**Newcastle Business School**

## POLI3180: Politics, Policy and Government
2023

MISSION: *Our mission is to advance responsible and impactful business knowledge. To achieve our mission, we develop life ready graduates and build global and local partnerships through ethical and innovative practices.*

# OVERVIEW

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| **Course Description** | Looks at the Australian State in a wider political context by examining the major changes it has undergone in the last twenty years. The course explores the major reforms to the public service and other government agencies by examining their changing relationship to government. A central question will be whether the public service has become overly politicised such that it is unable to offer the government independent advice. Case studies of specific policy issues in areas such as immigration, education, and social policy (or any other topical policy area) will be used to trace the development of major government policy decisions and to explore problems of politicisation and accountability. Attention is also given to the emergence of new policy frameworks, especially economic rationalism, and their impact on these processes. |
| **Contact Hours** | **Integrated Learning Session**<br>Face to Face on Campus<br>2 hour(s) per Week for Full Term<br><br>Students are expected to complete 4 hours of guided learning via online preparation, lectures, interactive workshops, tutorials, discussion groups or self-directed learning and an additional 6 hours of independent study per week. |
| **Unit Weighting** | 10 |
| **Requisites** | Students who have previously enrolled in POLI2180 are not entitled to enrol in POLI3180. |
| **Assumed Knowledge** | 10 units in Politics at 1000 level or equivalent |
| **Workload** | Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course. |

**Please refer to the course CANVAS site for details of teaching staff for ALL course offerings. The primary contact for courses is the Course Coordinator, whose details are listed on the course CANVAS site.**

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| **Student Consultation** | A minimum of one (1) hour of consultation per week. Please see course CANVAS site for details of time and location. |
| **Course Learning Outcomes** | **On successful completion of this course, students will be able to:**<br>1. Develop an understanding of key concepts within Australian public policy and public administration.<br>2. Identify salient forces and principles shaping the development of public policy within government.<br>3. Show an enhanced understanding of the relations between the social and economic factors that influence public policy and their impact on government decision-making.<br>4. Identify and analyse the reliability, validity and efficacy of information, opinions and arguments with the academic literature.<br>5. Identify and summarise key information within the relevant academic scholarship.<br>6. Demonstrate the acquisition of core analytical and critical thinking skills in written communication, including the critical evaluation of competing information from academic sources. |

COURSE OUTLINE

# ASSESSMENT DETAILS

This course has **4** assessments. Each assessment is described in more detail in the sections below:

| | Assessment Name | Due Date | Involvement | Weighting | Learning Outcomes |
|---|---|---|---|---|---|
| **1** | Research Summary | From Weeks 2 to 12. | Individual | 11% | 1, 6 |
| **2** | Essay 1 | Sunday of Week 5 by 11:59 pm | Individual | 29% | 1, 2, 3, 4, 5, 6 |
| **3** | Essay 2 | Monday of Week 9 by 11:59 pm | Individual | 40% | 1, 2, 3, 4, 5, 6 |
| **4** | Policy Report | Monday of Week 11 by 11:59 pm | Individual | 20% | 1, 2, 3, 4, 5, 6 |

**Please note: students are advised that all assessments must be submitted in English. Assessment items not submitted in English will receive a mark of zero.**

**Results of individual assessment items and final results, including those provided via the Learning Management System (LMS) are 'unofficial results' until they are confirmed as finalised by the School Assessment Body and the Head of School or delegate. Finalised results are released directly to students on the Fully Graded Date of the relevant Semester/Trimester.**

## Time referenced is time in Newcastle NSW

| **Late Submissions** | The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. **Note**: this applies equally to week and weekend days. |
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## Assessment 1 – Research Summary

**Assessment Type**      Written Assignment

**Purpose**      This assessment assesses students' capacity to provide a written summary of scholarly literature and orally present a discussion of that literature in a classroom environment.

**Description**      **Research Summary**: Beginning in Week 2, and continuing to Week 12, each student, by the end of the day upon which each weekly teaching session falls, will submit to the online portal in CANVAS a 100 word written summary, which summarises the essential reading for that week. The essential readings are available in the "Course Readings" section of the CANVAS site. A list of essential readings for each week is available in the "Modules" section of the CANVAS site. Each student will also formulate a research question, based on the topic of the reading, which will be available to deliver to the class. This research question will form the basis of in-class discussions, directed by the Course Coordinator, at the beginning of the teaching session based on the topic for that week. Both the 100 word summary and the research question must be submitted on the same Word file to the online CANVAS portal by the end of the day of the teaching session for each week. Students will receive 1% for each weekly research summary submitted with a maximum total of 11% for Weeks 2 to 12. Because it is necessary that students are in attendance in class in order to participate in the in-class discussion based on the weekly reading and research question (the class discussion being a part of this assessment task) students are only entitled to upload a research summary if they are in class attendance for the entire two hour teaching period on the day and must do so by the end of the day on which the teaching session for that week falls. As such, the Course Coordinator will take note of class attendance to ensure the class discussion element of the assessment task is achieved. **Important:** When submitting weekly summaries please submit them in the format outlined in the example provided within the Modules section of the CANVAS site.

