

School of Government

PUBL 205 DEVELOPMENT POLICY AND MANAGEMENT

Trimester 2, 2016
(CRN 2087)

COURSE OUTLINE

Prescription

An introduction to the concepts, methods and theories of development policy. The course focuses upon the problems facing third world countries today arising from external influences, including globalization. Consideration is given to the design and implementation of policies aimed at raising living standards, improving social equity and maintaining environmental sustainability.

Course Learning Objectives

By the end of this course, students will 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 (MA4, MA5 – see below).
2. Assess the development landscape of countries and apply the tools and methods learnt in the course to formulate development policy options suited to specific country contexts (MA4, MA7)
3. Critically assess a country's ability to formulate and implement development policies for specific objectives. (MA1, MA2)
4. Describe the evolution of development thinking, and examine the relevance of different ideas and theories in terms of the complex nature of people's lives. (MA1, MA4)
5. Critically analyse the challenges for development policy in some key aspects of people's lives, and identify appropriate policies. (MA2, MA3, MA4, MA6)

Major Attributes: PUBL majors will be able to:	Major attributes
Demonstrate an understanding of the nature of public policy and how, at various stages of the policy process, policies can be influenced by ideas, values, interests, institutions, cultural factors and socio-economic contexts.	MA 1
Select and apply relevant concepts, frameworks and methods of policy analysis in order to formulate and assess policy options for addressing societal challenges.	MA 2
Interpret the significance of New Zealand's constitutional arrangements, including the Treaty of Waitangi (Te Tiriti o Waitangi), in the practice of public policy.	MA 3
Exhibit critical thinking about the role of the state and the conceptual and practical implications of different governance modes (e.g. hierarchical, network, market and collaborative).	MA 4
Demonstrate an understanding of the challenges to democratic governance in the context of complexity, path dependence, risk and uncertainty, including the nature, role and limits to scientific and other kinds of evidence.	MA 5
Critically assess the respective contributions of state and non-state actors (including business, civil society and community organizations) to the design and implementation of public policy.	MA 6

Course Content

The contents of this course are divided into 12 sections. The first six cover general topics related to defining development, and exploring the formulation and implementation of development policy in a global context. The next six sections examine specific aspects of development, in terms of how they are related to the quest to improve the quality of people's lives. Brief description of the topics and approximate lecture dates are as follows.

1. Introduction to the course

(11th & 13th July)

The first section 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. In this course 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.

2. Describing and analyzing the development landscape

(18th & 20th July)

Having described people's lives in some detail we turn to analyzing the findings of the descriptive exercise 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 might be conceptualized. What we are interested in is highlighting aspects of people's lives that can be the basis for defining development, and progress in a way that is comprehensive.

3. Evaluating the development landscape

(25th & 27th July)

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?

4. Development policy & Governance

(1st & 3rd August)

This section 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 heterogeneous agentic individuals with multiple goals and multiple means for achieving those goals. Next we turn to implementation of policy and examine definitions and indicators of governance, and the challenges of governance in a development environment 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.

5. Global influences on development policy

(8th & 10th August)

This section 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 in terms of financial flows, technical assistance, ideas, and partnerships. We examine the global context as a whole, but pay particular attention to the role aid plays in development.

6. Evolving thinking on development

(15th August)

In this section we 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 their own foreign policy interests.

Mid-term (in-class) test

(17th August)

MID-TERM BREAK AUGUST 22ND - SEPTEMBER 4TH

7. Violence & conflict

(5th September)

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 section we will highlight different forms of violence that threaten survival, and compromise dignity, self-respect, and agency of individuals. We will examine global patterns of violence and then focus on violence against women, which is of epidemic proportions in economically rich and poor countries alike. We will also look at research on the causes and consequences of this type of violence, and policies and programs that attempt to tackle the problem.

8. Healthcare

(7th & 12th September)

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 section will also cover global health policy issues and international efforts to tackle health problems across the world.

9. Poverty

(14th & 19th September)

In this section 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 various safety nets, and conditional cash transfer programs.

10. Employment & Income

(21st, 26th, 28th September)

This section focusses on earnings which, at an individual-level, are the primary means for improving quality of life. 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.

11. Globalization - trade & finance

(3rd & 5th October)

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 gains from free trade are explored, along with a discussion of the variety of trade barriers erected by countries, and the evolving regulatory architecture of the global economy.

12. Education

(10th October)

This final section 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.

13. Review & Wrap up

(12th October)

In the final session of the course we will undertake a broad brush review of the previous sections and conclude with a discussion that relates development in economically poor countries with progress in economically rich countries.

