Lahore University of Management Sciences

MGMT 263 - Contemporary Social Policy Issues in Pakistan
Fall Semester 2016

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COURSE BASICS				
Credit Hours	3			
Lecture(s)	Nbr of Lec(s) Per Week	2	Duration	75 minutes
Recitation/Lab (per week)	Nbr of Lec(s) Per Week		Duration	
Tutorial (per week)	Nbr of Lec(s) Per Week		Duration	

COURSE DISTRIBUTION	
Core	
Elective	Yes
Open for Student Category	SDSB(Sophomores & Juniors), Open for All in phase II
Close for Student Category	Freshmen

COURSE DESCRIPTION

This course introduces undergraduate students to key social policy issues in Pakistan. It satisfies the information and analysis needs of future managers and practitioners in the public and development sectors. It covers a wide range of topics, including poverty, social exclusion, social safety nets, education, health, food security, demography and housing. Students use recent data to critically analyze policy goals, delivery mechanisms and available policy choices on each of these topics.

Further Details: This course responds to a market demand for graduates who can effectively apply their understanding of social issues to policy making and management in public and nonprofit sectors. Such growing demand has its roots in four recent developments. First, governments at federal, provincial and local levels have warmed up to the idea of attracting talent from the private sector to improve delivery of social services, instead of relying exclusively on the traditional civil service. Thus, we see various governments advertising positions at entry and middle/senior management levels in state-owned-corporations, autonomous organizations, publicly funded nonprofits and attached departments. Second, the number of government organizations working under a corporate governance structure has increased substantially over the past two decades (e.g. National Database and Registration Authority (NADRA), Earthquake Relief and Rehabilitation Authority). Third, the private sector now plays an increasingly large role in provision of several social services, including education and health, leading to the emergence of large school-chains and hospitals. Fourth, local and foreign NGOs and international aid agencies now play an important role in policy formulation and in delivery of social services. The combined effect of these developments is to create employment opportunities for professional managers in the social sector. These are attractive career positions for LUMS graduates.

This course will help LUMS students in pursuing a future career in public and nonprofit sectors. By introducing students to contemporary issues and challenges in social policy, it will expose them to the working of the government, local and foreign NGOs, international aid agencies and private providers of social services. All of them are prospective employers. A broad overview of their governance structures, mandate, operational strategies and challenges will help students in job interviews. The course will act as a foundation course for students who intend to continue education in the fields of public management and public policy.

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Topics included in the course have been carefully selected based on their relevance for future career pursuits of LUMS students. These correspond to: 1) areas in which a government organization has recently advertised entry level or mid career positions; or 2) important program activities of the nonprofit sector and private providers of social services. Examples of the former are: Prime Minister's Program Delivery Unit; Power Generation and Distribution Companies; NADRA; District Education and Health Authorities. Examples of the latter are: school chains; various projects of the USAID, CIDA, the World Bank and other donors.

As a survey course, there is a natural tension between breadth and depth – between the number of topics addressed and the amount of attention given to each topic. In this course, the emphasis is on breadth and the overarching goal is to convey to students policy dilemmas faced by public managers in Pakistan.

The course will comprise a series of 75-minute interactive lectures on topics identified below. These lectures will provide students an opportunity to critically analyze policy and implementation challenges in areas important for their professional careers. Students will be required to read prescribed texts before coming to the class. On average, this will comprise 20-25 pages of reading per session. During the class, they will be provided a structured overview of the issue/challenge. The structured overview (usually a presentation by the instructor) will be grounded in theory but will present a practitioner's perspective in each case. Specific examples from real life will be used to illustrate the policy challenge under discussion. Students will be expected to critically analyze policy questions during class discussions.

COURSE PREREQUISITE(S)

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COURSE OBJECTIVES

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This course is designed for students who intend to pursue a career in public and nonprofit sectors or to pursue postgraduate education in Development Studies or Public/Social Policy. Its objective is to provide a broad overview of policy and management challenges faced by government organizations, NGOs, international aid agencies and private providers of social services. It will help students understand the unique nature of organizations in these sectors, preparing them for jobs that await them in these organizations.

UNDERGRADUATE PROGRAM LEARNING GOALS & OBJECTIVES

General Learning Goals & Objectives
Goal 1 –Effective Written and Oral Communication
  Objective: Students will demonstrate effective writing and oral communication skills
Goal 2 –Ethical Understanding and Reasoning
  Objective: Students will demonstrate that they are able to identify and address ethical issues in an organizational context.
Goal 3 – Analytical Thinking and Problem Solving Skills
  Objective: Students will demonstrate that they are able to identify key problems and generate viable solutions.
Goal 4 – Application of Information Technology
  Objective: Students will demonstrate that they are able to use current technologies in business and management context.
Goal 5 – Teamwork in Diverse and Multicultural Environments
  Objective: Students will demonstrate that they are able to work effectively in diverse environments.
Goal 6 – Understanding Organizational Ecosystems
  Objective: Students will demonstrate that they have an understanding of Economic, Political, Regulatory, Legal, Technological, and Social environment of organizations.

