

SCHOOL OF GOVERNMENT

**PUBL 205 DEVELOPMENT POLICY AND
MANAGEMENT**

Trimester Two 2006

COURSE OUTLINE

Contact Details

Course Coordinator: Mr Michael Moriarty
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Class Times and Room Numbers

Lecture timetable: Mon, Thu, Fri, 8.30-9.20 am in RH LT3

Tutorials: Mon, Thu, Fri, 9.30-10.20 am in RHG01

A final examination (3 hours) will be held during the period 20 October – 11 November

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 10 Description of course outline and requirements
- July 13 Characteristics of developing countries – problems and constraints
- July 14 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 18)

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 30)

Robert Hunter Wade, “The Rising Inequality of World Income Distribution”, *Finance and Development*, December 2001. (Readings 26)

DFID, Understanding Poverty, in *Poverty: Bridging the Gap*, 2001 (Readings 4)

WEEK 2

The political economy of development: early approaches

- July 17 Early models of development: modernisation theory
- July 20 Early models of economic growth: “High development theory”
- July 21 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 24 The economic and financial basis of the IMF/World Bank approach
- July 27 The major elements of the Washington consensus
- July 28 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 International Economics: Washington D.C. (pp 11-47). (Readings 20)

Gerald M. Meier, “Policy Prescriptions” in Leading Issues in Economics, Oxford University Press, (1995), pp 515 – 535. (Readings 24)

Paul Streeton, “Structural Adjustment: A Survey of the Issues and Options”, World Development, Vol 15, No. 12, (1987) pp1469 – 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 31 Improving governance
- August 3 Transparency, accountability and corruption
- August 4 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) pp125 – 139. (Readings 32)

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) pp86 – 108. (Readings 31)

Hans Blomkvist, “The Soft State: Making Policy in a Different Context” in Ashford, Douglas E. (ed.) History and Context. (Readings 16)

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 7	The state v markets: market failure and government failure
August 10	The importance of a formal system of property rights
August 11	Improving and maintaining infrastructure

Readings

Paul Streeton, “Markets and States: Against Minimalism”, World Development, Vol 21, No. 8, (1993) pp 1281 – 1298. (Readings 15)

Kathleen Staudt, Chapter 4, “The Political Context”, in Managing Development: State, Society and International Contexts, Sage Publications (1991). (Readings 13)

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 38)

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, Johns Hopkins University Press, (1997). (Readings 28)

WEEK 6

Developing human capital

August 14	Education policies in developing countries
August 17	Health policies in developing countries
August 18	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

September 4	Maintaining macroeconomic stability
September 7	Structural adjustment and regulatory policies
September 8	Development and environmental sustainability

Readings

To be advised

WEEK 8

Opening the economy to global influences

September 11	Trade policy and the role of foreign investment
September 14	Transferring technological know-how
September 15	Issues of globalisation

Readings

Prakash Loungani and Assaf Radin, “How Beneficial is Foreign Direct Investment for Developing Countries”, Finance and Development, June 2001. (Readings 27)

Kevin Watkins, “Making Globalisation work for the Poor”, Finance and Development, March 2002. (Readings 39)

Lucille Brockway, “Plant Imperialism”, The Political Economy of Development and Underdevelopment, Jameson, Kenneth P. & Wilbur, Charles K. (eds.), McGraw Hill Inc. (1996). (Readings 21)

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 14)

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 35)

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 36)

WEEK 9

Rural development and the role of agriculture

September 18	Alternative strategies for agricultural development
September 21	Rural community development

September 22 Sustainable (rural) livelihoods

Readings

Gerald M. Meier, “Designing an Agricultural Strategy”, Leading Issues in Economic Development, Oxford University Press, (1995), pp 431 – 452. (Readings 23)

George M. Foster, “The Rural Community, The Traditional World”, Chapter 2, Traditional Societies and Technological Change, Harper and Row, (1973) (Readings 12)

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 17)

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 19)

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 11)

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 25)

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 34)

WEEK 10

Sustainable Livelihoods (continued)

September 25	Policies to reduce poverty
September 28	Land tenure systems and land reform
September 29	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 (Readings 5)

DFID, “Economic Performance and growth”, in *Poverty: Bridging the Gap*, 2001 (Readings 6)

WEEK 11

Financial issues

October 2	Financing development and managing government debt
October 5	Strengthening institutions and policies in the financial sector
October 6	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 37)

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 33)

MacIsaac, Norman & Whahid, ”The Grameen Bank: Its Institutional Lessons for Rural Financing”, in The Political Economy of Development and Underdevelopment, Jameson, Kenneth P. 7 Wilbur, Charles K. (eds.) McGraw Hill Inc., (1996). (Readings 22)

WEEK 12

Bringing it all together

October 9	The current state of the debate on development policy
October 12	Development v strategic planning and the role of leadership
October 13	Conclusion and review of course: Balancing objectives, managing political expectations and ensuring broad participation

Tutorials

July 17 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 24 Why were the earlier theories of development abandoned?

July 31 On balance, have the activities of international financial and development agencies helped or hindered the development effort over the past fifteen years?

August 7 What can be done to discourage corruption and to improve governance, transparency and accountability in developing countries?

- August 14 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?
- September 4 Why should gender equity be a major development objective?
- September 11 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 18 What is meant by the term “globalisation”? What advantages and disadvantages does this phenomenon pose for developing countries?
- September 25 What are the principle elements that should be included in a comprehensive strategy to reduce poverty in a developing country?
- October 2 How does a developing country establish a prudent limit to its borrowing for development purposes?
- October 9 Review of course

Expected Workload

Students are expected to undertake on average between two and three hours of self-directed study per week for each contact hour (i.e. lectures and tutorials). For this paper, between eight and 12 hours per week of additional study should be undertaken.

Method of Assessment:

1. Examination - 50%
2. Essay 1 - 25% - due August 14, 2006
Essay 2 - 25% - due October 2, 2006

(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 and web-based 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.

Mandatory Course Requirements

Students are required to attend at least 8 tutorials.

Communication of Additional Information

Additional information, or any changes to the information contained in the course outline will be conveyed to students by way of notices on Blackboard.

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student and Academic Services Office

The Faculty's Student and Academic Services 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. To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

Easterfield (EA) - FCA/Education/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education 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 is available for the following:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- Forms for FCA Student and Academic Services (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at www.vuw.ac.nz.

Student 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 are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy 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; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in 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. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other student or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalised severely. Consequences of being found guilty of plagiarism can include:

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

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 Impairments

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as 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, 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 (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building, telephone (04) 463 6070, email disability@vuw.ac.nz. The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. Each Faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/.

VUWSA employs 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 (tel. 04 463 6983 or 04 463 6984, email education@vuwsa.org.nz) is located on the ground floor, Student Union Building.

Manaaki Pihipihinga - Maori and Pacific Mentoring Programme (Faculty of Commerce and Administration)

This is a mentoring service for Maori and Pacific students studying at all levels. Weekly one hour sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade, and Room 210 and 211, Level 2, Railway West Wing. Sessions cover drafting and discussing assignments, essay writing, and any questions that may arise from tutorials and/or lectures. A computer suite networked to Cyber Commons is available for student use.

To register with Manaaki Pihipihinga, please contact one of the following:

Puawai Wereta
Room 210, Level 2
Railway West Wing
Tel. (04) 463 8997
Email: Puawai.Wereta@vuw.ac.nz

Fa'afai Seiuli
Room 109 B
14 Kelburn Parade
Tel. (04) 463 5842
Email: Faafoi.Seiuli@vuw.ac.nz