate dilemmas and issues in policy making

- Undertake research within guidance against stated problems

- Show abilities in written and oral form in communicating ideas, arguments and conclusions

Assessment tasks

- Quick Analysis

- Research Essay

- Speaking Notes

- Examination

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Analyse the links between information, 'facts' and judgment in explaining policy

outcomes

- Rehearse controversies around selected contemporary and historical issues of policy
- Show abilities in written and oral form in communicating ideas, arguments and conclusions

Assessment task

- Research Essay

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Analyse the links between information, 'facts' and judgment in explaining policy outcomes
- Rehearse controversies around selected contemporary and historical issues of policy

Assessment task

- Research Essay

Changes from Previous Offering

Assessment items have changed, replacing a short essay with a "Quick Analysis" (week 4) and a reformulation of class activities to extend opportunities for oral presentations in a structured way. Lectures generally have been updated and some readings culled and replaced with others.