

DEVELOPMENT AND PUBLIC POLICY
POLSCI 3LL3
Fall 2021, Term 1

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Lecture: Tues 7:00p.m. – 10:00p.m.
Room: Zoom

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Course Description

This course will examine the relationships between public policy and development in different perspectives. In particular, the course is going to investigate how they interact with each other in order to enhance good governance and generate developments in different perspectives. A sound public policy can foster socially constructed capacity in order to provide a stronger foundation for the development of different aspects and to achieve a higher standard of living condition for all the people. This course also introduces how the dynamics of stakeholders in different sectors in achieving the development policy outcomes through designing, implementing, and evaluating public policies. Key concepts, values and models of policy making and development will be introduced in this course. Different perspectives of development relating to economy, society, technology, and environment and their challenges will be discussed with students throughout the course.

Course Objectives

By the end of the course students should be able to:

Knowledge and Understanding

- Understand the scopes and concerns of different aspects of development under the impact of public policy
- Understand how and to what extent the multinational organizations help countries and cities to achieve development through developing public policies
- Have the competency to analyze the functions and limitations of public policy to generate development
- Have the capacity to conceptualize the emergence, combination and diffusion of development knowledge, and its transformation into policy processes and policy initiatives
- To process effective evaluation of how single and mixed policy instruments to pursue a more comprehensive and sustainable development goal
- To comprehend how different countries practice and execute public policies, with the intention to obtain more sustainable and inclusive outcomes in different policy areas as to enhance their long-term development for the society

Skills

- To apply sound analyzing skills to critical appraise different components in public policy in order to pursue a more effective policy outcome / development goal
- To process the skill to interpret the applicability of different approaches to different developmental areas

Attitudes

- Become sensitive to the equal importance of social, economic, technological, institutional, environmental, and human dimensions of public policies
- Become responsible to the society and the people when designing and formulating public policy
- Become aware of the importance of thorough understandings of how different perspectives should be considered when the policymakers formulate the policy

Required Materials and Texts

Please refer to materials specify for each lecture and all readings will be posted on Avenue to Learn.

Class Format

It is a 3-hour lecture-based course on Zoom platform. The first two hours of each class the instructor will lecture, in-between there will be break out room discussion and/or interactive activities. Start from week 3, student presentation will be carried out in the last hour of each class. Please refer to *Weekly Course Schedule and Required Readings* for details.

Course Evaluation – Overview

1. Class Participation and Attendance - 20%
2. Short Paper - 20%
3. Group Presentation and Weebly Page - 30%
4. Take-home Final Exam - 30%

Course Evaluation – Details

Class Participation and Attendance (20%)

Students are expected to actively participate both in lectures and in-class activities and engage themselves in online discussion, exchanging ideas, asking questions and giving feedback to other students. All forms of participation would be counted and would contribute most significantly to the participation grade. More detailed descriptions of class participation are as follows –

- Attendance (10%)
- Participation (10%) including -
 - Ask and/or answer questions and/or express your opinions over mic
 - Ask and/or answer questions and/or express your opinions in chat box
 - Actively be the representative of group to present discussion outcomes and/or respond to other groups' discussion
 - Some small writing tasks may be distributed in class, students are expected to keep up with readings and articles in order to perform well in the writing tasks

Short Paper (20%), due 15 Oct 2021, 23:59 EDT

Students must submit Individual Short Paper electronically via Avenue to Learn. The essay is individual-based and about 1000-1200 words. Students should demonstrate how the theories, rationales and concepts learnt in class can help review and analyze development issue by formulating public policies and how it brings impacts in the society. Requirement and assessment rubrics for the short paper will be released in due course.

Group Presentation and Weebly Page (30%), due date please refer to each group schedule

Group presentation (15%)

Each group (est. 5 students) has to prepare a group presentation by selecting a public policy / policy initiative of a country / place and explain and elaborate how and to what extent the policy can generate development (please specify what kinds of development will be generated) and how this policy could be applied to another country or place and explain the rationale and expected policy outcomes. It is expected that the presentation will demonstrate how the policy case can be an effective tool / approach to provide solutions / improvements/ framework for positive outcomes for particular country or city. Presentation will last for 30 mins and another designated group should prepare questions and raise the prepared questions in the Q & A session (E.g. Group 1 presents and Group 2 prepares and raises questions, etc.). For the schedule for each presentation, please refer to *Weekly Course Schedule and Required Readings*.

