

PP5401 – Policy Challenges - Part I
Semester 1 (2015/16)
Course Syllabus

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Consultation Hours:	Mondays, 14.00-17.00 and by appointment
Class Hours:	Thursdays, 09.00-12.00
Venue:	MM SR 3-5
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Course Description

Assessing and addressing challenges in the creation and implementation of policy are critical for policy developers. This module is designed to motivate you to think in a practical, problem-oriented, and multidisciplinary way. The multidisciplinary approach is demonstrated through integrating concepts and tools available in the disciplines of Economics, Political Science, and Public Management, all traditional pillars in public policy education. In this module, you will be introduced to concepts in these three core pillars of public policy. These pillars will serve as building blocks to explain and understand complex policy challenges and their solutions. Three 21st century “wicked problems” form the backdrop for discussing, contrasting, and integrating concepts and tools from the three pillars. These problems are: *Corruption in Asia*, *Territorial Disputes in the South China Sea*, and *Global Warming and Climate Change*.

Teaching Team

All three instructors are present in the classroom each and every week. Usually, one disciplinary expert will drive a particular session, and the other two will add on, intervene, challenge, and debate. By challenging disciplinary assumptions we aim to communicate to you that many real-life public policy problems cannot be solved – and may even be exacerbated – by thinking within silos. Rather, we show how perspectives, frames, and tools from Economics, Political Science, and Public Management may conflict with one another. However, they also need to be integrated in response to such problems.

Learning Objectives

Upon completion of the module, you will learn more about:

1. The nature of 21st century, wicked public policy problems and the responses they require.
2. Market – state relations and their implications for public policy. Applied economic reasoning.
3. The role of political institutions, regimes (national/international) and actors (state/civil society/ private sector) in policy making.
4. How actors in public policy settings get things done, and manage stakeholders, performance, and change.
5. The fundamental challenges of governance, policymaking and implementation in the context of Asia.
6. The necessity of integrating the key pillars of public policy education and practice (economics, politics, and management) and critically applying these to a wicked policy problem.

Pedagogy

Needless to say, throughout the entire course you will be challenged to think about wicked problems from many different perspectives. You will be asked on the spot for your opinions and reasons for your arguments. Thus, by the end of the course, you will have the skills to critically think, make logical arguments, and provide solutions to problems. It is crucial to emphasize that the course does not aim to provide off-the-shelf solutions to problems; rather, it aims to produce professionals that can 'think' and make good decisions on their own.

In addition, this course is offered in parallel with two other modules, namely PP5403 Economic Foundations for Public Policy and PP5402 Policy Analysis. Where appropriate we will draw links between the three modules.

The team will use a mix of teaching methods that will engage students in learning both in and outside of the classroom. The pedagogy for this course constitutes a dynamic mix of short lectures, class discussions, small group breakout discussions, student presentations and activities, and case studies.

Through both individual and group assignments, you will practice analytical and writing skills, including how to write clear concise memos and reflection pieces. You will also learn how to deliver effective presentations, by practicing in class.

All readings and cases will be made available in the IVLE course folder or a link will be provided before we commence the module.

* Note: In order to maximize the learning experience and maintain a good learning environment both in class and outside the classroom, it is important to keep in mind the following points:

- Tolerate and celebrate differences in opinions. Be respectful to others.
- Listen carefully to different opinions.
- Express your opinions clearly. Do not dominate discussions.
- Always have an opinion or point of view. Make an effort to participate.
- Never be shy to ask questions, no matter how difficult or simple they are.

Group Work

Throughout the semester you will work in pre-assigned teams of 6-7 students. There will be 12 groups in total. As a team you will prepare for the group presentations and role play assignments in weeks 5, 9, and 13. You are also encouraged to prepare for the other weekly sessions *as a group* by discussing readings together and preparing case studies and examples used in class. This will enhance your learning experience and elevate overall classroom dynamics.

As the next section on assignments shows, this module strikes a balance between individual and group-based assignments, with 55% of the final marks being designated to individual assignments and 45% to group assignments.

Plagiarism

NUS and the LKY School regard academic integrity as a very important value. To avoid giving the impression that you are passing off other people's work as your own, you will need to acknowledge conscientiously the sources of information, ideas, and arguments used in any of your assignments. In order to understand what counts as plagiarism and why it is wrong, students at the LKY School had taken the NUS online module on Academic Culture during the Orientation Program and formally acknowledged that they had understood the contents. Students who would like an introduction to the different referencing styles can refer to the following website, among others: <https://www.citethisforme.com/guides>. You will be required to submit all written assignments that are uploaded on IVLE for **plagiarism check**.

