SCHOOL OF GOVERNMENT

PUBL 205

DEVELOPMENT POLICY AND MANAGEMENT

TRIMESTER ONE 2013

COURSE OUTLINE

CONTACT DETAILS
Course Coordinator: Associate Professor Graham Hassall
Room: Rutherford House Level 8, Room 826, Pipitea Campus
Phone: 04 463 5047
Email: Graham.Hassall@vuw.ac.nz

Administrator: Kerry Pert
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TRIMESTER DATES

Teaching Period: Monday 4th March to Friday 7th June 2013
End of Trimester Study Period: Monday 10th June to 14th June 2013
Examination Period: Monday 17th June to Wednesday 3rd June 2013 (inclusive)

CLASS TIMES AND ROOM NUMBERS

Lecture Timetable:  
Wednesday 12.40 – 13.30pm RHLT3
Friday 12.40 – 13.30pm RHLT3

Tutorials:  
Monday 11.30 – 12.20pm GBG07
Monday 13.40 – 14.30pm RWW220
WITHDRAWAL FROM COURSES

1. Your fees will be refunded if you withdraw from this course on or before **Friday 15th March 2013**.

2. The standard last date for withdrawal from this course is **Friday 17th May 2013**. 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’ form including supporting documentation. The application form is available from either of the Faculty’s Student Customer Service Desks.

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture</th>
</tr>
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<tbody>
<tr>
<td>01</td>
<td>Mar 6</td>
<td><strong>Introduction</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>01 Description of course outline and requirements</td>
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<td>Mar 8</td>
<td>02 Characteristics of developing countries – a survey of current issues</td>
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<td>02</td>
<td>Mar 13</td>
<td><strong>Determining the Development Agenda</strong></td>
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<td>03 Early models of development and economic growth</td>
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<td>Mar 15</td>
<td>04 Development and global interdependence</td>
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<td>03</td>
<td>Mar 20</td>
<td><strong>The role of institutions in Governance for Development</strong></td>
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<td>05 Improving governance and strengthening institutions</td>
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<td>Mar 22</td>
<td>06 Policy cycles and networks</td>
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<tr>
<td>04</td>
<td>Mar 27</td>
<td><strong>Human Development</strong></td>
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<td>07 Education and health policies in developing countries</td>
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<td>05</td>
<td>Apr 5</td>
<td>08 Gender and development</td>
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<td>06</td>
<td>Apr 10</td>
<td><strong>The role of government in development</strong></td>
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<td>09 The public sector</td>
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<td>Apr 12</td>
<td>10 Financing development and managing government debt</td>
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<td>07</td>
<td>Apr 17</td>
<td><strong>Civil society, law and policy</strong></td>
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<td>11 Increasing trust, integrity, transparency and accountability</td>
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<td></td>
<td>Apr 19</td>
<td>12 A rights-based approach to development</td>
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<td>08</td>
<td>May 1</td>
<td><strong>ICT4D</strong></td>
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<td>13 eGovernment</td>
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<td></td>
<td>May 3</td>
<td>14 Development KM (knowledge management)</td>
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<tr>
<td>09</td>
<td>May 8</td>
<td><strong>Opening the economy to global influences</strong></td>
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<td>15 Globalisation and trade policy; Structural adjustment and regulatory</td>
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<td>policies</td>
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<td>May 10</td>
<td>16 Foreign investment and the transfer of technological know-how</td>
</tr>
</tbody>
</table>
### WEEK 1 - Introduction

**March 6**  
**Description of course outline and requirements**

- Watch: Leslie T. Chang The Voices of China’s workers

**March 8**  
**Characteristics of developing countries – a survey of current issues**

- Classification of countries
- Costs and benefits of development
- Current issues in development policy

**Readings**


WEEK 2 - Determining the Development Agenda

March 13  Early models of development and economic growth

- The context of “Modernity”
- Global Development Institutions

Readings


March 15  Development and global interdependence

- Major conferences and policy networks
- The shift from material to human development

Readings


WEEK 3 - The role of institutions in governance and development

March 20  Improving governance and strengthening institutions

- The shift from “government” to “governance”
- The role of constitutions, institutions, and law
Readings


March 22  Policy cycles and networks

- Policy cycles and networks in theory and practice

Readings


WEEK 4 - Human development

March 27  Education and health policies in developing countries

- The United Nations Development Programme and the concept of “human development”.
- The Human Development Report
- The Millennium Develop Goals

Readings


April 05  Gender and development

- The particular challenges confronting the development of women and girls

Readings


WEEK 5 - The role of government in development

April 10  The public sector

- The roles of the public and private sectors
- Public sector reform

Readings


April 12  Financing development and managing government debt

- Debt relief
- MDG Goal 8: develop a global partnership for development
Readings


WEEK 6 - Civil Society, law, and policy

April 17 Increasing trust, integrity, transparency and accountability

Readings


April 19 A rights based approach to development

- The concept of rights, and human rights
- The origin of rights claims and their recognition
- Delivering on rights

Readings

WEEK 7 – The role of information and communications technologies

May 01 ICT4D

- Information Economy Report Series online at http://www.unctad.org/Templates/Page.asp?intItemID=3594&lang=1

Readings


May 03 Development KM (knowledge management)

- Global and national agencies monitoring development policy and progress
- The relationship between theory and practice in development policy?

