

School of Government

MAPP 558
DEVELOPMENT POLICY AND MANAGEMENT
(15 Points)

Trimester One / 2011

COURSE OUTLINE

Names and Contact Details

Course Coordinator: **Associate Professor Graham Hassall**
Room RH 806, Level 8, Rutherford House, Pipitea Campus
Telephone: (04) 463 5047
Fax: (04) 463 5454
Email: graham.hassall@vuw.ac.nz
Office Hours: Please email me for an appointment.

Masters Administrator: **Darren Morgan**
Room RH 821, Level 8, Rutherford House, Pipitea Campus
Telephone: (04) 463 5458
Fax: (04) 463 5454
Email: darren.morgan@vuw.ac.nz

Office Hours: 8.30am to 5.00pm, Monday to Friday

Trimester Dates

Thursday 24 February to Friday 24 June 2011

Withdrawal from Course

Notice of withdrawal must be in writing / emailed to the Masters Administrator. Ceasing to attend or verbally advising a member of staff will NOT be accepted as a notice of withdrawal.

1. Your fees will be refunded if you withdraw from this course on or before **Friday 11 March 2011**.

2. The standard last date for withdrawal from this course is **Monday 16 May 2011**. 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 Room Numbers

Module One:	Thursday 24 February 2011	8.30am – 6.00pm
Module Two:	Wednesday 20 April 2011	8.30am – 6.00pm
Module Three:	Thursday 9 June 2011	8.30am – 6.00pm

Attendance is required at all three modular teaching days

Locations: Classes will be held on the Pipitea Campus of Victoria University in Wellington and you will be advised of your classroom one week prior to each module by email.

Course Overview

Module One: Development Policy

Session 1 – Overview

1. Course Overview and introductions
2. The meaning of Development
3. The meaning of policy

Session 2 – Stocktake of development

1. Main theories
2. Main actors
 - a. Global
 - b. Pacific region
 - c. New Zealand

Session 3 – Development Agencies

1. Global (UN / WB / IMF)
2. Multilateral (ADB, ComSec)
3. National

Session 4 – Assignment Consultation

1. Research Technique
2. Assessment
3. Policy documentation

Module Two: Government Processes & Outputs

Session 5 – Presentations

1. Research Project presentations

Session 6 – Institutions, interests & power (Rob Laking)

1. Bureaucracy and civil service
2. Patronage and clientalism
3. The Informal sector: tradition and culture

Session 7 – Governance and Development

1. The Aid Debate
2. Development Planning and Oversight
3. Policy cycles

Session 8 – Policy Processes and Ethics (Rob Laking)

1. Pathologies of corruption
2. Strengthening Transparency and Accountability

Day Three: Drivers of Reform

Session 9 – Presentations

1. Case study presentations

Session 10 – Drivers of Reform

1. Global to Local:
2. Political economic – the costs of patronage
3. e-Government
4. Multi-level governance
5. Civil Society

Session 11 – Leadership for Development

1. Leadership for Development and peace-building
 - a. Political leadership
 - b. Public sector leadership
 - c. Voluntary sector leadership

Session 12 – Course review and assignment

1. Review
2. Project consultation

Course Learning Objectives

This course is about approaches to development in the poorer countries of the world, viewed in global perspective. It is particularly about public governance: the acquisition and use of state power and its influence on development. We will also discuss the process of reform to the state to make it work better for development goals, and what incentives there are on governments to undertake reforms.

The learning outcomes you should expect from this course and the relationship to the items of assessment are as follows:

Objective	Relationship to assessment (see below for details)
Assess the effects on development of public governance in a country	Assignments on goals of development, development differences, laws supporting public governance, role of the state, analysis of service delivery and the idea of “good governance”.
Decide what the major priorities for improving public governance are and work out how these improvements can be achieved.	Case study on a problem of public governance in development.

The course is also taught with a view to promoting the Victoria graduate attributes of communication, critical and creative thinking and leadership.

Study Guide

There is a Study Guide as a companion to this course outline, which will be available on the Course Blackboard site. The Study Guide is valuable reading for the Course. It includes study questions and additional resources. There are two things you need to do, to get full value from the discussions at the Modules:

- Do at least the minimum reading prescribed in this Course Outline and distributed to you in hard copy;
- Adopt a country: choose a developing country that you want to study in depth and start reading about governance and development in that country; you may find it helpful to join with other colleagues to focus on specific countries and share information and ideas;
- Consider the study questions in the Study Guide and come prepared to discuss them.

