Victoria University of Wellington

MASTER OF PUBLIC POLICY PROGRAMME

MAPP 558

DEVELOPMENT POLICY AND MANAGEMENT

(Second Trimester Course – 15 points)

2005 COURSE OUTLINE

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Module Dates, Times and Locations

Module Four:	Tuesday 23 August 2005	8.30am – 6.00pm
Module Five:	Tuesday 11 October 2005	8.30am – 6.00pm
Module Six:	Tuesday 15 November 2005	8.30am – 6.00pm
Locations:	Pipitea Campus.	
	Rooms will be advised prior to each module.	

Course Description, Approach and Requirements

Description and learning outcomes

1. This paper is about the role of public governance in development in the poorer countries of the world. "Development" covers not just economic development but all aspects of human well-being. "Public governance" is how government affects the distribution of resources and power in a country.

2. The learning outcomes you should expect from this course are that you can:

    (1) assess the quality of public governance in a country in terms of its effects on development;

    (2) decide what the major priorities for improving public governance are; and

    (3) work out how these improvements can be achieved.

Approach

3. We will be dealing with the following core questions:

    (1) What is development?

    (2) What are some theories about the role of the state in development, particularly in relation to other institutions?

    (3) What contribution does good public governance make to development?

    (4) How do countries get good public governance?

4. The course will place a strong emphasis on actual experiences of development and public management reform in developing countries using case studies drawn principally from Asia, Africa and the Pacific and drawing where possible on the experience of course members who live or have worked in the developing world. For your case study, you should "adopt a country" as soon as possible and read as much as you can about the relationship between aid, institutions (public, private and community), governance and development in that country – and the reform programmes its government has undertaken, their successes and failures. I have some suggestions and material if you would like some ideas but you should also make use of the resources of the Internet and the Library.

5. In the first module, we will be joined by Professor Vijay Naidu, of Victoria's Centre for Development Studies, who will introduce theories of development as a background to the role of the state. Vijay will also assess your first assignment.

Mandatory requirements

6. There are no prerequisites for the course but I am assuming some familiarity with the nature and scope of public management as it is taught in the MPM degree. If you feel you need to read around this topic a bit more, have a look in the course folder for MMPM521, which contains a study guide and some references. Otherwise ask me or Bill Ryan.

7. The only mandatory requirements for the course are the assessment requirements, set out on page 4. However, you are expected to attend all three modules and to participate in discussions and group work.

Resources for the Course

Readings

8. Readings are divided into (1) those that we specifically expect you to read to be properly prepared for classroom presentations and discussion and (2) those that will supplement your study of specific areas of the topic. All category 1 readings will either be distributed to you in hard copy or made available in the course folder (see below). **There is a full bibliography of all readings cited in this Course Outline at page 8.**

Study Guide

9. A Study Guide will be distributed to registered course participants. This includes a full list of all readings referenced in the study guide. I will try to provide electronic versions for the course folder where I have them. Other references not already distributed should be available in the library.

Other Course Information

10. There is a large selection of electronic documents available in the MAPP558 course folder. To get to the folder, go to www2.vuw.ac.nz/fcacoursenotes/ and click on MPM (yes, that's right). then in the login screen enter userid = MPM [caps], password = 11west. Click on the folder for MAPP558. If you have trouble accessing any of the documents please let Darren Morgan or Raewyn Baigent know.

Communication of Additional Information

11. The main mode of communication for this course is by email. Up to date email addresses are essential. Please advise the course coordinator and the course administrator if your email address changes during the trimester.

Required Readings

12. The references in the Outline Course Structure are to the required reading for each module. A full reading list is attached to this outline as Annex B. Reading lists are intended to be both a guide to the sort of reading which will be useful for the course and a resource for study beyond the course as well. You are not expected to read everything on this list. Key readings from this list and other resource material will be distributed during the year. Documents marked 📖 are available in the course folder.

Additional Reading

13. There is no set text for the course. However there are two general books on development and public management that you may find useful for your library: Desai and Potter (2002) is an edited collection of readings on development theory and policy; and Turner and Hulme (1997) is an authored work on public administration and development.   A third publication, Sachs (2005) 📖, is specifically directed at achievement of the Millennium Development Goals, but has a lot of useful observations on the meaning and measurement of development and the role of the state in development.

14. The following are some further general readings that may be useful depending on your interests and topic selection. There are sub-folders in the course folders also for country-specific readings.

    (1) *Meaning of 'development'*: Seers (1969); Sen (1996); Sen (1999);

    (2) *Development economics*: Krugman (2002) 📖; Lal (1996); Meier and Stiglitz (2000);

    (3) *Overviews of world development:* Dollar (2004) 📖; Sachs (2005) 📖;

    (4) *Political economy of reform*: Grindle and Thomas (1991); Jameson and Wilbur (1996); Kibria (2001) 📖; Moore and Putzel (2000);

    (5) *Governance and institutions*: Kaufmann and Zoido-Lobaton (1999) 📖; Moore, Leavy et al. (2000) 📖; Olson (1996);

    (6) *Administrative reform*: Caiden, Gerald E (1969); Caiden, Naomi (1980); Grindle (1997); Moore, Stewart et al. (1994); Polidano (1999) 📖; Rondinelli (1982); Schick (1998) 📖; Shamsul Haque (1996).

Course Content by Module

1. Fourth Module (23 August)

15. *Overview of the course (Rob Laking)*: Structure of the course, study resources and assessment requirements.

    Readings: Sachs (2005), Chapters 2 and 3 (pp 1-52) 📖

16. *Development theory, policy and issues (Vijay Naidu):*

    (1) The situation of developing countries in the globalised world.