Assessments

1. Individual Class Participation (10%)

You will be assessed in terms of your contribution to the discussions on the topics, cases and required readings, and how well you've prepared. You must fully participate in class discussions. Make sure you have thought about your ideas carefully. And always ask yourself: "*How can I contribute constructively and meaningfully to our class discussion on this topic?*" rather than "*How can I just get my views across as assertively as possible?*"

2. Individual Decision Memo Assignment (20%)

After the first round of disciplinary sessions and in preparation for the activities in week 5, you will write a 1500-word decision memo on the case covered in week 4, *Overcoming Police Corruption in Hong Kong*. Guidelines for excellent memo writing will be discussed in class. This assignment assesses your writing skills and your ability to analyse a complex policy issue and provide clear and actionable recommendations to senior decision makers. **Due date is 7 September 2015 at 5 PM via IVLE.** Late submissions will be penalized. Marks and feedback will be provided within 2 weeks.

3. Group Presentations and Simulations (45%)

These activities will take place in weeks 5, 9, and 13. They are intended to provide an "integrative response in action" to the wicked problem discussed in the three preceding weeks. They are designed to enable you to develop your presentation, negotiation, and group working skills. You will work in groups of varying numbers depending on the exercise and **will be graded as a group**. How you decide on a division of labour is up to you. You need to devise a means of communication to get your key points across in a way that engages the audience. Both creativity and effectiveness will be rewarded.

Two overarching questions should guide your thinking for each of these *integration and interaction* sessions:

1. What type of solutions would have been reached, had we worked in silos?
2. How would the integration of approaches from economics, politics, and management make a difference?

Below, we discuss the nature of the three integrative classes:

Integration Exercise Week 5 (10 September 2015) – NATIONAL

We will identify 4 recent real-life corruption cases in different Asia-Pacific countries. We will assign 3 super groups to each country case. Each of these super groups will have to argue in favour of one of the disciplines and against the others (economics, political science, and public management) in terms of their helpfulness to curb and combat corruption in this country. Each group will come prepared with a concise presentation in which you will argue your position. *Your presentation should be TED-talk style, in this case capped at 6 minutes (preferably shorter), presented in an engaging and personal (rather than technical) style, and keeping the usage of slides and general introductions to a minimum (preferably no slides).* You are welcome to discuss your ideas with us prior to class.

Integration Exercise Week 9 (15 October 2015) - REGIONAL

This integration exercise pertains to tensions in the South China Sea and takes the form of simulating conflict resolution and mediation through role-play. Towards this end we nominate three countries as those at the centre of the conflict, namely China, Vietnam and the Philippines. We will assign a set of 3 groups to take on the role of each country (that is, the overall China group in this activity will collectively consist of 3 student groups). These 3 super groups will each focus on either economic issues, political issues, or public management issues. The remaining 3 groups will be assigned to take on the role of the ASEAN Secretariat, which will act as the mediating body. The ASEAN group may also divide themselves into political, economic, and management focused committees. To make this simulation work, the country groups and the ASEAN group have to carefully allocate tasks within its now expanded group of 18-21 students (see below). The aim of the exercise is to negotiate a solution to the conflict.

Integration Exercise Week 13 (12 November 2015) - GLOBAL

In this exercise we will have several developed and developing countries, business representatives, and NGOs engaged in the upcoming UN climate summit in Paris. Your group will be required to come to the summit with a short document in which you address key issues for negotiation (a climate change framework will be provided based on Copenhagen 2009 summit). You must make the case with reference to the self-interest of your stakeholder constituency. However, you will also need to collaborate to draft a joint agreement on how to mitigate and adapt to climate change and global warming as a global community. The professors will take on the role of the United Nations Climate Secretariat and will moderate the summit. Once again, the idea is to integrate perspectives from economics, politics, and public management.

4. Individual Open Book Exam (25%)

The individual open book exam provides you with the opportunity to select one out of three questions on the three wicked problems discussed. Individually, you will have 3 hours to showcase what you've learned and apply it to the problem.