Trimester Dates

Teaching Period: Monday 11th July – Friday 14th October

Study Period: Monday 17th October – Thursday 20th October

Examination Period: Friday 21st October – Saturday 12th November (inclusive)

Withdrawal from Course

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 [online](#).

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

Course Administrator:

Mrs. Robyn McCallum

Room RH 821, Level 8, Rutherford House, Pipitea Campus

Telephone: (04) 463 6599

Email: robyn.mccallum@vuw.ac.nz

Office Hours Reception:

9.30am to 3.00pm, Monday to Friday

Class Times and Room Numbers

Lectures:	Mon, Wed	12:40-13:30	RHLT2
Tutorials:	Thursday,	(10:30-11:20 or 11:30-12:20)	RWW222
	Thursday	(14:40-15:30)	GBG05
	Friday	(10:30-11:20 or 11:30-12:20)	RWW222

To enrol in your desired tutorial group, you will need to log onto Myallocator. The PUBL205 signup will open at 2:00 pm on Monday 11 July and close at 4:00pm on Friday 15 July. Tutorials will begin during the week of **Monday 18 July**. If you have any serious problems selecting a tutorial group, please contact the Course Co-ordinator.

Course Delivery

The course will be delivered through two 1-hour lectures and through one 1-hour tutorial per week. Powerpoint slides will be used for delivering material and students will be provided a hard copy of the slides, and an electronic copy of the lecture & tutorial slides (with notes) will be placed on Blackboard.

The tutorials will be a forum for discussion of selected topics and readings.

The discussion board feature in Blackboard will also be used to encourage discussion on each of the topics and to create a more interactive learning environment for the course.

Readings

There is no textbook for this course. Readings for each topic, and tutorials will be posted on the Blackboard site for the course.

Mandatory course requirements

You must complete all three assessments (see below) and attend at least half of the lectures and tutorials.

If you believe that exceptional circumstances may prevent you from meeting the mandatory course requirements, contact the Course Coordinator for advice as soon as possible.

If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

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 200 hours for a 20-point course, and that includes the 24 hours of class contact time for lectures, and 11 hours for tutorials. 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 <http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

The table below mentions the assignment types, weights, deadlines, recommended length, the topics, and which course objectives will be tested in each assignment (the course objectives are mentioned on pages 2-3 of this outline).

Assessments	Weight	Due Dates	Topics of relevance	CLOs of relevance
1) Mid-term test	25%	17 th August (in-class)	1-6	1-4
2) Policy brief (2,500 words)	25%	30 th September, 12.00 am	8-9	3
3) Final Exam	50%	To be scheduled during exam period (21 st October –12 th November)	1-12	1-5

General Notes for Assignments

Please submit your assignments via Turnitin on Blackboard by the due date (the submission procedure will be explained in class). Extensions 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. Students should keep a copy of all submitted work.

Examinations

Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period. The final examination for this course will be scheduled at some time during the following period:

Friday 21st October – Saturday 12th November (inclusive)

Penalties

Marks will be deducted at the rate of 5% (of the assignment grade) for every day (whether weekday or work day) by which the policy brief is late, unless prior approval has been received. **No assignments will be accepted after five working days** beyond the date they are due.

A penalty applies also on the word count. A written assignment that exceeds the word limit by more than 500 words will be penalised by 10%. The word count include footnotes, but does not include figures, tables, and the reference list.

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.

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://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 submitted to Turnitin. A copy of submitted materials will be retained 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.

Student feedback

Sixty-four percent of the 59 students enrolled in the course in 2015 completed a course evaluation and 53% rated it excellent and 34% very good. Three-quarters or more of the students indicated (agreed or strongly agreed) that the course encouraged them to think creatively, and critically, and 50% indicated that the course stimulated their interest in the subject a great deal. In written comments students suggested that tutorials be restructured to be more discussion-oriented and taken by tutors. This suggestion has been taken on board and this year's tutorials will be geared towards discussion of specific development issues, and the discussions will be led by tutors.

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

Class Representative

A class representative will be elected in the first class, and that person's name and contact details made available to VUWSA, the course coordinator and the class. The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

Communication of Additional Information

Any additional information will be conveyed to students in class. Blackboard will also be used for announcements and for course-related materials such as assignment texts. Some information communicated via Blackboard (such as some announcements) will 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). However you need to check the Blackboard regularly as well.

Link to general information

For general information about course-related matters, go to

<http://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.
