SCHOOL OF GOVERNMENT

GOVT 602

INTEGRATING THEORY AND PRACTICE I

(30 Points)

Trimester Two - 2013

COURSE OUTLINE

Course Coordinator: Adjunct Professor Bob Gregory
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Reader in Government
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Email: bill.ryan@vuw.ac.nz

Trimester Dates: From Monday 15 July – Friday 18 October (VUW Term Break 26 August – 6 September)

Withdrawal from Course
1. Your fees will be refunded if you withdraw from this course on or before Friday 26 July 2013.

2. The standard last date for withdrawal from this course is Friday 27 September 2013. After
   this date, students forced to withdraw by circumstances beyond their control must apply for
   permission on an ‘Application for Associate Dean’s Permission to Withdraw Late’ including
   supporting documentation. The application form is available from either of the Faculty’s
   Student Customer Service Desks.

Class Times and Rooms
Classes will meet on Tuesdays 3.00-5.00pm, and Fridays 2.00-4.00pm.
All Friday sessions will be in RH 819. The Tuesday meetings on 16, 23, 30 July, 13 and 20 August and
10 September will be in OGB316 (Law School), and all the others in RH819.

Course Prescription
Finding, refining, and creating disciplinary and interdisciplinary theory suitable for addressing and
learning from applied practice issues and challenges.

Course Content
The course will examine a number of theories, concepts and ideas which provide a range of
important insights into public policymaking and public management in a western democracy, with
some particular reference to the British (Westminster) tradition, as inherited, adapted, and modified
in New Zealand over recent decades. Students will relate this and other material to their own
experiences as practitioners, in progressively developing their individual thesis topics, thus
contributing to a fuller understanding of relationships between theory and practice.

Course Learning Objectives
Those who successfully complete GOVT 602 should be able to:

1. Identify, summarise, interpret and evaluate theories from one or more disciplines and
   fields that have potential to advance practice in the candidate’s practice environment.

2. Characterise practice situations in a manner amenable to theoretical study and/or theory
   development.

Course Delivery
The course will be delivered in seminars. All candidates are expected to prepare appropriately for
course sessions, to attend each session and to take responsibility for leading discussions as
assigned. Seminars will be audio-recorded, and the recordings available to all participants via
Blackboard.
**Expected Workload**
The total workload associated with this course is approximately 275-300 hours, including 48 classroom contact hours.

**Readings**
Required readings are listed on the detailed course outline below. Most of the readings will be provided by hard-copy in class, or posted under Course Resources on Blackboard. Candidates are not required to purchase any texts.

**Assessment Overview**

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<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Due Date</th>
<th>Objectives covered</th>
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<tbody>
<tr>
<td>1. Applying theory to practice (approx. 1,500 words)</td>
<td>15%</td>
<td>9 August</td>
<td>1</td>
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<tr>
<td>2. Applying theory to practice (approx. 2,500 words)</td>
<td>25%</td>
<td>13 September</td>
<td>1</td>
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<td>3. Reshaping theory in the light of practice (approx. 5,000 words)</td>
<td>40%</td>
<td>29 October</td>
<td>2</td>
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<tr>
<td>Seminar contribution</td>
<td>20%</td>
<td>N/A</td>
<td>All</td>
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**Assessment Detail**

1. **Applying theory to practice**: critically reflect on ONE theoretical construction contained in any of the readings prescribed for this course. In so doing, also use one relevant reference not listed in this schedule. ‘Critical reflection’ is here broadly defined – you should articulate your own understanding of the relevance, coherence and usefulness (for what?) of a theoretical construction. Praise and condemnation, or a mixture of both, are all acceptable.

2. **Applying theory to practice**: discuss how your selection for assignment 1, together with one other theoretical construction taken from the readings prescribed for this course, can together or separately be used to explain, reinterpret, better understand, or enhance any area of practical experience with which you are familiar as a public official.

3. **Reshaping theory in the light of practice**: with particular reference to your own proposed thesis topic, show how your practical experiences as a public official could contribute to the refinement and development of any TWO theoretical constructions contained in any reading prescribed for this course and/or raised in class discussions. You may or may not choose those items selected for 2, above.

*Note:* By ‘theoretical constructions’ is meant any arguments or propositions expressed in abstract theoretical and/or conceptual terms (and which may or may not be illustrated or supported by empirical evidence, etc.).

3. **Seminar contribution**: To pass this component, you must:
   - actively participate in most seminar discussions by contributing relevant critical,
observational and experiential comments; and
demonstrate skill and effectiveness in preparing and leading discussions on days when you have assigned responsibilities.

All assessment items will be graded on a pass-fail basis. Criteria for ‘pass’ are set for each assignment at a level to ensure doctoral-level competency and achievement. Passing standards will be more-or-less equivalent to a B+ at Honours level. All assignments must be passed to achieve an overall pass in the course.