Weekly Schedule

Week 1 (13 August):

Policy Challenges – Introduction, Objectives, Format

Guiding questions:

In this introductory class, we address some of the fundamental questions for this course: What are “wicked problems”? Will most 21st century public policy challenges be *wicked problems by nature*? Why are the individual disciplinary pillars of public policy practice and education – economics, politics, and public management – each in isolation inadequate to address such challenges? What do integrative, collaborative institutions, mind-sets, and solutions look like? How do economics, politics, and public management complement each other but compete at the same time, in terms of their worldviews, and the tools and techniques they have to offer? What are some of their key characteristics and assumptions?

After we’ve discussed and managed expectations for how to prepare for case discussions in class and course assignments, and outlined the structure and rationale of this course, we’ll conclude with three short introductions of the three key wicked problems that feature throughout this first semester:

1. *Corruption* (Dr Zeger van der Wal)
2. *Territorial disputes in the South China sea* (Dr Kanti Bajpai)
3. *Global warming and climate change* (Dr Dodo Thampapillai)

Readings:

- H.W.J. Rittel & M.M. Webber (1973). Dilemmas in a General Theory of Planning. *Policy Sciences* 4: 155-169.

WICKED PROBLEM I – CORRUPTION IN ASIA

Week 2 (20 August):

Corruption in Asia - *Economics* (Dodo)

Guiding questions:

Corruption manifests itself in a wide variety of contexts. From an economics perspective, a basis for identifying what is corruption is perfect competition. Does this mean that all contexts that deviate from perfect competition represent corruption? But, corruption transcends markets. For example can lobbying in politics and incompetence in government be cases of corruption? Economists tend to concede that all acts of corruption, regardless of the context, have an impact on markets and the overall performance of the economy. The key questions are: How do we explain the presence of corruption from an economics perspective? Is there a relationship between economic growth and corruption?

Readings:

- Bai, J., Jayachandran, S., Malesky, E. J., and Olken, B. A., (2014). “Does Economic Growth Reduce Corruption? Theory and Evidence from Vietnam”
<https://www.youtube.com/watch?v=Udd2IJ2LZPs>
- Ades, A. and Di Tello, R., (1997). “The New Economics of Corruption: A Survey and Some New Results”, *Political Studies*, 45: 496-515
- Svensson, J. (2005). “Eight Questions about Corruption.” *Journal of Economic Perspectives*, 19: 19-42.

Cases/Illustrations: Arms Trade; Mining in Ecologically Sensitive Regions; Human Trafficking

Week 3 (27 August):

Corruption in Asia - *Politics* (Kanti)

Guiding questions:

Politics and corruption are closely connected. Politics is both cause and solution. What kinds of political systems are associated with corruption? Is there a relationship between a country's resource base and corruption? Do political institutions, and particularly party/electoral systems, make a difference? Societies have resorted to a separation of powers between state institutions to serve as a check and balance against the misuse of positions of authority and public funds. Does this work? What kind of political engineering and policy design will reduce or control corruption?

Readings:

1. David Brinkerhoff and Arthur Goldsmith, "Clientilism, Patrimonialism, and Democratic Governance: An Overview and Framework for Assessment and Programming," ABT Associates, December 2002, http://www.abtassociates.com/reports/2002601089183_30950.pdf.
2. Nicholas Shaxson, "Oil, Corruption, and the Resource Curse," *International Affairs*, 3:6 (2007): 1123-1140, http://projects.iq.harvard.edu/sites/projects.iq.harvard.edu/files/gov2126/files/shaxson_2007.pdf.
3. Alina Rocha Menocal, "Why Electoral Systems Matter: An Analysis of their Incentives and Effects on Key Areas of Governance," *Overseas Development Institute*, <http://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/7367.pdf>.
4. John Ackerman, "Independent Accountability Agencies and Democracy: A New Separation of Powers?" Workshop on Comparative Administrative Law, Yale University, May 8-9, 2009, http://www.law.yale.edu/documents/pdf/CompAdminLaw/John_Ackerman_CompAdLaw_paper.pdf.

Optional Readings:

Transparency International, *Corruption Perception Index* 2014, <http://www.transparency.org/cpi2014/results>.

