TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Government

GOVT 519
DEVELOPMENT POLICY AND MANAGMENT
(15 Points)

Trimester 2 / 2016
(CRN 27114)

COURSE OUTLINE

Prescription

The course examines how governments make a difference to development in their policies and their implementation. It looks at different approaches to the theory of state-led development and alternative models of the relationship between public institutions and human development.

Course Learning Objectives

Students who pass this course should be able to:

1. Critically examine the meaning of development in terms of the organization and conduct of people's lives, and the multiplicity of dimensions along which quality of life can be conceptualized
2. Critically assess a country's ability to formulate and implement development policies for specific objectives.
3. Critically analyse the challenges for development policy in some sectors of the economy and some aspects of people's lives, and identify appropriate policies.

Course Content

The course consists of 12 weekly sessions. The first six cover general topics related to defining development, and exploring the formulation and implementation of development policy. The next six sessions examine specific aspects of development, in terms of how they are related to the quest to improve the quality of people's lives. A brief description of the topics with session dates is as follows.

Session 1 (13th July): Introduction to the course

This session will provide an overview of the course and introduce the idea of development, the ways in which public policy can influence development, and the challenges of formulating and implementing development policy. We will conceptualize development in the most general terms as improvement in the quality of life. Instead of taking a disciplinary perspective on what constitutes quality of life, or what scholars have said about it, we will attempt to discover it by describing in as much detail as possible people's lives, and the contexts within which these are lived. This will be based on in-class group work.

Session 2 (20th July): Describing and analyzing the development landscape

This session will discuss the findings of the descriptive exercise undertaken in session 1 and analyse them to understand (a) the configuration of people's lives in terms of the things they do, and the interactions they have with others, (b) the social and political context within which lives are lived (c) the coordination mechanisms that underlie the functioning of society, and (d) the dimensions along which quality of life can be conceptualized.

Session 3 (27th July): Evaluating the development landscape

In thinking about what constitutes development a central question is the appropriate information basis and evaluative framework for assessing quality of life and development. We begin with the typical economic approach which measures development in income and material terms and is the basis for classification of countries into developed and developing. Limitations of this approach are highlighted, and we next turn to a rights-based approach and the more comprehensive capabilities approach advocated by the economist-philosopher Amartya Sen. In examining all approaches to defining development we ask two critical questions: (a) How is the group dimension of people's lives addressed in each approach, and (b) What does each approach say about the social, political, and economic mechanisms that facilitate coordination of people's lives?

Session 4 (3rd August): Development policy & Governance

This session will focus on development policy formulation and implementation. We begin by examining the challenges for policy formulation in a context of competing interest groups, and agentic individuals with multiple goals and means for achieving those goals. Next we turn to governance and examine definitions, indicators, and the challenges of governance in a development context with weak domestic capacity and large influence of multilateral institutions, bilateral donor countries, and large philanthropic organizations. Finally, we will examine the relevance and applicability of public sector reforms in developed countries, like New Zealand, to developing countries.

Session 5 (10th August): Global influences on development policy

This session will examine global influences on development policy. It begins by highlighting the global context within which development policy is formulated, and a country's own positioning within that environment - in terms of location, size, resources, and geostrategic positioning. The global context consists of various international entities and the relationships between a government and these entities. We will examine these as a whole, but pay particular attention to development partnerships and agreements, and the role aid plays in development.

Session 6 (17th August): Evolving thinking on development

This session will examine changes in thinking on several aspects of development: definition of development, focal areas for development policy, appropriate roles of state, civil society, and markets, and, finally, the positioning of donor country aid policy in relation to foreign policy interests.

Mid-term break August 22nd - September 4th. No class on August 24th and 31st.

Session 7 (7ᵗʰ September): Violence & conflict

Survival is undoubtedly the most important dimension of quality of life, and violence and conflict are its most direct threats, yet these are usually not discussed as development issues. In this session we will highlight different forms of violence that threaten survival, and compromise dignity, self-respect, and agency of individuals. We will examine patterns of violence, and then focus on violence against women which is of epidemic proportions in both economically rich and poor countries. The session will look at research on the causes and consequences of this type of violence, and policies and programs that attempt to tackle the problem.

Session 8 (14ᵗʰ September): Healthcare

Access to healthcare is necessary to improving quality of life, and improvements in public health and modern medicine have been amongst the main drivers of historically unprecedented improvements in quality of life in the past 200 years. In this section we will begin by examining the biology of human health, and then discuss the role healthcare plays in keeping people healthy and improving health-related quality of life. Next we will examine access to and use of healthcare, and the challenges societies face in providing, regulating, and paying for healthcare. The session will also cover global health policy issues and international efforts to tackle health problems across the world.

Session 9 (21ˢᵗ September): Poverty

In this session we will discuss poverty and deprivation which are isolated problems in economically rich countries, but more generalized problems in poor countries. We will examine different definitions of poverty, poverty measurement, and the difference between transient and chronic poverty. How people cope with poverty and how these coping strategies might become a poverty trap will also be examined. In turning to poverty policy we will look at various anti-poverty programs and policies, including safety net programs, and conditional cash transfer programs.

Session 10 (28ᵗʰ September): Employment & Income

This session focusses on earnings which, at an individual-level are the primary means for improving quality of life, and at a national level determine government ability to undertake development programs. We will examine where people get income from, how they produce that income, and the characteristics of incomes. This involves looking closely at income sources (agriculture, industry, and services) and the characteristics of these sources in terms of what is needed to produce the income (resources), how the income is produced (technology), and the exchange mechanisms (markets) that facilitate transactions of resources. It also involves looking at various aspects of these incomes - amount, variability, control, empowerment - to determine the challenges these pose for individuals, and the adequacy of existing production methods and coordination mechanisms. Finally we will examine the rationale for and experience with various policy interventions in agriculture and industry.

