



SCHOOL OF GOVERNMENT

PUBL 205 – Development Policy and Management

2005 COURSE OUTLINE (Second Trimester Paper – 22 points)

Course Coordinator:	Mr Michael Moriarty	Administrator:	Francine McGee
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Lecture Timetable:	Mon, Wed, Thu 9.30–10.20 RLWY 129	Tutorials:	Mon 10.30-11.20 RLWY 314 Wed 10.30-11.20 RLWY 126 Thu 11.30-12.20 RLWY129

COURSE OBJECTIVES

The course is an introduction to development policy and the management of the development process. The course content is divided into two parts. Part One deals with development policies. In this part we examine the concepts, methods and theories of development and apply them to specific developing countries.

In Part Two we move to examine in more detail some of the more important issues that arise in managing the development process. Here again, the concepts and theories of development administration and development management are first discussed and then related to specific areas like education and health policies, the role of women in development, managing the impact of more rapid development on the environment, rural development, financing and managing public expenditure programs, maintaining government debt within sustainable limits, etc.

Instructions:

Students are advised to prepare for the class according to the readings listed in the course outline. The course lays emphasis on the use of materials in the Library. Students should not rely exclusively on course readings. Regular attendance and active participation in classes and tutorials is expected.

COURSE CONTENT

WEEK 1

Introduction

July 4

Description of course outline and requirements

July 6 Characteristics of developing countries – problems and constraints
July 7 Problems of measuring living standards and poverty

Readings

Dennis Goulet, “Development: Creator and Destroyer of Values” in *World Development*, Vol. 20, No. 3 (1992) pp 467-474. (Readings 24)

Frances Stewart in Avner Offer (ed) *In Pursuit of the Quality of Life*, Chapter 3, (Basic needs, Capabilities and Human Development) Oxford University Press, (1996). (Readings 7)

Robin Marris, *Ending Poverty*, Chapter 2 (The Meaning of Poverty), Thames & Hudson (1999). (Readings 39)

Robert Hunter Wade, “The Rising Inequality of World Income Distribution”, *Finance and Development*, December 2001. (Readings 34)

DFID, Understanding Poverty, in *Poverty: Bridging the Gap*, 2001

WEEK 2

The political economy of development: early approaches

July 11 Early models of development: modernisation theory
July 13 Early models of economic growth
July 14 Criticisms of the early models: dependency and world-systems theories

Readings

Robert Wade, “The Asian Crisis and the Global Economy: Causes, Consequences, and Cure” in *Current History*, November 1998. (Readings 8)

WEEK 3

Role and influence of the international financial agencies

July 18 The economic and financial basis of the IMF/World Bank approach
July 20 The major elements of the Washington consensus
July 21 Criticisms of the Washington consensus

Readings

John Williamson, “In Search of a Manual for Technopols”, in John Williamson (ed) *The Political Economy of Reform*, Institute for the International Economics: Washington D.C. (pp 11-47). (Readings 26)

Gerald M. Meier, “Policy Prescriptions” in *Leading Issues in Economics*, Oxford University Press, (1995), pp 515-535. (Readings 30)

Paul Streeton, “Structural Adjustment: A Survey of the Issues and Options”, *World Development*, Vol 15, No. 12, (1987) pp 1469-1482. (Readings 10)

Jagdish N. Bhagwati, “Poverty and Public Policy”, *World Development*, Vol. 16, No. 5, (1998) pp 539-555. (Readings 9)

WEEK 4

Political issues in development

July 25	Improving governance
July 27	Transparency, accountability and corruption
July 28	Broader participation, decentralization and regional development

Readings

- Penelope Schoeffel, Chapter v, "Governance and Institutional Issues" in Sociocultural Issues and Economic Development in the Pacific Islands, Asian Development Bank (1996) pp 125-139. (Readings 41)
- Ann C. Hudock, Chapter 7, "Sustainable Idealism: Innovative Financing Strategies and NGOs' Contribution to Civil Society Development, in NGOs and Civil Society: Democracy by Proxy, Polity Press (1999) pp 86-108. (Readings 40)
- Hans Blomkvist, "The Soft State: Making Policy in a Different Context" in Ashford, Douglas E. (ed.) History and Context. (Readings 22)
- Erica McAslan "Social Capital and Development" in The Companion to Development Studies, ed. V. Desai and B. Potter, Arnold pp 139-143. (Readings 1)

WEEK 5

The role of government in development

August 1	The state v markets: market failure and government failure
August 3	The importance of a formal system of property rights
August 4	Improving and maintaining infrastructure