Kaushik Basu and Avinash Dixit, "The business of honesty: It's corporations rather than government that can really help fight corruption," *Times of India*, January 30, 2015, <http://blogs.timesofindia.indiatimes.com/toi-editorials/the-business-of-honesty-its-corporations-rather-than-government-that-can-really-help-fight-corruption/>

Class Activity: Break into your student groups of 5-6 students and begin preparations for your group presentation in Week 5. Focus here on the guiding question about the politics of corruption. What does political science tell us about corruption in the country that your group has been assigned? What can be done to address it? Are the political science insights and possible solutions compatible with what you learned in the previous week on economics and corruption? Return for a plenary of discussion and Q&A that will help refine your group's presentation in Week 5.

Week 4 (3 September):

Corruption in Asia – *Public Management* (Zeger)

Guiding questions:

Corruption is among the toughest problems that public managers face. Furthermore, corruption sometimes may be (partially) diminished or curbed by effective management solutions. What kind of analysis is required? Which anti-corruption strategies are likely to be effective? How can accountability and transparency be pursued and fostered? What role do public managers play in enhancing their organization's accountability? How do public leaders "set the tone" by creating a culture of ethics and values? Are public sector values different from private sector values (and should they be), and does intermixing lead to increased corruption risk?

Readings:

1. Van der Wal, Z., G. De Graaf & K. Lasthuizen. (2008). What's Valued Most? Similarities and Differences between the Organizational Values of the Public and Private Sector. *Public administration* 86 (2): 465-482. <https://webvpn.nus.edu.sg/doi/10.1111/j.1467-9299.2008.00719.x/,DanaInfo=onlinelibrary.wiley.com.libproxy1.nus.edu.sg+pdf>
2. Treviño, L.K., Hartman, L.P. and Brown, M.E. (2000) "Moral person and moral manager: How executives develop a reputation for ethical leadership." *California Management Review* 42 (4): 128-142. <https://webvpn.nus.edu.sg/docview/216131545/fulltextPDF/CF75CF463C64501PQ/,DanaInfo=search.proquest.com.libproxy1.nus.edu.sg+10?accountid=13876>
3. Huberts, L.W.J.C. (2014). *The Integrity of Governance. What it is, what we know, what we've done, and where to go*. Basingstoke: Palgrave Macmillan. Chapter 8. [Scanned copy will be provided through IVLE.](#)

Please assess: A novel approach to combatting corruption. www.ipaidabribe.com Will it work?

Case:

Overcoming Police Corruption in Hong Kong (A) (Harvard Kennedy School case)

Week 5 (10 September):

Integration and Interaction (Professors and Students)

The class will be structured as follows:

1. TED talk presentations by 12 groups: 75 minutes.
2. Break: 15 minutes.
3. Break out discussions within four larger groups according to the four country cases in which the three disciplinary groups reconsiders position and discusses learning points from other presentations: 15 minutes.
4. Plenary class discussion on how tools and perspectives from economics, political science, and public management compete with and complement each other in getting a holistic yet honest account of the causes, consequences, and potential solutions of corruption issues: 60 minutes.
5. Wrap up of *Corruption in Asia* segment by professors: 15 minutes.

WICKED PROBLEM II – TERRITORIAL DISPUTES IN THE SOUTH CHINA SEA

Week 6 (17 September):

South China Sea – *Economics* (Dodo)

Guiding questions:

Territorial claims are not new. History is full of incidents depicting conflicts stemming from territorial claims. It is just that the tensions in the South China are contemporary. From an economics perspective an expanded territorial base leads in turn to an expansion of factor endowments and expansion in the comparative advantage. Regardless of historical lineages, the disputed islands are platforms for rich deposits of natural resources including oil, gas, and marine reserves. Is this why there are tensions in the South China Sea? Would the depletion/extraction of resources beneath the seabed lead to an expansion of wealth and economic growth, OR would they result in a greater array of natural disasters? New research in geophysics points to oil and gas extraction being the source of earthquakes. So can we regard the South China Sea as a global public good – the lack of protection (conservation) of which can lead to the “Tragedy of the Commons”?