	Major Specific Learning Goals & Objectives

	Goal 7 (a) – Discipline Specific Knowledge and Understanding
	   Objective: Students will demonstrate knowledge of key business disciplines and how they interact including application to real world situations (including subject knowledge).
	Goal 7 (b) – Understanding the "science" behind the decision-making process (for MGS Majors)
	   Objective: Students will demonstrate ability to analyze a business problem, design and apply appropriate decision-support tools, interpret results and make meaningful recommendations to support the decision-maker

Indicate below how the course learning objectives specifically relate to any program learning goals and objectives.

PROGRAM LEARNING GOALS AND OBJECTIVES	COURSE LEARNING OBJECTIVES	COURSE ASSESSMENT ITEM
Goal 1 –Effective Written and Oral Communication	Critically analyzing social policy issues will enhance students' written and oral communication skills.	Group presentations and (mid-term and final) exams.
Goal 2 –Ethical Understanding and Reasoning	Most sessions involve an examination of specific circumstances of marginalized and socially excluded groups.	As above.
Goal 3 – Analytical Thinking and Problem Solving Skills	Students will identify and analyze key policy issues, and will propose solutions.	As above.
Goal 4 – Application of Information Technology	-	Extensive use of MS office.
Goal 5 – Teamwork in Diverse and Multicultural Environments	-	Presentations of group work.
Goal 6 – Understanding Organizational Ecosystems	Students will understand how governments, NGOs and donors work. They will examine substantial amounts of current data on various aspects of human well-being.	-
Goal 7 (a) – Discipline Specific Knowledge and Understanding	By covering key themes in social policy, the course will help students develop critical insights in the disciplines of Social Policy and Development Studies. The content is comparable to standard undergraduate courses offered in foreign universities.	As above.
Goal 7 (b) – Understanding the "science" behind the decision-making process	Students will critically analyze social issues and debate various policy responses.	As above.

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LEARNING OUTCOMES	
	By the end of this course, students will be able to demonstrate the following: 1. Improved understanding of the working of governments at federal, provincial and local levels, NGOs, international aid agencies and private providers of social services 2. Enhanced appreciation of the complexity of policy and management challenges faced by these organizations in core areas of their operations 3. Increased ability to make informed policy choices in social sectors

GRADING BREAKUP AND POLICY

Quizzes: 25%
- In all there will be 6 Quizzes; top 5 quizzes will be counted towards the final grade. Each Quiz will be worth 5% marks. Quizzes will be held at the end of each module and will cover readings in the entire module.

Mid-term Examination: 35%
- 8% key concepts; 27% analytical questions

Group Presentation: 15%
- In groups of 4-5 each, you will identify a policy question (different than the ones discussed in class), critically analyze it and share your analysis through a 10-minute PPT presentation. 10-minute Q&A will follow the group presentation.
- 5% marks will be awarded for individual contribution to the project, and 10% marks will be awarded to the entire group.

Final Examination: 25%
- 4% key concepts; 21% analytical questions

Note: **The minimum pass marks in this course are 55%.**

EXAMINATION DETAIL

Midterm Exam	Yes/No: Yes Combine Separate: Duration: 2 hours Preferred Date: Exam Specifications: • Will comprise two parts: short answers on key concepts – 8%; essay questions – 27%
Final Exam	Yes/No: Yes Combine Separate: Duration: 2 hours Exam Specifications: • Will comprise two parts: short answers on key concepts – 4%; essay questions – 21%

Note on Required Readings: This is a reading intensive course and students are required to read the prescribed texts before each session. The average volume will be **20-25 pages per session**. Prescribed readings comprise academic papers, book chapters and reports. A list of key concepts and review questions will be provided before each session. These are meant only to stimulate your thinking. They do NOT comprise the syllabus for quizzes and exams.

