**General Information**

Unit convenor and teaching staff
Unit Convenor
Geoffrey Hawker
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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 [http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/](http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/)

**Learning Outcomes**

1. Show that different theoretical lenses can be used to explain the development of public policy, and expound conflicts and agreements between different approaches
2. Analyse the links between information, 'facts' and judgment in explaining policy outcomes
3. Use intelligible argument to explicate dilemmas and issues in policy making
4. Undertake research within guidance against stated problems
5. Rehearse controversies around selected contemporary and historical issues of policy
6. Show abilities in written and oral form in communicating ideas, arguments and conclusions

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quick Analysis</td>
<td>10%</td>
<td>Week 4 (Thursday 24 March)</td>
</tr>
<tr>
<td>Research Essay</td>
<td>30%</td>
<td>Week 12 (Friday 3 June)</td>
</tr>
<tr>
<td>Seminar Discussions</td>
<td>30%</td>
<td>Weekly as arranged</td>
</tr>
<tr>
<td>Examination</td>
<td>30%</td>
<td>University Examination Period</td>
</tr>
</tbody>
</table>

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.

This Assessment Task relates to the following Learning Outcomes:

• 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.

This Assessment Task relates to the following 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
• 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 an 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%

This Assessment Task relates to the following 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
- Undertake research within guidance against stated problems
- Rehearse controversies around selected contemporary and historical issues of policy

http://unitguides.mq.edu.au/unit_offerings/59147/unit_guide/print 6
• 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.

This Assessment Task relates to the following 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
• 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.

Unit Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and overview</td>
</tr>
<tr>
<td>2-Mar</td>
<td>Role of government</td>
</tr>
<tr>
<td>9-Mar</td>
<td></td>
</tr>
<tr>
<td>16-Mar</td>
<td>The Policy Cycle</td>
</tr>
<tr>
<td>23-Mar</td>
<td>Policy Development - Non-state actors</td>
</tr>
<tr>
<td>30-Mar</td>
<td>Policy Development - State actors</td>
</tr>
<tr>
<td>6-Apr</td>
<td>The Public Service</td>
</tr>
<tr>
<td></td>
<td>MID-SEMESTER BREAK</td>
</tr>
<tr>
<td>27-Apr</td>
<td>Implementation</td>
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<tr>
<td></td>
<td>Evaluation</td>
</tr>
</tbody>
</table>

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
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:

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/](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 Enquiry Service**

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

**Equity 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.

**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

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

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

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

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
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
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

**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.