

Course Title: Public Policy in the Global South
Instructor: Julia Buxton
ECTS: 4
Term: Winter
Module: Development, Governance (elective)

Relation to other courses: (None)

Background and Overall Aim of the Course:

This course explores public policy priorities and processes in Low and Middle Income countries (LMICs) grouped and expanded typologically as the 'Global South'. It questions the relevance of Global North scholarship, assumptions and norms for understanding public policy issues, cycles and dynamics in 'non-Western' contexts, and the impact of colonial, post-colonial and authoritarian legacies on institutional and administrative capacity and stakeholder participation. The course aims to engage students in nuanced reflection of key public policies that are undertaken in the Global South, with attention to constraints, priorities, financing and impact, and issues of autonomy, power and influence.

Learning Outcomes:

By the end of the course, students will be able to demonstrate:

- Critical reflection on the utility of Global North approaches, scholarship and policy transfer to Global South realities;
- Knowledge of the challenges of delivering public goods in diverse political, institutional and developmental contexts;
- Understanding of best practice and lessons learned in effective public policy delivery in environments of limited state and

administrative capacity, resource constraints and democratic limitations.

Learning Activities and Teaching Methods:

The course is structured around interactive lectures that present core themes / literatures relevant to the weekly subject and which are then opened up to wider and more detailed student led deliberation, including through country case study / thematic questions explored by students in working groups. The working groups are allocated at the beginning of the course to a maximum of six people per groups.

Teaching delivery emphasizes collaborative and reflective learning that encourages students to challenge and critique literatures, assumptions and norms and which guides grounded engagement with diversity of regime types and policy capacity constraints and priorities. The first part of the course addresses actors, processes and institutions in the policy cycle. The second part of the course (from Week 8) focuses on thematic case studies to which students apply their theoretical and institutional learning from the first part of the course.

Assessment:

20% of the grade is allocated by students to peers within their working group based on assessment of peer contribution, collaboration and participation in working group exercises, research and preparation. 80% of the grade is allocated to a 3,000 word essay (not including bibliography) from a list of ten questions set by the course leader and which encourages students to develop country case study or thematic interests.

20% peer evaluation

80% 3,000 word essay

Course Content and Readings:

Session 1 (double session): The 'Global South'

Interactive lecture: What and where is the 'Global South'?

Seminar discussion (general): How useful and appropriate is the working concept of the 'Global South'? What kind of regime types characterize 'Global South' countries and how is this relevant for our understanding of public policy processes?

Required reading:

Toshkov, D. (2018) The 'Global South' is a terrible term. Don't use it! *Research Design Matters* <http://re-design.dimiter.eu/?p=969>

Wolvers, A et al *Concepts of the Global South*, Global South Studies Center, University of Cologne, Germany
https://kups.uni-koeln.de/6399/1/voices012015_concepts_of_the_global_south.pdf

Part 2: Decolonizing public policy scholarship

Interactive lecture: The Western Ideal Type in Public Policy Analysis

Seminar discussion based on working group preparation: How relevant is Global North literatures to an understanding of public policy in the Global South; How relevant is 'Western' theorization of the policy process to non-Western societies? Is public policy an important area of study in Global South scholarship – if not why not, and if so, what can Global North scholars learn? Discussion of the blog debate 'The activists trying to 'decolonize' global health' by A. Green (2019) *Devex* <https://www.devex.com/news/the-activists-trying-to-decolonize-global-health-94904>

Required reading:

Weiner, D. (2012) 'The Universal and the Particular in Policy Analysis and Training', *Journal of Comparative Policy Analysis: Research and Practice*, 12 (1).

Henry, A, Ingold, K., Nohrstedt, D and Weible, C. (2014) 'Policy Change in Comparative Contexts: Applying the Advocacy Coalition

Framework Outside of Western Europe and North America', *Journal of Comparative Policy Analysis: Research and Practice* 16 (4).

Johnson, B. (2010) 'Decolonization and Its Paradoxes: The (Re)envisioning of Health Policy in Bolivia', *Latin American Perspectives* 37, 3.

Session 2 part 1: Global South Policy Autonomy

Interactive lecture: Donor Agendas and National Ownership

Seminar discussion: How much autonomy do donor dependent countries have in setting a national public policy agenda? How useful is theorization around policy transfer to an understanding of policy initiation, development and direction in GS countries? Working groups to provide country case study examples of donor agendas distorting or facilitating national public policy priorities in GS countries.

Required reading:

Peck, J. (2004) 'Geography and public policy: constructions of neoliberalism', *Progress in Human Geography* 28, (3).

Severino, J & O. Ray (2009) 'The End of ODA: Death and Rebirth of a Global Public Policy'. Available at SSRN:
<https://ssrn.com/abstract=1392460> or
<http://dx.doi.org/10.2139/ssrn.1392460>

Khan, M. et al (2018) 'How do external donors influence national health policy processes? Experiences of domestic policy actors in Cambodia and Pakistan', *Health Policy and Planning* 33, (2).

Session 2 part 2: Cost and Financing of Public Policy Interventions

Interactive Lecture: State or Market?

Seminar Question: Working groups to respond with use of case study examples: What types of resource constraints do Global South countries face in formulating and implementing public policies? How

has neoliberalism and the 'Washington Consensus' shaped public spending debates, political narratives and national politics? What is the (assumed) relationship between taxation, development and democracy?