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

Course Schedule

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<thead>
<tr>
<th>Date</th>
<th>Topic/ Presenter</th>
<th>Readings</th>
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<tr>
<td>16 July</td>
<td>Introduction: open discussion/Gregory</td>
<td>Any from those listed below for all sessions. All course members should be familiar with at least two readings from this schedule before the start of the course. They may also wish to introduce discussion of another reading or topic that is not included in this schedule. The approach to be taken at the week-by-week sessions will be discussed.</td>
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<td>30 July</td>
<td>Democratic theory and political practice in New Zealand - II/Ryan</td>
<td>As for previous session.</td>
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G Vette (2000) *Impact Erebus Two*, videorecording (80 minutes), Vis 3343, Central Library Audiovisual Suite, VUW.  
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<tr>
<th>13 Sept</th>
<th>Relationships between politics and science in public policy /Gregory</th>
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http://ips.ac.nz/publications/files/2c9b6222cd7.pdf  
http://ips.ac.nz/publications/files/0a5d1a7c53f.pdf  
| 20 Sept| Reflections on change in public sector theory and practice- II/Norman | As for previous session.                                                                                                                                 |
27 Sept

Critically reviewing the theoretical foundations of New Zealand state sector reform - II/ Gregory

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<th>Author(s)</th>
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<td>1 Oct</td>
<td>‘Joined-up’ government - /Gregory</td>
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<td>J Boston and D Gill (2011) Working Across Organisational Boundaries:</td>
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<td>The Challenges for Accountability, in B Ryan and D Gill (eds)</td>
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<td><em>Future State: Directions for Public Management in New Zealand</em>,</td>
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<td></td>
<td>Wellington: Victoria University Press.</td>
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<td>J Cribb (2006) *Being Accountable: Voluntary Organisations,</td>
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<td></td>
<td>Government Agencies and Contracted Social Services in New Zealand*,</td>
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<td>Wellington: Institute of Policy Studies, Chs 2, 8, 9.</td>
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<td>A Filmreite, T Christensen and P Laegreid (2013) *Joined-Up</td>
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<td>Government: Reform Challenges, Experiences, and Accountability</td>
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<td>Outcomes – The Breakthrough From the Front Line, <em>Policy Quarterly</em>,</td>
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<td>3, 4, pp. 39 - 42. Available online at:</td>
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<td><a href="http://igps.victoria.ac.nz/publications/files/7d765f82d75.pdf">http://igps.victoria.ac.nz/publications/files/7d765f82d75.pdf</a></td>
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<td>M Halperin, P Clapp and A Kanter (2006) <em>Bureaucratic</em></td>
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<td><em>Politics and Foreign Policy</em>, 2nd edn, Washington</td>
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<td>E-H Klijn (2007) Networks and Inter-Organizational Management:</td>
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<td>Challenging, Steering, Evaluation, and the Role of Public Actors in</td>
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<td>Public Management, in E Ferlie, L Lynn and C Pollitt (eds) *The</td>
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<td>L O’Toole and K Meier (2004) Desperately Seeking Selznick:</td>
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<td>Cooptation and the Dark Side of Public Management in Networks,</td>
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<td><em>Public Administration Review</em>, 64, 6, pp. 681 – 693. Available</td>
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<td>online at:</td>
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<td>H Stace and J Cumming (2006) Contracting Between</td>
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<td>Government and the Voluntary Sector: Where to From Here? *Policy</td>
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<td>Quarterly*, 2, 4, pp. 13 – 20.Available online at:</td>
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<td>A Walker (2006) Child Protection and Interagency Collaboration,</td>
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<td><em>Policy Quarterly</em>, 2, 4, pp. 29 – 37. Available online at:</td>
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<td>They Do It*, New York: Basic Books, Ch 10 (“Turf”).</td>
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15 Oct | Review I / Gregory | Review – open discussion

18 Oct | Review II / Gregory | Review – open discussion

**Penalties**

No penalties will apply. Candidates who cannot meet assessment deadlines must negotiate an alternative arrangement with the course coordinator.

**Mandatory Course Requirements**

To pass the course, a candidate is required to pass each assessment item.

**Communication of Additional Information**

Additional information will be conveyed via email.
Blackboard is Victoria University’s online environment that supports teaching and learning by making course information, materials and other learning activities available via the internet through the myVictoria student web portal.

To access the Blackboard site for this course:

Open a web browser and go to www.myvictoria.ac.nz. Log into myVictoria using your ITS Username (on your Confirmation of Study) and password (if you’ve never used the Victoria University computer facilities before, your initial password is your student ID number, on your Confirmation of Study, Fees Assessment or student ID card – you may be asked to change it when you log in for the first time). Once you’ve logged into myVictoria, select Blackboard (from the options along the top of the page) to go to your Blackboard homepage.