Readings:

1. <http://www.bbc.com/news/world-asia-pacific-11341139>
2. <http://www.bbc.com/news/world-asia-pacific-13748349>
3. <http://www.dailymail.co.uk/news/article-2088414/Dispute-oil-rich-islands-South-China-Sea-escalate-state-state-conflict-U-S-admiral-warns.html>
4. Van Eijs, R.M.H.E; Mulders, F.M.M.; Nepveu, M.; Kenter, C.J.; and Scheffers, B.C., (2006). “Correlation Between Hydrocarbon Reservoir Properties and Induced Seismicity in the Netherlands,” *Engineering Geology*: 84: 99-111.
5. Hardin, G. (1968). “The Tragedy of the Commons”, *Science*, 162: 1243-1248

----- (21-27 September): Recess week -----

Week 7 (1 October):

South China Sea – *Politics* (Kanti)

Guiding Questions:

The South China Sea dispute could be militarized and lead to war which would be disastrous regionally if not globally given the economic importance of the area. What is the quarrel about? Is it really about territory? Or are there deeper causes at work such as the balance of power between the great powers, ideological differences, nationalism and identity, or domestic political pressures? What resources exist for resolving the disputes? Can international law and the various institutions and practices of international society help? Can regional institutions in Asia including ASEAN help resolve conflict?

Readings:

1. Aaron Friedberg, “The Future of US-China Relations: Is Conflict Inevitable?” *International Security*, 30, 2 (Fall 2005), pp. 7-45. <http://www.mitpressjournals.org/doi/pdf/10.1162/016228805775124589>.
2. Robert Beckman, “The UN Convention on the Law of the Sea and the Maritime Disputes in the South China Sea,” *The American Journal of International Law*, vol. 147: 142, 2013, pp. 142-163, <http://cil.nus.edu.sg/wp/wp-content/uploads/2010/08/Beckman-THE-UN-CONVENTION-ON-THE-LAW-OF-THE-SEA-AND-THE-MARITIME-DISPUTES-IN-THE-SCS.pdf>.

- Approaches to Solving Territorial Conflicts: Sources, Situations, Scenarios, and Suggestions, May 2010, The Carter Center,
http://www.cartercenter.org/resources/pdfs/news/peace_publications/conflict_resolution/Solving_Territorial_Conflicts.pdf

Optional Readings:

Evelyn Goh, "Great Powers and Hierarchical Order in Southeast Asia: Analyzing Regional Security Strategies," *International Security*, Winter 2007/2008, Vol. 32, No. 3, pp. 113-157.

Akikazu Hashimoto, Michael O'Hanlon, and Wu Xinbo, "A framework for resolving Japan-China dispute over islands," *Los Angeles Times*, December 1, 2014, <http://www.latimes.com/opinion/op-ed/la-oe-ohanlon-china-japan-senkaku-diaoyu-islands-20141130-story.html>.

Class Activity: Break into four groups – China, Vietnam, Philippines, ASEAN – and start to prepare for Week 5. The focus this week is the international and domestic politics of the South China Sea conflict and possible resolution. You should look at this as brainstorming towards the evolution of your group's position on the issue. As a practical matter, it might be better first to break into your student group of 5-6 students for 30 minutes and then meet the other two student groups in your larger supergroup for 30 minutes to try and reach a common position. The class will then reconvene, for an open plenary session and Q&A involving everyone including the instructors. The plenary is a time for you to learn more about the South China Sea dispute and to test out ideas for your group.

Week 8 (8 October):

South China Sea – Public Management (Zeger)

Guiding questions:

International, high stakes and emotionally-laden conflicts like the territorial disputes in the South China Sea are characterized by irrational behaviour in decision making processes of seemingly rational and competent actors, distrust and lack of teamwork and collaborative capacity (or will), and persuasive capability showdowns. How should public managers in such contexts devise conflict resolution strategies? How can they enhance teamwork and collaboration between distrusting actors? How to create shared goals, responsibility, and accountability? How do effective persuasion and negotiation work; what are effective practices and actions?

Readings:

- Garvin, D.A. and Roberto, M.A. (2001). "What You Don't Know About Making Decisions." *Harvard Business Review*, September: 108-116. <http://hbswk.hbs.edu/item/2544.html>
- Katzenbach, J.R., and Smith, D.K. (2005). "The Discipline of Teams." *Harvard Business Review* July/August: 162-171. http://meridiancoaches.com/resources/Discipline_of_Teams.pdf
- J.A. Conger (1998). "The Necessary Art of Persuasion." *Harvard Business Review*, May/June: 84-95. <http://web.b.ebscohost.com.libproxy1.nus.edu.sg/ehost/pdfviewer/pdfviewer?vid=4&sid=b6d560b3-666b-4f81-abe9-c76b5a43e83e%40sessionmgr111&hid=118>

Case:

Goodbye to Happy Hour (Electronic Hallway Case)

Week 9 (15 October):

Integration and Interaction (Professors and Students)

Simulation of conflict resolution between China, Vietnam and the Philippines mediated by the ASEAN Secretariat.