Readings

- Paul Streeton, "Markets and States: Against Minimalism", World Development, Vol 21, No. 8, (1993) pp 1281-1298. (Readings 21)
- Kathleen Staudt, Chapter 4, "The Political Context", in Managing Development: State, Society and International Contexts, Sage Publications (1991). (Readings 17)
- Paul M. Romer, "Two strategies for Economic Development: Using Ideas and Producing Ideas", Proceedings of the World Bank Annual conference on Development Economics, 1992. (Readings 47)
- Christopher Clague, Philip Keefer, Stephen Knack, and Mancur Olsen, "Institutions and Economic Performance: Property rights and contract Enforcement" in Clague, C. (ed) Institutions and Economic Development, John Hopkins University Press, (1997). (Readings 37)
- Alice H. Amsden, "A Theory of Government Intervention in Late Industrialization", State and Market in Development: Synergy or Rivalry? Louis Putterman & Dietrich Rueschmeyer (eds). Chapter 5, Lyne Rienner Publishers (1992). (Readings 13)

Alice H. Amsden, "Editorial: Bringing Production Back In – Understanding Government's Economic role in Late Industrialization", World Development, Vol. 25, No. 4, (1997) pp 469-480. (Readings 11)

WEEK 6

Developing human capital

August 8	Education policies in developing countries
August 10	Health policies in developing countries
August 11	The role of women in development

Readings

UNESCO (1996) Education for All – Achieving the goal. Paris: UNESCO

UNESCO (1999) The State of the World's Children 1999, Oxford University Press for UNICEF

World Development Report 1993, World Bank, Washington 1993

Elson, Diane (1993) Male Bias in the Development Process, Manchester, Manchester University Press

WEEK 7

Promoting a dynamic private sector

August 29	Maintaining macroeconomic stability
August 31	Structural adjustment and regulatory policies
September 1	Development and environmental sustainability

Readings

Smith Kothari, "Damming the Narmada and the Politics of Development" in Fisher William E. (ed) Toward Sustainable Development: Struggling Over India's Narmada River, M. E. Sharpe 1995. (Readings 33)

WEEK 8

Opening the economy to global influences

September 5	The state v markets: market failure and government failure
September 7	Transferring technological know-how
September 8	Issues of globalisation

Readings

Prakash Loungani and Assaf Radin, "How Beneficial is Foreign Direct Investment for Developing Countries", Finance and Development, June 2001. (Readings 36)

Kevin Watkins, "Making Globalisation work for the Poor", Finance and Development, March 2002. (Readings 48)

Michael Roemer, "Dependence and Industrialization Strategies", World Development, Vol 9, No 5 (1981) pp 429-434. (Readings 12)

- R. C. Mascarenhas, Technology Transfer and Development, Boulder Colorado, Westview, (1982). (Readings 14)
- Lucille Brockway, "Plant Imperialism", The Political Economy of Development and Underdevelopment, Jameson, Kenneth P. & Wilbur, Charles K. (eds.), McGraw Hill Inc. (1996). (Readings 27)
- Penelope Schoeffel, "Social Factors in Technology Transfer through Development Aid", in A. Crosbie Walsh (ed.) Development that Works! Lessons from Asia-Pacific, Amokura Publications (1993). (Readings 19)
- A. C. P. Chu, J. Hodgson, P. N. P. Matthews, "Technology Transfer – A Case Study in China", in A. Crosbie Walsh (ed.) Development that Works! Lessons from Asia-Pacific, Amokura Publications (1993). (Readings 44)
- Jean McKinnon, "Participation and Technology Transfer: A Case Study from the Lombok Crafts Project", in A. Crosbie Walsh (ed.) Development that Works! Lessons from Asia-Pacific, Amokura Publications (1993). (Readings 45)

WEEK 9

Rural development and the role of agriculture

- September 12 Alternative strategies for agricultural development
 September 14 Rural community development
 September 15 Sustainable (rural) livelihoods

Readings

- Gerald M. Meier, "Designing an Agricultural Strategy", Leading Issues in Economic Development, Oxford University Press, (1995), pp 431-452. (Readings 29)
- George M. Foster, "The Rural Community, the Traditional World", Chapter 2, Traditional Societies and Technological Change, Harper and Row, (1973). (Readings 15)
- R. C. Mascarenhas, "Explaining Success in South Asian Rural Development: The Importance of Routine", Public Administration and Development, Vol 13, (1993) pp 475-487. (Readings 23)
- Ernest L. Schusky, "The Green Revolution: Energy-Intensive Agriculture in the Southern Hemisphere", Culture and Agriculture: An Ecological Introduction to Traditional and Modern farming Systems, Chapter 7, pp 124-146. (Readings 25)
- R. Parthasarathy and Sudarshan Iyengar, "Participatory Water Resources Development in Western India", Development as Process: Concepts and methods for working with complexity, David Mosse, John Farrington and Alan Rew (eds.) Chapter 2, Routledge, (Readings 31)
- R. C. Mascarenhas, "The Anand Type Dairy Cooperative Society", in A Strategy for Rural Development – Dairy Cooperatives in India, London, New Delhi, Sage, (1998). (Readings 14)
- Yogesh Kumar, "Building on the Panchayat" using Jal Samitis in Uttar Pradesh" in Indigenous Organisations and Development, Peter Blunt and D. Michael Warren (eds.), Chapter 11, Intermediate Technology Publications, (1996). (Readings 32)
- John McKinnon, "How alternative can you get without risking survival? Lessons from three rural development projects working with the poor and politically weak in Thailand", In A. Crosbie Walsh