**Weighting**      11%

**Length**      100 words + research question.

**Due Date**      Submitted by the end of the day of each teaching session from Weeks 2 to 12

**Submission Method**      CANVAS online portal.

**Assessment Criteria**      **Research Summary Exercise:** The Research Summary Exercise must be a legitimate summary of the essential reading, so students must have read the entire reading to make the summary. It must be the student's *own* summary of the reading and not a "cut and paste" from the essential reading itself. For instance, students are not entitled to "cut and paste" the "abstract" of the reading into their Research Summary. Instead, they must complete the reading and make their own summary. Students must attend the entire teaching session, from beginning to end, to gain their mark for the Research Summary Exercise as the Course Coordinator may draw on the research question each student

has formulated from their Research Summary to inform class discussion on the topic for that week. In this respect, both the Research Summary Exercise and the class discussion are inextricably linked as a single pedagogical exercise and so constitute a single assessment. The only exception for non-attendance is if a student is subject to adverse circumstance. In which case, after receiving permission from the Course Coordinator based on their adverse circumstance, students will be able to hand in two Research Summary Exercises the following week.

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| **Return Method** | Not Returned |
| **Feedback Provided** | Via email if the student does not fulfill the above assessment criteria. |

# Assessment 2 - Essay 1

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| **Assessment Type** | Essay |
| **Purpose** | This assignment tests students' capacity for research, comprehension, and critical evaluation, as well as their written and analytical skills, and also assesses their capacity to understand and apply key concepts, theories and information relevant to this course. |
| **Description** | A fully referenced essay answering one of the essay questions from the list of questions in the Assignments section on the CANVAS site. Questions are based on each week's teaching session topic. Each week's teaching session topic will have a corresponding essay question. Students must choose a different question for Essay 1 and Essay 2. |
| **Weighting** | 29% |
| **Length** | 1500 words |
| **Due Date** | Sunday of Week 5 by 11:59 pm |
| **Submission Method** | Online - via TurnitIn |
| | Submit to Turnitin (in Word format). Make sure your name and the essay question you are answering is on the front of your essay, that the essay is double-spaced, and that the citations in your text include page numbers. The TurnitIn submission date will be considered the time and date of submission. If you have received an extension via the adverse circumstances online process, make sure you place the confirmation of extension on the front of your essay to confirm that an extension has been granted. |
| **Assessment Criteria** | Higher marks are awarded to students who, in answering their essay question, have demonstrated that they have researched beyond the weekly lecture notes provided by the Course Coordinator and the weekly essential reading. Students may quote or cite information from the Course Coordinator's weekly lecture notes (available in the "Modules" section of the CANVAS site), but they must provide an in-text citation to the lecture, just as they must for any other external source used in their essay.  Higher marks are also awarded to students who have demonstrated a capacity for critical thought and evaluation, and who have comprehensively answered their essay question in a rigorous and coherent manner so that the argument leads to a definite conclusion. No marks are awarded for interesting but irrelevant information. Make sure all the information you provide is relevant to answering the essay question and that you have made clear how it is relevant. Your introduction should be a "road map to the reader", briefly identifying the content and structure of your essay, in response to the essay question, so that the examiner does not have to piece this together as they read. Citations to external material provided within the essay must include the page numbers of the external material from which the information was derived (Smith 2023: 14). Essays in which citations appear without page numbers will be returned to students for inclusion of page numbers prior to being assessed and graded. The only exception are citations to external sources such as web pages without page numbers. Please see CANVAS site, under "Assignments" for rubric information. |
| **Return Method** | Online within the CANVAS site or by direct email attachment. |
| **Feedback Provided** | Returned Work - Written feedback is provided by the assessor on the assessment item both within the text and as final comments accompanying the final grade. |
| | Feedback will be provided online via the course CANVAS site or by direct email attachment. |