Weebly Page (15%)

After each presentation, the instructor will give feedbacks and comments in class. Students should prepare a Weebly Page by incorporating their presentation and instructor's comments and feedback in the Page. Students are encouraged to develop an interactive and multi-media page in order to enrich its presentation. The Weebly Page has to be submitted within 2 weeks after group presentation. For instance, if students have presented on 21 Sept 2021, they have to submit their Weebly Link on or before 5 Oct 2021. Each group should send their Weebly link via email to the instructor.

Take-home final exam (30%), due 14 Dec, 22:00 EDT

Students will be given 7 days to finish a take-home exam, which will cover all lectures, discussions, and readings we have gone through and discussed in classes. Students are required to give answers on the exam questions by providing their elaborations and how they understand key concepts, theories, framework, and analysis, using examples and cases as evidences to support their rationale in their answers. The exam questions will be available on Avenue to Learn on 7 Dec, the last lecture.

Weekly Course Schedule and Required Readings

Week 1 (7 Sept 2021)

7 Sept 2021 – Housekeeping, Introduction of syllabus, assessment and expectation; What is development? What is public policy? How public policy and development are related?

Readings:

- Kothari, U., & Minogue, M. (2002). Development theory and practice: critical perspectives. Houndmills, Basingstoke, Hampshire : Palgrave
- P. Burnell, & Randall (2005). Politics in the Developing World. Oxford: Oxford University Press (Chapter 3)
- United Nations Development Programme: <https://www.undp.org/>

Notes:

Week 2 (14 Sept 2021)

14 Sept 2021 – Introduction of different perspectives of development: Concepts and models of development, Approaches to study public policy, Revision on policy making process

Readings:

- Anyebe, A. (2017). An overview of approaches to the study of public policy. International Journal of Political Science, 4(1), 8-17.
- Desai, V., & Potter, R. (Eds). The Companion to Development Studies. New York: Oxford University Press (Part 2)
- Weimer, D. L., & Vining, A.R. (2017). Policy analysis: Concepts and practice. Florence: Routledge. (Chapter 2, 11)

Notes: students to form 10 groups (a group of 5) on or before 17 Sept (For group presentation and Weebly report)

Week 3 (21 Sept 2021)

21 Sept 2021 – Development in economic perspective I – Comprehensive review of economic development through implementing sound public policies

Readings:

- Banerjee, A.V., & Duflo, E. (2011). Poor Economics - A radical rethinking of the way to fight global poverty. New York : Public Affairs
- Robinson, J. D. (2014). Economic Development from the State and Local Perspective - Case Studies and Public Policy Debates. New York : Palgrave Macmillan US : Imprint: Palgrave Macmillan

(Chapter 5-11)

Notes: Group 1 Presentation

Week 4 (28 Sept 2021)

28 Sept 2021 – Development in economic perspective II

Public policy for homelessness and housing - international experience

Readings:

- Bloom, N.D., Umbach, F., & Vale, J.L. (2015). Public Housing Myths: Perception, Reality, and Social Policy (Section 2). Ithaca : Cornell University Press
- Gibbs, L., Bainbridge, J., Rosenblatt, M., & Mammo, T. (2021). How Ten Global Cities Take On Homelessness: Innovations That Work. Berkeley, CA : University of California Press (Chapter 1,4,9)

Notes: Group 2 Presentation

Week 5 (5 Oct 2021)

5 Oct 2021 – Development in technological perspective I

The relations between innovation and innovation policy: Objectives, limitations and approaches

Readings:

- Borrás, S., & Edquist, C. (2019). Holistic Innovation Policy: Theoretical Foundations, Policy Problems, and Instrument Choices. London: Oxford University Press. (Chapter 3)
- Cele, M., Luescher, T., & Fadji, A. (2020) Innovation Policy at the Intersection: Global Debates and Local Experiences. South Africa: HSRC Press. (Chapter 4)
- Schot, J., & Steinmueller, W.E. (2018). Three frames for innovation policy: R&D, systems of innovation and transformative change. Research Policy, 47, 1554-1567.