Course Delivery

This course is delivered in a modular format, which includes a minimum of 24 hours contact. The 24 hours are broken up into three separate days of eight hours each (a 'module'). There are three modules in the course with approximately five to six weeks between each module. **Attendance is required at all three modular teaching days (8.30am – 6.00pm).**

Course Content

Module One: Development Policy (Thursday 24 February 2011)

Session 1 – Overview

1. Course Overview and introductions
2. The meaning of Development
3. The meaning of policy

The purpose of the first session is to introduce ourselves to each other and to discuss the meaning of "development" and "policy". It asks such questions as: How does development come about? What are the main theories of development? What is the current state of development in globally, and in the Asia-Pacific region?

Readings:

- JOLLY, R., EMMERIJ, L., GHAI, D. & LAPEYRE, F. (2004) *UN Contributions to Development Thinking and Practice*, Bloomington and Indianapolis, Indiana University Press. (chapter 12: "Lessons for the Future: Development Thinking and the UN's Future")
- SCOTT, C. & BAEHLER, K. (2010) *Adding Value to Policy Analysis and Advice*, Sydney, UNSW Press. ("Overview")

Session 2 – Stocktake of development

1. Main theories
2. Main actors – Global / Pacific region / New Zealand

Readings:

- EMMERIJ, L., JOLLY, R. & WEISS, T. G. (2001) *Ahead of the Curve? UN Ideas and Global Challenges*, Bloomington and Indianapolis, Indiana University Press. Chapter 1: “Four Powerful Ideas and the Early Years”.)
- UNITED NATIONS. DEPARTMENT OF ECONOMIC AND SOCIAL AFFAIRS (2010) *World Economic and Social Survey 2010: Retooling Global Development*. New York, United Nations. (chapter 2: “Retooling poverty reduction strategies: towards a new consensus?”)

Session 3 – Development Agencies

1. Global Development Agencies (eg: UN / WB / IMF)
2. Multilateral Development Agencies (eg, ADB, Commonwealth Secretariat)
3. National Development Agencies

The role of the state and global agencies in development. What do theories of development imply for the role of the state and global agencies in development? What influences are there on state action in development?

Analysing the role of the state. What methods and resources are there for analysing the role of the state in development and the quality of state performance?

The role of the international community. What role can or should international agencies play in the reform of public governance in developing countries?

Readings:

- EMMERIJ, L., JOLLY, R. & WEISS, T. G. (2001) *Ahead of the Curve? UN Ideas and Global Challenges*, Bloomington and Indianapolis, Indiana University Press. Chapter 3. The 1940s and 1950s: The Foundations of UN Development Thinking and Practice.
- EMMESI, L., JOLLY, R. & WEISS, T. G. UN World Conferences and Global Challenges. IN EMMESI, L., JOLLY, R. & WEISS, T. G. (Eds.) *Ahead of the Curve: UN Ideas and Global Challenges. Chapter 4 : UN World Conferences and Global Challenges*

Session 4 – Assignment Consultation

1. Research Technique
2. Assessment
3. Policy documentation

This session will focus preparation for the three assignments for the course.

Module Two: Government Processes & Outputs (Wednesday 20 April 2011)

Session 5 – Presentations

1. Research Project presentations

The first session of module two is for research project presentations

Session 6 – Institutions, interests & power (Rob Laking)

1. Bureaucracy and civil service
2. Patronage and clientalism
3. The Informal sector: tradition and culture

The state and other institutions in development; the capacities of the state

What are the main problems associated with delivery of health and education services in the two provinces of Pakistan analysed in the ADB/DfID report? Which of these are due to failings of public governance? Are there likely to be other cultural and institutional factors contributing to problems of service delivery? What measures do you think are most urgently required to improve services for poor people?

Readings:

- Laking Study Notes Part II.
- ASIAN DEVELOPMENT BANK & DEPARTMENT FOR INTERNATIONAL DEVELOPMENT (2005) *Improving Devolved Service Delivery in NWFP and the Punjab*, Asian Development Bank (Pakistan Resident Mission) and Department for International Development (Islamabad). (chapters 2 & 3)
- WOOD, G. (2000) Prisoners and Escapees: Improving the Institutional Responsibility Square in Bangladesh. *Public Administration and Development*, 20, 221-237.

Session 7 – Governance and Development

1. The Aid Debate
2. Development Planning and Oversight
3. Policy cycles

How is the concept of governance changing? What are the main attributes of public governance that are useful for understanding government performance? What evidence is there on the relationship between public governance and development outcomes? How can state capacity and processes be built for better public governance?

What can we learn from case studies of public decision-making and public management? Specific topics and cases for discussion will include checks and balances institutions (Parliament, the Courts, freedom of information legislation etc), organisation of the public sector, the role of the civil service, public financial management, decentralisation and relationships between levels of government, the relationship between the state and civil society, the justice sector (laws and regulations and the operation of the courts), and the problem of corruption in the public sector. The focus will be on approaches to analysis that you can use in the development of your case study.