The session is structured as follows:

1. Introduction and rules of engagement by professors: 10 minutes.
2. Three countries will each go to a break out room to discuss and reconcile (we expect some preparation for this to have taken place during weeks 6-8) key issues related to economics, politics, and public management that it needs to tackle to negotiate the best possible position. Each country has 3 teams which are headed by the Foreign Minister (concerned with political feasibility and credibility), Permanent Secretary of Foreign Affairs (concerned with implementation and delivery of agreements; process management), and Chief Economic Council (concerned with economic and financial dimensions and implications). 45 minutes.
3. Each country is invited by the ASEAN secretariat to make a short positional statement. Each country will delegate their Foreign Minister, Permanent Secretary of Foreign Affairs, and Chief Economic Council to make a brief statement, or coordinate a brief short statement. 15 minutes.
4. The ASEAN group too will organize themselves into a head of Secretariat (the Secretary General), a Deputy Secretary-General of ASEAN for ASEAN Political Security Community, and a Deputy Secretary-General of ASEAN for ASEAN Economic Community.
5. ASEAN too will make an initial brief statement. 5 minutes.
6. Break: 15 minutes.
7. Negotiations take place in break out rooms. Delegates may walk around and broker between the countries involved. ASEAN aims to informally mediate and reach consensus. 30 minutes.
6. Plenary negotiation between delegates of 3 countries facilitated by ASEAN. 45 minutes.
7. Wrap up of *Territorial Disputes in the South China Sea* segment by professors. 15 minutes.

WICKED PROBLEM III – GLOBAL WARMING AND CLIMATE CHANGE

Week 10 (22 October):

Global Warming and Climate Change – *Economics* (Dodo)

Guiding questions:

The science of global warming has been controversial and the central question often raised reads – Is Global Warming Real? Nevertheless, there seems to be adequate evidence that point to the disruption of natural cycles (carbon cycle, nitrogen cycle and the hydrologic cycle) and to such disruptions being drivers of climate change. Signatories to the various global protocols accept that emissions must be cut back and propose tradable pollution permits and the like. Will the introduction and acceptance of such economic instruments reverse climate change? If climate change is real – then is not the term sustainable economic growth an oxymoron? Some commentators argue that it is time for “degrowth”. Is this a real proposition?

Readings:

1. Victor, P. A. (2012). “Growth, degrowth and climate change: A scenario analysis”, *Ecological Economics*, 84: 206-212.
2. Thampapillai, D. J., (2007) “Meeting the Environmental Challenges of China and India: Towards Innovative Policy Formulation”, *Journal of Administration and Governance*, September
<http://joaag.com/uploads/Thampapillai.pdf>
3. Thampapillai, D. J. and Wu, X., (2009). “Environmental Taxes and Cumulative Pollution Loads and Fiscal Balance”, (with Wu Xun) in *Critical Issues in Environmental Taxation* Volume VII, Lye, L.H., Milne, J., Ashiobar, H., Kreiser, L., and Deketelaere, K (Editors), Oxford University Press.
4. Thampapillai, D. J. (2011). “Economic Fixes Should Not Worsen Environmental Crisis” , Yale Global
<http://yaleglobal.yale.edu/content/economic-fixes-should-not-worsen-environmental-crisis>
5. Sandel, M. (2012). *What Money Can't Buy: The Moral Limits of Markets*, Allen Lane (Pages 72-79 on Tradable Permits and Carbon Offsets). Copy will be made available through IVLE.

Week 11 (29 October):

Global Warming and Climate Change – *Politics* (Kanti)

Guiding Questions:

Virtually everyone accepts that human activity is the cause of global warming and climate change. Everyone also accepts that it requires international cooperation to deal with the problem. Why then has the world not reached a meaningful climate change agreement? Is it a super wicked problem of enormous social, political, economic, and scientific complexity? Is it due to the scientific and technical complexity of the problem and differences between scientists over the solution? Do domestic politics get in the way? Are there international norms and institutions that can help reach an agreement? What can non-governmental organizations do across national boundaries?

