



# POL 207

## Australian Governments and Public Policy

S1 Day 2016

*Dept of Modern History, Politics & International Relations*

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## General Information

Unit convenor and teaching staff

Unit Convenor

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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
<u>Quick Analysis</u>	10%	Week 4 (Thursday 24 March)
<u>Research Essay</u>	30%	Week 12 (Friday 3 June)
<u>Seminar Discussions</u>	30%	Weekly as arranged
<u>Examination</u>	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.

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:

- 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

## Seminar Discussions

Due: **Weekly as arranged**

Weighting: **30%**

### General rules and guidance for seminar discussions

There are two components of discussion in the seminars held weekly for two hours (though the introductory and essay preparation weeks vary from the general pattern). The aim of the seminars is to give every student a number of opportunities to speak to issues covered in the course.

The essay, to be submitted late in the semester, is your major opportunity to show skill in written work. During the course of the semester, the seminars in contrast emphasise the development of speaking and listening skills, important in both the study and practice of public policy.

The arrangements for the seminars are relatively complex but not difficult to implement if the procedures are widely understood, so please read the following notes carefully. There will be time in the first seminars of the unit (held in WEEK TWO) to discuss the arrangements in detail.

The usual pattern is

1. A general class discussion, led by the tutor, of the topic or topics listed in the course hand out and based on the readings listed. This discussion will last about half an hour, and the class will then divide into a number of smaller groups to discuss a question or questions nominated by the tutor, based on the general discussion to that point. Each group will be formed around one class member who volunteers to be the rapporteur for that discussion. Across the course of the semester, each class member should act as rapporteur once. Group discussion will be relatively brief – not more than ten minutes. Each rapporteur will then speak for no more than three minutes in summary of their group's discussion.

Note that these discussions and reports back are not specifically assessed (unlike the points following), as they are intended to be free flowing, encouraging respectful exchange in the group format. However, failure to act as a rapporteur at least once will result in the deduction of half the marks earned from the points immediately following.

2. In addition to the above, each member of the class is expected to speak twice during the semester on topics chosen from the list in the unit handout. These talks are brief (no more than three minutes) and are essentially mini-role plays. You will adopt the *persona* of a stated actor in public policy (see the detail in the weekly list) and speak plausibly to that role. You will receive an assessment from the class (as explained in the next point) and from the tutor. Class evaluations will be provided anonymously to speakers individually for their information but the tutor's evaluation will form the mark for this assessment.

You will have two opportunities to speak, so keeping your remarks to the limit of three minutes will be essential – and part of the evaluation.

Value of this component: 20% (10% each talk).

3. Each member of the class is also expected to evaluate a talk given by other students and to do this on two occasions during the semester, with those occasions being selected by the evaluator (that is, yourself). Please note that you evaluate one speaker on two different occasions, not all the speakers on one occasion, or two speakers on the one occasion. You will thus complete and submit two evaluations at different times during the semester (these could be adjoining or widely separated weeks).

The evaluation form is available on the iLearn site, and you will need to download or copy it, fill it in during the two weeks of your choice (with revision of the form possible after the seminar period of course), and return it to the iLearn site. The form has two pages: the first contains your name and SID, the second the points of evaluation that will be made available, anonymously, to the speakers concerned.

Value of this component: 10% (5% each evaluation).

Note that the number of evaluations received for individual speakers is bound to vary from week to week and from speaker to speaker.

In summary: each member of the class is both a speaker and an evaluator, and will have four chances at participation during the semester, two as a speaker and two as an evaluator.

Total value of the components in this section: 30%

On successful completion you will be able to:

- 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

## 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](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](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/](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](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](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/](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](http://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](http://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](http://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/](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
- Seminar Discussions
- 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
- Seminar Discussions
- 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
- Rehearse controversies around selected contemporary and historical issues of policy

## **Assessment tasks**

- Quick Analysis
- Research Essay
- Seminar Discussions

- 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
- Seminar Discussions
- 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
- Seminar Discussions
- 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.