Readings


WEEK 8 - Opening the economy to global influences

May 08 Globalization and trade policy: structural adjustment and regulatory policies
Readings


May 10 Foreign investment and the transfer of technological know-how

Readings


WEEK 9 - Rural development and the role of agriculture

May 15 Sustainable agricultural and rural community development policy

Readings


May 17  Land tenure systems and land reform

- Importance of land tenure systems
- The breakdown of land tenure
- Challenges in land reform policy and implementation

Readings


WEEK 10 - Development, conflict, and peace-building

May 22  Conflict & under-development

- The link between under-development and conflict

Readings


May 24 Development, Conflict Resolution, & Peace-building

- The challenges of post-conflict peace-building, and state-building

Readings


WEEK 11 - Urbanization and the environment

May 29 Planning for urbanization

- Urban growth in the modern period
- The challenges of urbanization in developing areas

Readings:


May 31 Development at local level

- The Pacific Urban Agenda and Pacific Urban Forum
Readings


WEEK 12 - Bringing it all together: policy leadership for development

June 5 Development, strategic planning and the role of leadership

- Leadership styles, democracy, and development

Readings


June 7 The current state of the debate on development policy

- Findings of the Fourth High Level Forum on Aid Effectiveness, Busan, Korea, 2011.

Readings


OECD (2011). Development Co-operation Report 2011, Paris, Organization for Economic Co-operation and Development. (Part Three) online at Fourth High Level Forum on Aid Effectiveness, online at http://www.oecd.org/document/12/0,3746,en_2649_3236398_46057868_1_1_1_1,00. html


Analytical Resources And Online Resources

Significant Datasets


**VUW Library**

- Research Archive
- Restricted Archive - http://restrictedarchive.vuw.ac.nz/
- Library online resources - http://library.victoria.ac.nz/library/resources/online.html
- recommended resources in Public Policy: http://library.victoria.ac.nz/library/resources/guides/publicpolicy.html#guidesection.1391
- United Nations and Official Publications Collection –
  http://library.victoria.ac.nz/library/collections/unop.html

**Development Agencies**

- Asian Development Bank (ADB):
  - main site - http://www.adb.org/
  - Public sector management and governance - http://www.adb.org/Governance/;
- World Bank:
  - main site - http://www.worldbank.org/,
- United Nations Development Programme (UNDP):
  - main site - http://www.undp.org/
Round-ups of development news

- Atlas of Global Development  
- GOVT MONITOR – Public Sector News and Information - http://www.thegovmonitor.com/
- New Zealand Aid and Development Dialogues http://nzadds.org.nz/
- http://www.eastasiaforum.org/

Other Organizations

- American political science association – http://www.apsanet.org/
- Brooks World Poverty Institute http://www.bwpi.manchester.ac.uk/resources/index.html
- Centre for Global Development http://www.cgdev.org/
- Chinese Public Administration Society - http://wn.com/Chinese_Public_Administration_Society
- Chronic Poverty Research Centre http://www.chronicpoverty.org/
- Development Policy Centre http://devpolicy.anu.edu.au/
- European Institute of Public Administration - http://www.eipa.nl
- Global urban Research Centre http://www.sed.manchester.ac.uk/research/gurc/
- Institute for Public Management, Vienna - http://www.wu.ac.at/pubmgmgt
- Institute of Public Administration, Ireland - http://www.ipa.ie/
- Institute of Public Administration, NZ - http://www.ipanz.org.nz/MainMenu
- Institute for Public Administration Canada - http://www.ipac.ca/
- Institute of Public Management, UK - http://www.ipsm.org.uk/
• International Centre for Governance and Public Management (IGPM), UK - http://www2.warwick.ac.uk/fac/soc/wbs/igpm/
• International Institute of Social Studies http://www.iss.nl/library/
• International Political Science Association - http://www.ipsa.org/events/congress/madrid2012/session/6360/panel/accepted
• Natural Resources institute http://www.nri.org
• Network of Institutes and Schools of Public Administration in Central and Eastern Europe - http://www.nispa.sk/
• Organization for Economic Co-operation and Development www.oecd.org
• Overseas Development Institute http://www.odi.org.uk/
• Public Administration Network Theory - http://www.patheory.org/
• Royal Institute of Public Administration - http://www.ripainternational.co.uk/Home
• United Nations Development Program www.undp.org
• United Nations Public Administration Network - http://www.unpan.org/
• The World Bank - http://elibrary.worldbank.org/?cid=GS_EXTOP_eLib_6&gelid=CI7A4J7ch6wCFdAEQA0ditObAw