Required reading:

Dom, R and Miller, M. (2018) 'Reforming tax systems in the developing World: What can we learn from the past?', ODI
<https://www.odi.org/sites/odi.org.uk/files/resource-documents/12280.pdf>

Bräutigam, D., Fjeldstad, O.-H., and Moore, M. (2008) *Taxation and State-Building in Developing Countries - Capacity and Consent*. Cambridge: Cambridge University Press

Cheibub, J.A. (1998) 'Political Regimes and the Extractive Capacity of Governments: Taxation in Democracies and Dictatorships'. *World Politics*, 50(03), 349–376

Session 3 part 1: Issue Problematization and Agenda Setting in GS Country Contexts

Interactive Lecture: The articulation of public interests and priorities in LMICs; interest groups and rent / state capture, who makes policy decisions in GS contexts?

Seminar discussion: Working groups to present country / thematic case studies of interest 'problematization', addressing how the 'issue' became problematized, using what mechanisms and involving which actors and institutions. How are investment and spending priorities determined?

Required reading:

Duckett, J. & Wang, G. (2017) 'Why do authoritarian regimes provide public goods? Policy communities, external shocks and ideas in China's rural social policy making', *Europe-Asia Studies*, 69(1).

Steinberg, P. (2003) 'Understanding Policy Change in Developing Countries: The Spheres of Influence Framework', *Global Environmental Politics*, 3 (1), pp 11-32.

Session 3 part 2: Administration, Implementation and Bureaucracies

Interactive Lecture: The Challenge of Public Administration

Seminar exercise: class discussion: what are the impediments to effective oversight and regulation in Global South and Global North contexts, how do these challenges compare? How significant a problem is corruption and what evidence do you have to support your assessment?

Required reading:

Hoque, M. and Zakaria, A. (2014) 'Challenges of Public Management in the Global South', *Revista Conjuntura Austral* 5, (21)

Sarker, A. (2004) 'Administrative Reform in Bangladesh: Three Decades in Failure', *International Public Management Journal*, 7(3)

Chaudhry, S. et al (eds) (1994) *Civil Service Reform in Latin America and the Caribbean: Proceedings of a Conference*, World Bank Technical Series, Washington DC. (Dated but an interesting read)

Part 2: Thematic Issues

Session 4 part 1: Urbanization

Interactive Lecture / seminar discussion: By 2045, the number of people living in cities reach 6 billion. How can urbanization be well managed and contribute to sustainable growth? Session discussion structured around World Bank papers *Cities in Eastern Europe and Central Asia: A Story of Urban Growth and Decline*
<https://www.worldbank.org/en/news/feature/2017/11/30/cities-in-eastern-europe-and-central-asia>

and *Greening African Cities*
https://openknowledge.worldbank.org/bitstream/handle/10986/26730/P148662%20Greening%20Africa%27s%20Cities_web.pdf

Required reading:

<https://www.worldbank.org/en/topic/urbandevelopment>

Session 4 part 2: Public Health

Interactive Lecture: The Primacy and Politics of Health Sector Reform

Seminar exercise: What are health needs in GS and what are obstacles to good public health policy? How can international health goals and targets be met in contexts of resource, technical and administrative constraints? Working groups to provide case study examples.

Required reading:

Mohindra, K. (2007) 'Healthy public policy in poor countries: tackling macro-economic policies', *Health Promotion International*, 22 (2)

Bond, P. and Dor, G (2003) 'Uneven health outcomes and political resistance under residual neoliberalism in Africa', *International Journal of Health Services*, 33, pp. 607-630.

Students to familiarize themselves with regional resources and publications of the World Health Organization
<https://www.who.int/publications/en/>

Session 5 part 1: Transport

Student (working group) led discussions on Group A) the salience of transport as a public policy issue; b) the stakeholders/ interests in transport policy; c) identifying 'best practice' in transport policy and d) addressing future challenges.

Reading:

Ameratunga, S. (2006) 'Road-traffic injuries: confronting disparities to address a global-health problem', *Lancet* 367, Issue 9521, pp 1533-1540

Limani, Y and Beqaj, B. (2013) Improving Transport Planning Policy in Developing Countries of Western Balkan Region Using Inclusive Integration Methodology: Exploration and Comparative Development. 15th Workshop on International Stability, Technology, and Culture. The International Federation of Automatic Control.

Vasconcellos, E. (2001) *Urban Transport, Environment and Equity: The case for developing countries*, London: Routledge

Session 5 part 2: Education

Interactive lecture: Education Policy as Exclusion and Inclusion

Seminar exercise / discussion: What are the key priorities in education policy of (working group chosen) case study countries and what have been the obstacles to quality education provision? How salient is policy transfer and policy networks in understanding education policy trends in the Global South?

Required Reading:

Ball, J. (2012) *Global Education Inc: New Policy Networks and the Neo-Liberal Imaginary*, London: Routledge 2012.

Tikly, L and Barrett, A. (2014) *Education quality and social justice in the Global South: challenges for policy, practice and research*, London: Routledge.

Session 6: Migration

Lecture 'This field of public policy has consistently been deformed by a myopic vision of how economic, social and political transformation is actually brought about all over the world' N. Glick Schiller (2012)

Seminar: Working groups to reflect on the core argument of the lecture (above) and present policy proposals for improved migration policies South-South and South to North.

Required reading

Hujo, K. & Piper, N. (2007) 'South–South Migration: Challenges for development and social policy,' *Development*, 50 (19)

Population, Space and Place (2009) Special Issue: Rethinking the Migration-Development Nexus – Bringing marginalized visions and actors to the fore, Volume 15, Issue 2

General class discussion, no formal lecture. Students will address the key questions: what have we learned about public policy in the Global South; how has this course contributed to your understanding of public policy; does public policy scholarship need to better engage with the experience of non-Western countries and if so, how? What are the key public policy issues / agendas for Global south countries going forward?