Readings:

1. Kelly Levin, Ben Cashore, et al, “Overcoming the Tragedy of Super Wicked Problems: Constraining our Future Selves to Ameliorate Global Climate Change,” *Policy Science*, 45, (2012), pp. 123-52,
<http://munkschool.utoronto.ca/egl/files/2015/01/Overcoming-the-tragedy-of-super-wicked-problems.pdf>.
2. Peter Haas, “Introduction: Epistemic Communities and International Policy Coordination,” *International Organization*, Vol. 46, No. 1, Knowledge, Power, and International Policy Coordination (Winter, 1992), pp. 1-35, <http://www.unc.edu/~fbaum/teaching/articles/IO-1992-Haas.pdf>

3. Kal Raustiala, "Non State Actors in the Global Climate Change Regime," <http://graduateinstitute.ch/files/live/sites/iheid/files/sites/admininst/shared/doc-professors/luterbacher%20chapter%205%20105.pdf>

Optional Readings

1. Robert Putnam, "Diplomacy and Domestic Politics: The Logic of Two Level Games," *International Organization*, 42, 3, Summer 1988, pp. 427-60, <http://www.ou.edu/uschina/texts/Putnam88Diplomacy.pdf>
2. Robert O. Keohane and David G Victor, "The Regime Complex for Climate Change," Belfer Centre, Harvard University, January 2010, http://belfercenter.ksg.harvard.edu/files/Keohane_Victor_Final_2.pdf

Class Activity: Break into your groups for Week 13 and begin preparations for your group's presentation on that week. Start to integrate insights from economics and politics. Anticipate what the other actors will bring to the table in Week 13. Think ahead to possible public management issues that need to be addressed. After 40 minutes, we will reconvene to a plenary discussion and Q&A that the groups should use to refine their positions.

Week 12 (05 November):

Global Warming and Climate Change – *Public Management* (Zeger)

Guiding questions:

In addressing cross-sectoral, cross-national wicked problems such as global warming and climate change, public managers are required to get things done by collaborating with other actors: political, administrative, private, and civic. How can managers manoeuvre and negotiate with other organizations and individuals to achieve common goals? How should public-private partnerships and networks of public service delivery be formed and managed? Who would then be accountable amidst a context of high demanding, well-educated citizens who want "clean air now"? How and why should public managers and agencies measure and manage performance to observe whether they are making progress on tough dossiers such as mitigating climate change?

Readings:

1. Agranoff, Robert. (2006). "Inside Collaborative Networks: Ten Lessons for Public Managers". *Public Administration Review*, 66 (s1): 56-65. <https://webvpn.nus.edu.sg/doi/10.1111/j.1540-6210.2006.00666.x/,DanaInfo=onlinelibrary.wiley.com.libproxy1.nus.edu.sg+pdf>
2. Behn, Robert. (2003). "Why Measure Performance? Different Purposes Require Different Measures" *Public Administration Review*: 63 (5): 586-606. <https://webvpn.nus.edu.sg/doi/10.1111/1540-6210.00322/,DanaInfo=onlinelibrary.wiley.com.libproxy1.nus.edu.sg+pdf>
3. Abramson, M.A., J.D. Breul, J.M. Kamensky, and G.M. Wagner (2008). *Eight Essential Tools for Achieving your Goals*. IBM Center for the Business of Government. http://www.businessofgovernment.org/sites/default/files/forum_operatorsmanual_fall08_1.pdf

Case:

Replication of Sustainable Cities (Electronic Hallway Case)

Week 13 (12 November):

Integration and Interaction (Professors and Students)

Simulation of United Nations 2016 Climate Summit in Paris

The session is structured as follows:

1. Introduction and rules of engagement by professors: 10 minutes.
2. Twelve different stakeholder groups make a short statement on their draft proposed agreement: 60 minutes.
3. Break: 15 minutes.
4. Opposing groups jointly work on climate change agreement in which common interests are sought, and economic and political feasibility and implementability are reconciled as best as possible. Groups will have PCs and printing facilities at their disposal. 60 minutes.
5. A selection of groups presents their key collaborative achievements in a plenary setting. They identify pitfalls and room for improvement. 20 minutes.
6. Wrap up of *Global Warming and Climate Change* segment, module, and exam preparation by professors. 15 minutes.