Journals
• Asian Journal of Political Science
• Cambridge journal of economics
• Comparative political studies - http://cps.sagepub.com/content/28/1/117.short
• Development and change
• Governance http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1468-0491
• International journal of development issues
• International Review of Comparative Public Policy - http://www.emeraldinsight.com/products/books/series.htm?id=1051-4694
• Journal of Administration & Governance http://joaag.com/Home_Page.php
• Journal of Comparative Policy Analysis - http://www.tandf.co.uk/journals/titles/13876988.asp
• Journal of development studies
• Journal of International Development
• Journal of Peasant Studies – http://www.tandfonline.com/loi/fips20#
• JSTOR - http://www.jstor.org
• Public Administration
• The Journal of the Institute of Economic Development
• Third world quarterly

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Additional Readings


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COURSE LEARNING OBJECTIVES

Course Objectives: By the end of this course, students should be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Major Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the concepts, methods and theories of development.</td>
<td>MA 2</td>
</tr>
<tr>
<td>2. Apply the concepts, methods and theories of development to specific developing countries.</td>
<td>MA 7</td>
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<td>3. Identify the development policies currently being recommended by the major international aid agencies and describe their strengths and weaknesses.</td>
<td>MA 8</td>
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<tr>
<td>4. Discuss and analyse the political aspects of development policy, including the main concepts and mechanisms of governance, approaches to deterring corruption and broadening popular participation in the development process.</td>
<td>MA 4</td>
</tr>
<tr>
<td>5. Discuss and analyse factors of critical importance in the development process, including the role of women in development, reconciling faster economic growth with environmental sustainability, maintaining macroeconomic stability, the role of agriculture in development, managing a developing country’s relationships with the global economy, and financing development and managing debt.</td>
<td>MA 4, MA 5</td>
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<tr>
<td>6. Discuss the most appropriate way of measuring progress in achieving development goals.</td>
<td>MA 3</td>
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<tr>
<td>7. Identify the policies most likely to promote economic and social development in a developing country.</td>
<td>MA 1</td>
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</tbody>
</table>

Major Attributes: PUBL majors will be able to

<p>| MA1 | Judge the defining features of good policy analysis and advice and appraise how they are best produced |</p>
<table>
<thead>
<tr>
<th>MA2</th>
<th>Demonstrate an understanding of the influence of political ideas and philosophies, and of constitutional and political institutions on public policy</th>
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<tbody>
<tr>
<td>MA3</td>
<td>Demonstrate an understanding of the contribution of quantitative and qualitative methods in policy analysis</td>
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<tr>
<td>MA4</td>
<td>Identify the nature and respective roles of state and civil society in the development, implementation and evaluation of public policy, and demonstrate an understanding of the distinction between government and governance</td>
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<tr>
<td>MA5</td>
<td>Appraise different disciplinary contributions to the development, implementation and evaluation of public policy</td>
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<tr>
<td>MA6</td>
<td>Judge the relevance and importance of evidence in policymaking</td>
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<tr>
<td>MA7</td>
<td>Apply the comparative method to policy analysis, and identify insights that might be drawn from other policy jurisdictions</td>
</tr>
<tr>
<td>MA8</td>
<td>Judge and articulate the relevant criteria that might be used in assessing the advantages and disadvantages of particular policy options</td>
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<tr>
<td>MA9</td>
<td>Analyse complex policy issues from multiple perspectives and identify opportunities for innovation</td>
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<tr>
<td>MA10</td>
<td>Express ideas succinctly and persuasively both in written form and orally</td>
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<tr>
<td>MA11</td>
<td>Construct and articulate rationales for public policy intervention</td>
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<tr>
<td>MA12</td>
<td>Demonstrate an understanding of the significance of ethics and accountability in the study and practice of public policy</td>
</tr>
<tr>
<td>MA13</td>
<td>Interpret the significance of the Treaty of Waitangi (Te Tiriti o Waitangi) in the study and practice of public policy in New Zealand</td>
</tr>
</tbody>
</table>

**COURSE DELIVERY**

The course will be delivered through two 1-hour lectures and through one 1-hour tutorial per week. Questions and discussion by students during lectures is encouraged. The tutorials are inquiry-based and participatory. They focus on the content provided in lectures, but emphasise acquisition of skills in consultation, communication, critical thinking, professional identity, and leadership.