    Readings: Townsend (2002), Brown (1990), Allen and Thomas (2000), Worsley (1970)

    (2) Theories of development and post development.

    Readings: Todaro (1994), Hoogvelt (1982), Mittelman (1994), Martinussen (1997), Pieterse (2000).

    (3) Prospects of development including issues in development.

    Readings: Allen and Thomas (2000); Hodess, Inowlocki et al. (2003); World Bank (2005b) 📖.

17. *The role of the state in development (Rob Laking)*: The field and some definitions.

    Readings: Adelman and Vines (2001); Turner and Hulme (1997).

2. Fifth Module (11 October)

18. *Governance, public management and development (Rob Laking)*: Ideas of the relationship between governance and development.

    Readings: Laking (2003) 📖; Doornbos (2001) 📖; Dollar and Pritchett (1998) – overview chapter 📖; Grindle (2001); Sachs (2005), Chapters 7-9, pp 110-145 📖; Streeten (1995) 📖; Moore, Choudhary et al. (2000) 📖; World Bank (2005c) 📖.

3. Sixth Module (15 November)

19. *Public sector reform and policy transfer (Rob Laking)*: Approaches to governance and public management reform.

    Readings: World Bank (2000) 📖; Dolowitz and Marsh (1998); Sachs (2005), Chapter 13, pp 193-210 📖; Paternostro, Rajaram et al. (2005) 📖.

20. *Issues from case studies*.

    Readings: executive summaries of country case studies completed by course members.

21. *New Zealand's role and responsibilities in the developing world*: A round-table discussion with an invited guest.

Assessment

Assessed work

1. Essay: due 19 September 2005

22. **Topic**: Write on **one** of the following topics:

    (1) Critically evaluate public policy pertaining to a sector in a post-colonial state.

OR

    (2) Will debt relief for highly indebted poor countries (HIPCs) contribute to their development?

OR

    (3) What are the linkages between good governance, public policy formulation and poverty reduction?

Maximum length: 3000 words.

Percent of course mark: 40%

2. **Project:**

    a. **Executive summary due 7 November 2005**

    b. **Full report due 21 November 2005**

23. Topic: "Analyse issues of development in a developing country and discuss the role of the state in inhibiting or facilitating improvements in development performance."

    (1) Your project can either be a general treatment based on your reading or can draw upon case material from your own experience of or reading about public management reform in specific countries.

    (2) Your report should be in two parts: (1) an executive summary of your main findings, for distribution to other members of the class; and (2) the main report itself.

    Maximum lengths: 3000 words (main report); 500 words (executive summary).

    Percent of course mark: Executive summary (15%); main report (45%).

Deadlines

The ability to plan for and meet deadlines is a core competency of both advanced study and public management. Failure to meet deadlines disrupts course planning and is unfair on students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date.

Therefore, the following policy will be applied rigorously. Marks will be deducted at the rate of five for every working day by which the assignment is late (weekends and public holidays excluded) and no assignments will be accepted after five working days beyond the date they are due. Emailed electronic versions of written work are acceptable (in fact the course coordinator prefers them).

If ill-health, family bereavement or other personal emergency prevents you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply for and may be granted an extension to the due date. You must let your course coordinator know as soon as possible in advance of the deadline if you are seeking an extension.

This policy applies to all students regardless of location.

General information for students

Faculty of Commerce and Administration Offices

<u>Railway West Wing (RWW) - FCA Student Administration Office</u>

The Student Administration Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications.

<u>Easterfield (EA) - FCA/Law Kelburn Office</u>

The Kelburn Campus Office for the Faculties of Commerce & Administration and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA 005) and offices 125a to 131 (Level 1). The office, will be open from 9:00am to 5:00pm during Trimester 2, offers the following:

- Duty tutors for student contact and advice.

- Information concerning administrative and academic matters.

- FCA Student Administration forms (e.g. application for academic transcripts, requests for degree audit, COP requests).

- Examinations-related information during the examination period.

Please note:

There will be a Student Administration Adviser, from the RWW office, based in EA 005 from Monday 27 June to Friday 1 July (9:00am to 5:00pm) and from Monday 4 July to Friday 22 July (11:00am to 1:00pm).

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

Student Conduct and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at www.vuw.ac.nz/policy/StudentConduct. The policy on Staff Conduct can be found on the VUW website at www.vuw.ac.nz/policy/StaffConduct.

Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website at www.vuw.ac.nz/policy/AcademicGrievances.

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

> 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. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at www.vuw.ac.nz/home/studying/plagiarism.html.

Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, telephone 463-6070 or email disability@vuw.ac.nz. The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/ or email student-services@vuw.ac.nz.

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, telephone (04) 463 - 6983 or (04) 463 – 6984 or email education@vuwsa.org.nz.

Maori and Pacific Mentoring programme (Manaaki Pihipihinga)

This is a free programme of mentoring for Maori and Pacific students doing first year courses within the Faculty of Commerce and Administration. Weekly one hour mentoring sessions: drafting and editing assignments/discussing any questions that you might have from tutorials or lectures and going over every aspect of essay writing, either in small group sessions or on a one-to-one basis.

This includes:

- A computer suite hooked up to cyber commons for students to use to produce their assignments.
- Regular skill-based workshops with a learning adviser from Student Learning Support Services.
- Networking with other Maori and Pacific support groups throughout the university.

For more information please contact:

Melissa Dunlop, Programme Coordinator, Telephone (04) 463 - 6015 or email Maori-Pacific-Mentoring@vuw.ac.nz

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