# Assessment 3 - Essay 2

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| **Assessment Type** | Essay |
| **Purpose** | This assignments tests students' capacity for research, comprehension, and critical evaluation, as well as their written and analytical skills, and also assesses their capacity to understand and apply key concepts, theories and information relevant to this course. Students are expected to have built on the skills learnt in Essay 1, assimilated the feedback provided on Essay 1, and applied these to this assignment. |
| **Description** | A fully referenced essay answering one of the essay questions from the list of questions in the Assignments section on the CANVAS site. Questions are based on each week's teaching session topic. Each week's teaching session topic will have a corresponding essay question. Students must choose a different question for Essay 1 and Essay 2. |
| **Weighting** | 40% |
| **Length** | 1500 words |
| **Due Date** | Monday of Week 9 by 11:59 pm |
| **Submission Method** | Online - via Turnitin |
| **Assessment Criteria** | Students are expected to have closely read the feedback received on Essay 1 and apply any relevant advice within the feedback to their research and writing of Essay 2. Higher marks are awarded to students who, in answering their major essay question, have demonstrated that they have researched beyond the weekly lecture notes provided by the Course Coordinator and weekly essential readings. Students may quote or cite information from the weekly lecture notes (available in the "Modules" section of the CANVAS site) but they must provide an in-text citation to the lecture, just as they must for any other external source used in their essay. Higher marks are also awarded to students who have demonstrated a capacity for critical thought and evaluation, and who have comprehensively answered their essay question in a rigorous and coherent manner so that the argument leads to a definite conclusion. No marks are awarded for interesting but irrelevant information. Make sure all the information you provide is relevant to answering the essay question and that you have made clear how it is relevant. Your introduction should be a "road map to the reader", briefly identifying the content and structure of your essay, in response to the essay question, so that the examiner does not have to piece this together as they read. Citations to external material provided within the essay must include the page numbers of the external material from which the information was derived (Jones 2023: 64). Essays in which citations appear without page numbers will be returned to students for inclusion of page numbers prior to being assessed and graded. The only exception are citations to external sources such as web pages without page numbers. Please see CANVAS site, under "Assignments" for rubric information. |
| **Return Method** | Online within Canvas site or by direct email attachment. |
| **Feedback Provided** | Returned Work - Written feedback is provided by the assessor on the assessment item both within the text and as final comments accompanying the final grade. Feedback will be provided online via the course CANVAS site or by direct email attachment. |

# Assessment 4 – Policy Report

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| **Assessment Type** | Written Assignment |
| **Purpose** | This assignment allows students to apply theories, concepts and material learnt in the course to an actual policy issue of their choice arising within the sphere of Australian government. The assignment seeks to test student's theoretical, conceptual and empirical understanding of policy issues. |
| **Description** | The policy report will be based on a policy area of the student's choice. Within the report the student will identify (1) key features of the policy area, including the policy problem the government wishes to solve and the policy options, policy choices, and policy goals the government has developed to do this (2) problems in both the formulation and implementation of policy that the government has encountered (3) an analysis of the success or failure of this policy, and the factors (both internal to government and within the wider society) that have impacted on this success or failure. Students can use subheadings to divide their policy report into subsections to show they have covered the above points if they wish. The policy area chosen by the student cannot be the same policy area covered by the student in either Essay 1 or Essay 2. |
| **Weighting** | 20% |
| **Length** | 1000 words |
| **Due Date** | Monday of Week 11 by 11:59 pm |

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| **Submission Method** | Online via CANVAS. Submit in Word format. Make sure your name and the Policy Report question you are answering is on the front of the Policy Report, that the Policy Report is double-spaced, and that the citations in your text include page numbers. |
| **Assessment Criteria** | Higher marks are awarded to students who have demonstrated that they have reflected critically on and encompassed the three areas of analysis (1) (2) (3) identified in the assignment description above, and who have engaged in both empirical and conceptual analysis of the policy area, using primary and secondary sources relevant to this area, in order to provide detailed and insightful responses to the these three areas of analysis. The Course Coordinator understands that the shorter word length of this assignment will limit this discussion, so students need to make clear choices about what is the most relevant information to discuss and briefly identify within the introduction why they have chosen to focus on this information, thereby justifying these choices. Your introduction should be a "road map to the reader", briefly identifying the content and structure of your paper, in response to the question, so that the examiner does not have to piece this together as they read. Citations provided within the paper (in either footnote, endnote or Harvard form) must include page numbers (Sorenson 2023: 76). Papers in which citations appear without page numbers will be returned to students for inclusion of page numbers prior to being assessed and graded. The only exception are citations to external sources such as web pages without page numbers. Rubric available in the "Assignment" section in CANVAS. |
| **Return Method** | Online or by direct email attachment. |
| **Feedback Provided** | Returned Work - Written feedback is provided by the assessor on the assessment item both within the text and as final comments accompanying the final grade. Feedback will be provided online via the course CANVAS site or by direct email attachment. |