**EXPECTED WORKLOAD**

Students are expected to undertake an average of 2 to 3 hours of self-directed study for each contact hour. This means students should expect a workload of between 8 to 12 hours per week.
COURSE READINGS

Course Readings are posted on the Blackboard each week.

ASSESSMENT REQUIREMENTS

There are three components to assessment in this course

1. Essay 1 (2,000 words max.) - 15% - due April 5th by 5pm
   a. What is meant by “development policy” and who determines the “development agenda”?

2. Essay 2 (3,000 words max.) - 35% - due May 31st by 4pm

3. Examination - 50% (2 hours) – The final exam for this course will be scheduled during the period from Friday 15 June – Wednesday 4 July (inclusive).

Questions for Essay 2

Please answer one of the following questions:

1. What is meant by “structural adjustment” and what lessons have been learnt about “right-sizing” the size and cost of government? (The second half of the question is alluding to the fact that governments cannot afford to promise services to the public beyond what the public purse can afford to deliver. It is alluding to the need for government in any country to work with its many stakeholders – business, the public, to ensure that expectations regarding government services are not unrealistic. Governments that ignore the need to be responsible may make promises to constituents which they cannot afford to deliver, leading either to unsustainable borrowing or to public unrest. The question, then, becomes how to contain expectations and show that service delivery levels are responsible? Perhaps it is linked to levels of transparency and to clarity of communications. You can use these ideas to expand an example of a situation in which a government has had to manage expectations, or be very transparent about the costs of government, in order to explain the difficult choices it is faced with.

2. What is meant by the term “globalisation”? What advantages and disadvantages does this phenomenon pose for developing countries?

3. What are the key challenges facing the agricultural sector in developing countries?

4. What part do land tenure systems play in development?

5. What is the relationship between conflict and development? How can governance institutions respond in conflict and post-conflict situations?

6. At the beginning of the 21st century, what are the major challenges confronting urban development policy?
7. What constitutes “policy leadership”? Can such leadership be cultivated or merely ‘hoped for’?

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. The assessments will cover lecture content, additional Readings, plus tutorial participation.

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.

Note: 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Normal range</th>
<th>Midpoint</th>
<th>Indicative characterisation</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>85% - 100%</td>
<td>92.5</td>
<td>excellent performance in all respects</td>
</tr>
<tr>
<td>A</td>
<td>80% - 84%</td>
<td>82</td>
<td>excellent performance in almost all respects</td>
</tr>
<tr>
<td>A-</td>
<td>75% - 79%</td>
<td>77</td>
<td>very good, some aspects excellent but others not</td>
</tr>
<tr>
<td>B+</td>
<td>70% - 74%</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>65% - 69%</td>
<td>67</td>
<td>good performance overall</td>
</tr>
<tr>
<td>B-</td>
<td>60% - 64%</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>55% - 59%</td>
<td>57</td>
<td>work satisfactory overall, strengths outweigh weaknesses</td>
</tr>
<tr>
<td>C</td>
<td>50% - 54%</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>40% - 49%</td>
<td>45</td>
<td>poor performance overall, weaknesses outweigh strengths</td>
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<tr>
<td>E</td>
<td>0 - 39%</td>
<td>20</td>
<td>well below the standard required</td>
</tr>
</tbody>
</table>
MANDATORY COURSE REQUIREMENTS AND PENALTIES

To fulfil the mandatory paper requirements for this paper you must:

- Attend eight of the scheduled tutorial sessions.
- Submit all written assignments by the due date. A late assignment will have its mark reduced by 3% for each day it is overdue unless there is a very good reason why it was late.
- Sit the course examination.

Assignments will not be accepted that are over a week late. Assignments significantly exceeding the word limit will have 5 marks deducted.

Students who fail to satisfy the mandatory requirements for passing this course, other than the requirement to obtain a C grade overall, will not receive a graded result, and their records will show a “K” (fail due to not satisfying mandatory course requirements, even though the student’s course requirements reached the level specified for a pass).

**To pass PUBL 205 a student must meet the mandatory requirements and achieve at least a total of 50% over all the assessment.**

EXAMINATIONS

The final examination for this course will be scheduled at some time during the period from **Friday 15 June to Wednesday 4 July 2013 (inclusive)**.

Students who enroll in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period.

CLASS REPRESENTATIVE

A class representative will be elected in the first class, and that person’s name and contact details will be 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 the students.

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.
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 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 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 http://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.
LINK TO GENERAL INFORMATION

For general information about course related matters, please go to :-

http://www/victoria.ac.nz/vbs/studenthelp/general-course-information

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