The ‘My Courses’ section displays the courses you have access to – select the appropriate link to access the course-specific Blackboard site. Please note that only courses that are actually using Blackboard and have been made available to students by their respective course coordinator will be displayed.

NOTE: Information emailed to you via Blackboard can only be sent to your @myvuw.ac.nz email address (the free email address created for you when you enrol and accessed via the myVictoria student web portal). If you want to receive these emails at your preferred email address (e.g. your home or work email address), it is essential that you activate your @myvuw.ac.nz email address before the start of the course and you modify the settings so all emails sent to it are automatically forwarded to your preferred email address. Please go to www.victoria.ac.nz/its/student-services/FAQs.aspx#Email_Forward for more information.

You are recommended to ensure that your computer access to Victoria University’s computer facilities, such as myVictoria, Blackboard and email, is working BEFORE your course starts. If you have any problems, you should contact the ITS Helpdesk on (04) 463 5050 or its-service@vuw.ac.nz, or visit the Helpdesk on level 2 of the Railway West Wing, Pipitea Campus. See www.victoria.ac.nz/its/student-services/ for more information.

Academic Integrity, Plagiarism and the use of Turnitin

Plagiarism is presenting someone else’s work as if it were your own, whether you mean to or not.

‘Someone else’s work’ means anything that is not your own idea. Even if it is presented in your own style, you must still acknowledge your sources fully and appropriately. This includes:

- material from books, journals or any other printed source
- the work of other students or staff
- information from the Internet
- software programs and other electronic material
- designs and ideas
• the organisation or structuring of any such material.

Acknowledgement is required for all material in any work submitted for assessment unless it is a ‘fact’ that is well known in the context (such as “Wellington is the capital of New Zealand”) or your own ideas in your own words. Everything else that derives from one of the sources above and ends up in your work – whether it is directly quoted, paraphrased, or put into a table or figure, needs to be acknowledged with a reference that is sufficient for your reader to locate the original source.

Plagiarism undermines academic integrity simply because it is a form of lying, stealing and mistreating others. Plagiarism involves stealing other people’s intellectual property and lying about whose work it is. This is why plagiarism is prohibited at Victoria.

If you are found guilty of plagiarism, you may be penalised under the Statute on Student Conduct. You should be aware of your obligations under the Statute, which can be downloaded from the policy website (www.victoria.ac.nz/home/about/policy/students.aspx). You could fail your course or even be suspended from the University.

Plagiarism is easy to detect. The University has systems in place to identify it.

Student work provided for assessment in this course will be checked for academic integrity by the electronic search engine http://www.turnitin.com. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

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

PLAGIARISM IS SIMPLY NOT WORTH THE RISK.

Link to general information

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

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

School of Government Service Standards

Good learning and teaching outcomes for students in School of Government courses depend on many factors, including open, transparent and accountable relationships between teaching and support staff, and students in their various activities. The following service standards indicate some of the key expectations that teaching staff and students can have of each other. In all cases, they represent what the School believes should be ‘normal’ practice; exceptional circumstances can and will be negotiated as required.

Please note that there are University-wide policies relating to assessment – including rights of review and appeal. Details may be found in the Assessment Handbook (which is reviewed and updated from time to time –


In general terms, any concerns that a student or students may have should be raised with the course coordinator in the first instance. If that course of action is not appropriate, the School’s programme support staff will direct you to the relevant Programme Director/Coordinator.

Standards relating to staff timeliness of responses to email and phone queries:

- Email or phone queries from students will be responded to in 48 hours

Standards relating to availability of course materials:

- Students on modular or intensive courses will usually have course materials at least 4 weeks before the course starts
- Students on weekly courses will usually have course materials available on the first day of the course

Standards relating to attendance:

- It is expected that students will attend all contact teaching sessions for a course. If a student is aware that they will be unable to attend part of a course prior to it commencing, they are required to advise the course coordinator. In such a situation, the student may be declined entry into the course.
- Where a course coordinator approves some non-attendance before the class commences, the course coordinator may set additional item(s) of assessment of learning and teaching objectives for the course for students unable to attend. Advice relating to the submission and assessment of any such additional assessment will be provided by the course coordinator.
Variations to the assessment details provided in the course outline:

- Any variation to the assessment details in the course outline will be formally agreed between the course coordinator and students at the earliest possible time, preferably at the beginning of the course.

Standards relating to assignments – turnaround and feedback:

- Unless otherwise agreed between students and the course coordinator, items of assessment will be marked within 15 working days of submission.
- Comments on pieces of assessment will allow students to understand the reasons for the mark awarded, relative to the teaching and learning objectives specified in the course outline, and will usually include advice on how the student can improve their grades in future assignments.