Session 11 (5ᵗʰ October): Globalization - trade & finance

International flows of goods and services, finance, aid, people, and ideas make up what is usually called globalization. In this section we examine the role globalization plays in development, paying particular attention to trade and finance. The changing nature of international trade and changing views on the growth opportunities offered by, and risks associated with free trade will be explored. The session will also highlight the variety of trade barriers erected by countries, and the evolving regulatory architecture of the global economy.

Session 12 (12th October): Education & Wrap up

The first part of the final session will look at education. We will examine what education really is, what role it plays in people's lives and a country's development, the challenges parents face in seeking education for their children, gender differences in schooling, and the challenges policy makers face in providing education. We will also examine the role education plays in governance. The second part of the session will undertake a broad brush review of the topics covered in the course and conclude with a discussion that relates development in economically poor countries with progress in economically rich countries.

Trimester Dates

From Monday 11 July to 19 October, 2016

Withdrawal from Course

Formal notice of withdrawal must be in writing on a Course Add/Drop form (available from either of the Faculty's Student Customer Service Desks or from the course administrator). Not paying your fees, ceasing to attend lectures or verbally advising a member of staff will NOT be accepted as a formal notice of withdrawal.

1. Your fees will be refunded if you withdraw from this course on or before Friday 22nd July 2016.

2. The standard last date for withdrawal from this course is Friday 23rd September 2016. 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 or
   www.victoria.ac.nz/vbs/studenthelp/publications/Application-for-late-withdrawal-2010.doc .

Names and Contact Details

Course Coordinator: **Dr. Jaikishan Desai**
Room RH 823, Level 8, Rutherford House, Pipitea Campus
Telephone: (04) 463 6592
Email: jaiki.desai@vuw.ac.nz

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

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

Class Times and Room Numbers

This course is delivered in a weekly format.

Class Times: Wednesdays, 5.40pm – 7.30pm

Class Dates: Starting 13 July (first class) to 17 August 2016
                                Mid-trimester break (no classes) on 24 August and 31 August 2016
                                Resuming 7 September to 12 October (final class) 2016

Location: Room RWW 413, Level 4, Railway West Wing, Pipitea Campus

Attendance is expected at all teaching days.

Course Delivery

This course is delivered in a weekly format over the whole trimester.

Attendance is expected at all teaching days.

Readings

There is no textbook for this course. Readings for each session are posted on the Blackboard site for the course.

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 day of the course and regular learning is also necessary (students who leave everything to the last moment rarely achieve at a high level).

Expressed in input terms, on average, the time commitment required usually translates to approximately 150 hours for a 15-point course, and that includes the 18 hours of class contact time for weekly lectures. The rest is your study time and we recommend you study weekly for approximately 8-10 hours.

Assessment

The Assessment Handbook will apply to all VUW courses: see
www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf .

This course has four items for assessment: a case study, a policy blog, a policy brief, and a final take-home exam. Due dates, assessment weight, and course learning objectives tested by the assessments are as follow. More detail on these assessments will be made available in class.

Assignment	Due date	Course weight	CLOs
Case Study – up to 2,000 words	10th August	20%	1
Policy Blog – up to 1,000 words	17th August	10%	2
Policy Brief – 3,000 words	28th September	30%	3
Final Take-home Exam	Handed out 12th October, due 19th October	40%	1, 2, 3

Please submit ALL assignments IN HARD COPY to:

Post Experience Programmes,
School of Government,
Victoria University of Wellington,
Level 8 Reception,
Rutherford House,
23 Lambton Quay,
P.O. Box 600,
Wellington 6140.

Assignments submitted by post are given two days grace to allow for delivery time, while assignments that are submitted in person should be placed in the secure box at School of Government reception (Level 8, Rutherford House, Pipitea Campus, office hours = 8.30am to 5.00pm, Monday to Friday) by the due date/time. The assignment box is cleared daily, and assignments will be date stamped.

Students should keep a copy of all submitted work.

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.

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.

Student Feedback

Fourteen students took the course in 2015 and provided feedback. On average (median) students rated the quality of the course as being close to Very Good, and had a similar (Very Good) opinion of the organization of the course, course information, learning value of assessments, and instructor feedback. Similar proportion of students indicated that the course helped them think critically and creatively, and a somewhat higher proportion said they valued what they had learnt from the course and as a result their interest in the material had been raised by the course.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php .

Access to Blackboard

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. Ensure that you can access Blackboard before the course begins.

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" 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.

If you have any problems gaining access to Victoria University's computer facilities, such as myVictoria and Blackboard, you should contact the ITS Service Desk on (04) 463 5050 or its-servicedesk@vuw.ac.nz . See www.victoria.ac.nz/its/student-services/ for more information.

Power-point slides and other lecture materials that are posted on Blackboard may differ from the presentations used in class, as the copyright rules for archived presentations differ somewhat from those for live presentation.

Communication of Additional Information

Information will be communicated via Blackboard. It is **essential**, therefore, that you activate your @myvuw.ac.nz email account (the free email account created for you when you enrol and accessed via the myVictoria student web portal) before the start of the course. Once you have activated your @myvuw.ac.nz email account, if you want to receive these emails at your preferred email address (e.g. your home or work email address), you must modify the settings so all emails sent to it are automatically forwarded to your preferred email address. For more information, please go to www.victoria.ac.nz/its/student-services/FAQs.aspx#Email_Forward .

Link to General Information

For general information about course-related matters, go to 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 – www.victoria.ac.nz/about/governance/dvc-academic/publications).

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.

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