(ed.) Development that Works! Lessons from Asia-Pacific, Amokura Publications (1993).
(Readings 43)

WEEK 10

Sustainable Livelihoods (continued)

September 19 Policies to reduce poverty
September 21 Land tenure systems and land reform
September 22 A rights-based approach to development

Readings

Colin Murray, "Rural Livelihoods" in The Companion to Development Studies, ed. V. Desai and B. Potter, Arnold pp 151-155. (Readings 2)

Jules Pretty, "Regenerating Agriculture" in The Companion to Development Studies, ed. V. Desai and B. Potter, Arnold pp 171-175. (Readings 3)

DFID, "Making Globalisation work for the poor", in *Poverty: Bridging the Gap*, 2001

DFID, "Economic Performance and growth", in *Poverty: Bridging the Gap*, 2001

WEEK 11

Financial issues

September 26 Financing development and managing government debt
September 28 Strengthening institutions and policies in the financial sector
September 29 Foreign aid management

Readings

Richard Hemming and Kenneth Miranda, "Interest Payments", in Ke-young Chu and Richard Hemming (eds.) Public Expenditure Handbook, International Monetary Fund, Washington, (1991).
(Readings 46)

Rodney L. St Hill, "Financial Market Dualism in Low Income Countries: A Review and Policy Suggestions", In A. Crosbie Walsh (ed.) Development that Works! Lessons from Asia-Pacific, Amokura Publications (1993). (Readings 42)

Maclsaac, Norman & Whahid, "the Grameen Bank: Its Institutional Lessons for Rural Financing", in The Political Economy of Development and Underdevelopment, Jameson, Kenneth P. Wilbur, Charles K. (eds.) McGraw Hill Inc., (1996). (Readings 28)

Merilee S. Grindle, "Divergent Cultures? When Public Organizations Perform Well in Developing Countries", World Development, Vol. 25, No. 4 (1997), pp 481-495. (Readings 18)

WEEK 12

Bringing it all together

October 3	The current state of the debate on development policy
October 5	Development v strategic planning and the role of leadership
October 6	Conclusion and review of course: Balancing objectives, managing political expectations and ensuring broad participation

Readings

Dennis A. Rondinelli, "the Dilemma of Development Administration: Complexity and Uncertainty in Control-Oriented Bureaucracies", World Politics: A Quarterly Journal of International Relations, Vol. XXXV, October 1982 – July 1983, pp 43-72. (Readings 14)

TUTORIALS

July 11	What are the alternative approaches to measuring living standards and poverty in developing countries? What are the respective strengths and weaknesses of each approach? Is the gap between rich and poor being reduced? What should be the ultimate objective of development policy?
July 18	Why were the earlier theories of development abandoned?
July 25	On balance, have the activities of international financial and development agencies helped or hindered the development effort over the past fifteen years?
August 1	What can be done to discourage corruption and to improve governance, transparency and accountability in developing countries?
August 8	What is the role of government in a developing country? What are the most important things it must do? Are there any things it should not do?
August 29	Why should gender equity be a major development objective?
September 5	Is macroeconomic stability a necessary condition for economic development or is it just an economic fetish? How can developing countries balance development with environmental sustainability?
September 12	What is meant by the term "globalisation"? What advantages and disadvantages does this phenomenon pose for developing countries?
September 19	What are the principle elements that should be included in a comprehensive strategy to reduce poverty in a developing country?
September 26	How does a developing country establish a prudent limit to its borrowing for development purposes?
October 3	Review of course.

ASSESSMENT

Method of Assessment:

1. Examination – 50%
2. Essay 1 – 25% - due August 8, 2005
Essay 2 – 25% - due September 26, 2005

(Both Essays will be collected in class on the due date)

Grading is on a relative basis. Both the essays and the examinations are assessed to evaluate the students' comprehension of the subject, ability to organise the materials, and use of library sources.

Extensions for essays may only be granted to those who meet the University's aegrotat rules, viz. medical certificate or personal bereavement, or critical personal circumstances involving the health of a close relative, or exceptional circumstances beyond the student's control.

FACULTY OF COMMERCE AND ADMINISTRATION OFFICES

Railway West Wing (RWW) – FCA Student Administration Office

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.

Easterfield (EA) – FCA/Law Kelburn Office

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 (EA005) and offices 125a to 131 (Level 1). The office, will be open from 9:00 am to 5:00 pm 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 (9:00 am to 5:00 pm) and from Monday 4 July to Friday 22 July (11:00 am to 1:00 pm).

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 Conduction 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: www.vuw.ac.nz/policy/AcadmicGrievances.

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 and 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, or phoning 463 – 6070, 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 Co-ordinators 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, phone 463 6983 or 463 6984, 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

Ph: 463 6015 or Email: Maori-Pacific-Mentoring@vuw.ac.nz