Readings:

- DOLOWIZ, D. P. & MARSH, D. (1998) Policy Transfer: a framework for comparative analysis. IN MINOGUE, M., POLIDANO, C. & HULME, D. (Eds.) *Beyond the New Public Management*. Cheltenham and Northampton, Edward Elgar.
- UNITED NATIONS. DEPARTMENT OF ECONOMIC AND SOCIAL AFFAIRS (2010) World Economic and Social Survey 2010: Retooling Global Development. New York, United Nations. (chapter 3: “Towards a new aid architecture”)

Session 8 – Policy Processes and Ethics (Rob Laking)

1. Pathologies of corruption
2. Strengthening Transparency and Accountability

In the discussion of corruption in the electricity sector by Gulati and Rao, what are the main forms of corruption? Identify some of the incentives and opportunities for corrupt activity in the sector. What would you do to tackle the issue?

Readings:

- Laking Study Notes Part II
- GULATI, M. & RAO, M. Y. (2007) Corruption in the Electricity Sector: A Pervasive Scourge. IN CAMPOS, J. E. & PRADHAN, S. (Eds.) *The Many Faces of Corruption: Tracking Vulnerabilities at the Sector Level*. Washington DC, The World Bank.
- MASHAW, J. L. Accountability and Institutional Design: Some Thoughts on the Grammar of Governance. Yale Law School.

Module Three: Drivers of Reform (Thursday 9 June 2011)

Session 9 – Presentations

1. Case study presentations

The first session of day three is for case study presentations

Session 10 – Drivers of Reform

1. Global to Local
2. Political economic – the costs of patronage
3. e-Government
4. Multi-level governance (Local, Regional)
5. Civil Society

What makes governments want to reform? The emphasis will be on narrating episodes of reform in selected countries, to see if we can understand some of the factors that might be important in influencing political decision-makers.

Readings:

- ANTTIROIKE, A.-V. (2004) Introduction to Democratic e-Governance. IN MALKIA, M., ANTTIROIKE, A.-V. & SAVOLAINEN, R. (Eds.) *eTransformation in Governance. New Directions in Government and Politics*. Hershey and London, Idea Group Publishing.

- MARKS, G. & HOOGHE, L. (2004) Contrasting Visions of Multi-level Governance. IN BACHE, I. & FLINDERS, M. (Eds.) *Multi-level Governance*. Oxford, Oxford University Press.
- TURNER, M. (1998) Central-local relations in the Asia-Pacific: convergence or divergence? IN MINOGUE, M., POLIDANO, C. & HULME, D. (Eds.) *Beyond the New Public Management: Changing Ideas and Practices in Governance*. Cheltenham & Northampton, Edward Elgar.

Session 11 – Leadership for Development

1. Leadership for Development and peace-building
 - a. Political leadership
 - b. Public sector leadership
 - c. Voluntary sector leadership

Readings:

- HART, P. T. & UHR, J. (2008) Understanding Public Leadership: an Introduction. IN HART, P. T. & UHR, J. (Eds.) *Public Leadership: Perspectives and practices*. Canberra, ANU E Press.
- SAFTY, A. (2003) Moral Leadership: Beyond Management and Governance. *Harvard International Review*, 25, 84-89.

Session 12 – Course review and assignment

1. Review
2. Project consultation

Expected Workload

The learning objectives set for each course are demanding and, to achieve them, candidates must make a significant commitment in time and effort to reading, studying, thinking, and completion of assessment items outside of contact time. Courses vary in design but all require preparation and learning before the first module. Regular learning is necessary between modules (students who leave everything to the last moment rarely achieve at a high level).

Expressed in input terms, the time commitment required usually translates to 65-95 hours (excluding class contact time) per course.

This is the School's estimate of workload. If you find you are spending a lot more time than that, please let me know.

Group Work

All work is assessed individually. However, you may find it both useful and stimulating to team up with someone else to share materials and ideas for your research project.

Readings

There is no set text for the course. There are two general books on development and public governance that you may find useful for your library: Desai & 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. Levy & Kpundeh (2004) cover a number of reform topics in an African context such as general civil service reform, pay policy, government budgeting and financial management and sets these in the context of the political economy of reform. Three recent books – Sachs (2006), Easterly (2006) & Collier (2007) – take different perspectives on recent evidence about development processes and policy prescriptions, particularly involving international action.

- COLLIER, P. (2007) *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*, Oxford, Oxford University Press.
- EASTERLY, W. (2006) *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*, New York, The Penguin Press.
- DESAI, V. & POTTER, R. B. (Eds.) (2002) *The companion to development studies*, London, Arnold.
- LEVY, B. & KPUNDEH, S. (Eds.) (2004) *Building State Capacity in Africa: New Approaches, Emerging Lessons*, Washington DC, World Bank Institute.
- SACHS, J. (2006) *The End of Poverty: Economic Possibilities for Our Time*, Penguin.
- TURNER, M. & HULME, D. (1997) *Governance, Administration and Development: Making the State Work*, Houndsmills & New York, Palgrave.