Notes: Group 3 Presentation

Week 6 (Oct 11-17, 2021) Mid-Term recess, NO CLASS

Week 7 (19 Oct 2021)

19 Oct 2021 – Development in technological perspective II

The role of R&D policy in relation to a holistic innovation development for the society

Readings:

- Borrás, S., & Edquist, C. (2019). Holistic Innovation Policy: Theoretical Foundations, Policy Problems, and Instrument Choices. London: Oxford University Press. (Chapter 4)
- Cele, M., Luescher, T., & Fadji, A. (2020) Innovation Policy at the Intersection: Global Debates and Local Experiences. South Africa: HSRC Press. (Chapter 11)

Notes: Group 4 Presentation

Week 8 (26 Oct 2021)

26 Oct 2021 –Sustainable development I

The dynamic and issues of environmental policy

Readings:

- McCormick, J. (2018). Environmental politics and policy. London : Palgrave : Macmillan Education (Chapter 3)

Notes: Group 5 Presentation

Week 9 (2 Nov 2021)

2 Nov 2021 – Sustainable development II

The politics of energy policy

Readings:

- McCormick, J. (2018). Environmental politics and policy. London : Palgrave : Macmillan Education (Chapter 11)

Notes: Group 6 Presentation

Week 10 (9 Nov 2021)

9 Nov 2021 –Social development I

Building human capital and talent pipeline by developing sound and effective education policy

Readings:

- Tamtik, M., Trilokekar, R.D., & Jones, G.A. (Eds) (2020). International education as public policy in Canada. Montreal; Kingston; London; Chicago: McGill-Queen's University Press. (pp.3-26 and Chapter 11)
- UNESCO - Education policy and planning:
<https://en.unesco.org/themes/education-policy-planning>

Notes: Group 7 Presentation

Week 11 (16 Nov 2021)

16 Nov 2021 –Social development II

Multi-approaches analysis on public health issue

Readings:

- Bhattacharya, D. (2013). Public Health Policy: Issues, Theories, and Advocacy. John Wiley & Sons. (Part 1)

Notes: Group 8 Presentation

Week 12 (23 Nov 2021)

23 Nov 2021 – Social development III – Multi approaches analysis on public health issue - The cases of fighting obesity and tobacco control

Readings:

- Bhattacharya, D. (2013). Public Health Policy: Issues, Theories, and Advocacy. John Wiley & Sons. (Chapter 10 and 17)

Notes: Group 9 Presentation

Week 13 (30 Nov 2021)

30 Nov 2021– Global governance and development – institutions, processes, dynamics, limitations and cooperation

Readings:

- Marchetti, R. (Eds) (2017). Partnerships in International Policy-Making: Civil Society and Public Institutions in European and Global Affairs. London: Palgrave Macmillan (pp. 31-47, pp.293-310)
- Ocampo, J. A. (2016). Global Governance and Development. Oxford University Press. (Chapter 2, 4, 5)

Notes: Group 10 Presentation

Week 14 (7 Dec 2021)

7 Dec 2021 – Wrap up, conclusion and introduction of examination

Resourceful Websites:

- International Institute for Sustainable Development: <https://www.iisd.org/>
- United Nations Development Programme: <https://www.undp.org/>
- World Bank: <http://www.worldbank.org/>
- The OECD Strategy on Development: <https://www.oecd.org/development/oecd-strategy-on-development.htm>
- European Commission – Policies: https://ec.europa.eu/info/policies_en
- Diversity Institute, Ryerson University: <https://www.ryerson.ca/diversity/research/>

- Fraser Institute: <https://www.fraserinstitute.org/research>

Course Policies

Submission of Assignments

Written work must be uploaded to Avenue to Learn. A copy should be e-mailed to the instructor at chanw69@mcmaster.ca

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Late assignments will be accepted, subject to a penalty of 5 percent per weekday to a maximum of 5 days. After that point, assignments will not be accepted and a mark of 0 will be recorded. In the interest of fairness to all students, there will be no exception to this arrangement. Papers submitted after deadlines (including late papers) will be marked, but comments will not be provided.

Absences, Missed Work, Illness

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

Courses With An On-Line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used.

Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the

Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make

arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.