# SYLLABUS

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| **Course Content** | **Topics in the course include but are not limited to the following:** |
| | 1. Analysis of Australian political and policy-making structures. |
| | 2. Theories of the state. |
| | 3. Detailed analysis of lines of political accountability. |
| | 4. Discussion of the role of public sector senior bureaucrats, and their politicisation. |
| | 5. Role of ethics within public sector and policy discourse. |
| | 6. Changing public administration paradigms (eg. 'new public sector management', 'governance', 'hollow state' etc). |
| | 7. Role of consultants within the policy process. |
| | 8. Case studies of government enquiries and problems of accountability. |
| **Course Materials** | **Required Text:** |
| | This course does not have a required text. |
| | It has essential readings for each week's topic which students must read for their Research Summary. It also has background readings for each week's topic which are useful for students in relation to essay writing and further research for the course. A list of these readings is available in the Modules section of the CANVAS site. The readings themselves, separated into each week's topic, is available in the Course Readings section of the CANVAS site. |

# SCHEDULE

| Week | Topic | Class Preparation | Workshop Activities |
|------|-------|-------------------|---------------------|
| 1 | 1. Course introduction<br>2. The Public & Private Spheres in Liberal Democracies | | |
| 2 | The Traditional Public Policy Model in Australia | Students must read the essential reading for this week and think of one key question arising from the reading prior to the teaching session. | **Assessment 1 due:** Research Summary Exercise |
| 3 | The Australian Public Policy Revolution | Students must read the essential reading for this week and think of one key question arising from the reading prior to the teaching session. | **Assessment 1 due:** Research Summary Exercise |
| 4 | The Public Service and the Westminster Conception of Responsible Government | Students must read the essential reading for this week and think of one key question arising from the reading prior to the teaching session. | **Assessment 1 due:** Research Summary Exercise |
| 5 | Public Service Independence and Public Service Reform | Students must read the essential reading for this week and think of one key question arising from the reading prior to the teaching session. | **Assessment 1 due:** Research Summary Exercise<br><br>**Assessment 2 due:** Essay 1 Sunday of Week 5 by 11:59 pm |
| 6 | Is Public Policy Rational or Chaotic? | Students must read the essential reading for this week and think of one key question arising from the reading prior to the teaching session. | **Assessment 1 due:** Research Summary Exercise |
| 7 | Immigration Policy in Australia: From Assimilation to Multiculturalism to Border Protection | Students must read the essential reading for this week and think of one key question arising from the reading prior to the teaching session. | **Assessment 1 due:** Research Summary Exercise |
| 8 | Education Policy in Australia I | Students must read the essential reading for this week and think of one key question arising from the reading prior to the teaching session. | **Assessment 1 due:** Research Summary Exercise |
| 9 | Education Policy in Australia II | Students must read the essential reading for this week and think of one key question arising from the reading prior to the teaching session. | **Assessment 1 due:** Research Summary Exercise<br><br>**Assessment 3 due**: Essay 2 Monday of week 9 by 11:59 pm |
| 10 | Australian Foreign Policy | Students must read the essential reading for this week and think of one key question arising from the reading prior to the teaching session. | **Assessment 1 due:** Research Summary Exercise |
| 11 | Australian Defence Policy | Students must read the essential reading for this week and think of one key question arising from the reading prior to the teaching session. | **Assessment 1 due:** Research Summary Exercise<br><br>**Assignment 4 due:** Policy Report Monday of Week 11 at 11:59 pm |
| 12 | Government in a context of Crisis: Public Policy and COVID-19 | Students must read the essential reading for this week and think of one key question arising from the reading prior to the teaching session. | **Assessment 1 due:** Research Summary Exercise |
| 13 | Revision and Exam Information | | |

**If a lecture/class is scheduled on a public holiday, a make-up lecture may be announced by the course coordinator on the course CANVAS site.**

# CONTACTS

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# ADDITIONAL INFORMATION

**Grading Scheme**

This course is graded as follows:

| Range of Marks | Grade | Description |
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| 85-100 | High Distinction (HD) | Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives. |
| 75-84 | Distinction (D) | Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives. |
| 65-74 | Credit (C) | Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes. |
| 50-64 | Pass (P) | Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes. |
| 0-49 | Fail (FF) | Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action. |

*Skills are those identified for the purposes of assessment task(s).

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| **Communication Methods** | Communication methods used in this course include:<br>- CANVAS Course Site: Students will receive communications via the posting of content or announcements on the CANVAS course site.<br>- Email: Students will receive communications via their student email account.<br>- Face to Face: Communication will be provided via face to face meetings or supervision. |
| **Course Evaluation** | Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement. |
| **Oral Interviews** | As part of the evaluation process of any assessment item in this course an oral examination may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination Guidelines. In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule. |
| **Academic Misconduct** | All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35. |
| **Adverse Circumstances** | The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:<br>1. the assessment item is a major assessment item; or<br>2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;<br>3. you are requesting a change of placement; or<br>4. the course has a compulsory attendance requirement.<br>Before applying you must refer to the Adverse Circumstances Affecting Assessment Items Procedure available at: https://policies.newcastle.edu.au/document/view-current.php?id=236 |
| **Important Policy Information** | The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures. |

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*