Materials and Equipment

Internet access

To participate in this course, you have to be able to:

- Write and submit essays electronically and be able to read my feedback and assessment also in electronic form;
- Send and receive messages and attachments by email;
- Access the course website on Blackboard, the University's Web-based educational software, and be able to use its basic functions.

E-mail: You must be able to receive, and should regularly check for, emails at your student email address. Any emails from Blackboard will only go to your student address. Therefore, you should either check this address regularly for new mail, or arrange for all mail sent to that address to be forwarded to your preferred email address. You can do this by logging into the MyVictoria student web portal (www.myvictoria.ac.nz), going to Student Email, then selecting **Options**, then **Organise Email**.

Please send me your essays as attachments to email messages. I do not require printed copies of assignments. You should keep a copy of all submitted work. I will email you back your essay also as an electronic document, with comments and an assessment. To read all my comments, you need to use "Track Changes" in Microsoft Word.

Blackboard: the course pages on Blackboard are the essential central location for all course announcements, electronic resources, discussions and returned assignments. As soon as you have your ITS Username, log onto the course Blackboard site (via the MyVictoria student web portal). Make sure you know how to access Announcements and use Course Resources and Discussion Groups.

Electronic document formats

All assignments have to be in a form that I can read using Microsoft Word on a PC. The standard format for course resources will be in Adobe PDF. Some of these will be quite large files, and you will benefit from having broadband access to download them. If you really have difficulty downloading large files, I can make a CD available.

Assessment Requirements

Assessment Calendar:

Due date	Assignment	Course Weight
Wednesday 20 April 2011 (module 2)	Research Project	25%
Thursday 9 June 2011 (module 3)	Case Study	35%
Friday 24 June 2011	Research Essay	40%
	Total	100%

Further details of these assessment items will be distributed in the first module.

Please submit ALL assignments BY EMAIL to graham.hassall@vuw.ac.nz .

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 audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Students should keep a copy of all submitted work.

Class Attendance

The School expects you to attend all three modules for the course.

If, before enrolment for a course, you are aware that you will not be able to attend a module, you must notify the Director of Master's Programmes when you enrol explaining why you will not be able to attend. The Director of Master's Programmes will consult with the relevant course coordinator. In such circumstances, you may be declined entry into a course.

If you become aware after a course starts that you will be unable to attend a module or a significant part of a module (i.e. more than two hours in any given day), you must advise the course coordinator before the module explaining why you will be unable to attend. The course coordinator

may excuse you from attendance and may also require you to complete compensatory work relating to the course content covered during your absence.

Penalties

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. Marks will be deducted at the rate of five per cent for every day by which the assignment is late and no assignments will be accepted after five working days beyond the date they are due. For example, if you get 65% for an assignment, but you handed it in on Monday when it was due the previous Friday, you will get a mark of 50%.

If ill-health, family bereavement or other personal circumstances beyond your control prevent 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 should let your course coordinator know as soon as possible in advance of the deadline (if circumstances permit) if you are seeking an extension. Where an extension is sought, evidence, by way of a medical certificate or similar, may be required by the course coordinator.

Mandatory Course Requirements

Submit or participate in all pieces of assessment required for this course.

Communication of Additional Information

Further information about this course will be posted in the Announcements section of the Blackboard course pages or emailed to you, or both. Please remember that emails go to your student email address.

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:

1. Open a web browser and go to www.myvictoria.ac.nz .
2. 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).
3. Once you've logged into MyVictoria, select Blackboard (from the options along the top of the page) to go to your Blackboard homepage.

4. The “My Courses” box displays the courses you have access to (please note that only courses that are actually using Blackboard will be displayed), so select “11.1.MAPP558: Development Policy & Mgmt” for the course-specific Blackboard site.

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 may be checked for academic integrity by the electronic search engine www.turnitin.com . Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. 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: 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.

For the following important information, follow the links provided

Academic Integrity and Plagiarism

www.victoria.ac.nz/home/study/plagiarism.aspx

General University Policies and Statutes

- Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study
- Find out about academic progress and restricted enrolment at www.victoria.ac.nz/home/study/academic-progress.aspx
- The University's statutes and policies are available at www.victoria.ac.nz/home/about/policy except qualification statutes, which are available via the Calendar webpage at www.victoria.ac.nz/home/study/calendar.aspx (see Section C)
- Further information about the University's academic processes can be found on the website of the Assistant Vice-Chancellor (Academic) at www.victoria.ac.nz/home/about_victoria/avcacademic/default.aspx

AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support

www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

Faculty of Commerce and Administration Offices

www.victoria.ac.nz/fca/studenthelp/

Manaaki Pihipihinga Programme

www.victoria.ac.nz/st_services/mentoring/