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COURSE OVERVIEW			
SESSION	**TOPICS**	**REQUIRED READINGS**	**OBJECTIVES/ APPLICATION**
Module 1: Introduction			
1.	Introduction and overview of the course	-	Introduction to the course. Overview of topics covered.
2.	Introduction to Social Policy (Short clips on how well-known academics describe social policy) (Video: Beggars of Lahore)	• Dean, H. (2006). 'What is Social Policy?' in Social Policy: A Short Introduction. Cambridge, The Polity Press.	Clarifying objectives of social policy; historical development of the discipline; identifying areas covered by social policy. Highlighting complexity of issues using begging as an illustration.
3.	Key Institutions of Social Policy Introduction to Human Needs	• Hall, A. and James Midgley (2004). 'Social Policy for Development: Local, National and Global Dimensions' in Social Policy for Development. London, Sage. • Gough, I. (1998). 'What are human needs?' in Franklin, J. (ed.) Social Policy and Social Justice. Cambridge, Polity Press.	Identifying key institutions for social policy (state, business, civil society, international development agencies) and exploring their role Understanding the importance of defining human needs; needs and wants; why some needs are considered basic; who defines needs?
4. 5.	Key Perspectives on Social Policy • Neo-liberalism • Social Democracy • Socialist Perspective • Feminist Perspectives • Green Perspective **(Quiz 1)**	• Alcock et al. (2012). Ch 8, 10 and 11 of The Students' Companion to Social Policy. West Sussex, Wiley-Blackwell. • Alcock et al. (2012). Ch 12 and 13 of The Students' Companion to Social Policy. West Sussex, Wiley-Blackwell.	Understanding neoliberal, social democratic, socialist, green and feminist perspectives on social policy
Module 2: Poverty and Social Exclusion			
6. 7.	Concepts of Poverty (TED talk: Richard Wilkinson on inequality)	• Sen, A. (1982). 'Concepts of Poverty' in Poverty and Famines. New York. Oxford University Press. • Sen, A. (1992). 'Poverty and Affluence' in Inequality Reexamined. • Todaro and Smith (2012). 'Poverty, Inequality and Development' in Economic Development. NY, Addison Wesley. • Sachs, J. (2006). End of Poverty. (selected pages)	Introducing various conceptualizations of poverty; causes and determinants of poverty; relationship of gender and poverty; measures of poverty and inequality.

8.	Social Exclusion (Guest lecture: rehabilitation of Khawaja Siras and psychotics in Fountain House Lahore)	• Gazdar, H. (2007). Class, Caste or Race: Veils Over Social Oppression in Pakistan.	Study of psychotic patients and khawja siras as examples of social exclusion
9.	Poverty in Pakistan **(Quiz 2)**	• Lopez-Calix (2014). Pakistan Poverty Trends, Scenarios and Drivers. Washington DC, the World Bank.	Poverty measurement; profile of poor households in Pakistan; measuring inequality; strategies of poverty alleviation
	Module 3: Social Protection		
10.	Deprivation and public action	• Dreze and Sen (1989). 'Economic Growth and Public Support' in Hunger and Public Action. New Delhi, Oxford University Press. • Dreze and Sen (1989). 'China and India' in Hunger and Public Action. New Delhi, Oxford University Press. (pages 221-225)	Understanding the role of public action in alleviation deprivation; distinction between growth-mediated social security, support-led security and un-aimed opulence. Case study of Kerala (India) as an example of regional differences within countires.
11.	Social Safety Nets in Pakistan	• Khatak, S. G. (2013). 'Social Protection: Extending Exclusion or Ending Exclusion' in Anita M. Weiss and Saba Gul Khattak (ed.). Development Challenges Confronting Pakistan. Boulder, Kumarian Press. • Gazdar, H. (2014). 'Political Economy of Reform: social protection reform in Pakistan' in Development and Welfare Policy in South Asia (ed.) Gabriele Koehler and Deepta Chopra.	Examining structure, organization and delivery of major social safety nets in Pakistan (Zakat, Bait ul Mal, BISP) and social security arrangements (EOBI, WWF, Pensions)
12.	Targeting Subsidies • Household consumption items in Utility Stores • Wheat Flour • Electricity	• Rana, M. A. (2015). Policy Note: Wheat Subsidy in Punjab. • Trimble, C., Nobuo Yoshida and Mohammad Saqib (2011). Rethinking Electricity Tariffs and Subsidies in Pakistan. Islamabad, the World Bank	Understanding rationale of providing subsidies; size of subsidies; structure and delivery mechanisms; policy choices and challenges in effective targeting
13.	Housing	• Siddiqui, T. (2000). Housing for the Poor. SDPI Distinguished Lecture Series. • UNCHS (1991). Khuda-ki-Basti – Innovation and Success in Sheltering the Poor in Pakistan. Nairobi, UNCHS (Habitat). • Gazdar and Mallah (2011). Class, Caste and Marla Housing Scheme in Rural Punjab. LUMS Social Science and Policy Bulletin.	Understanding poor's housing needs and the challenge of providing affordable housing; examining Khuda ki Basti as a workable model; critical review of government schemes to provide housing

14.	Social Protection Policy **(Quiz 3)**	• Rana, M. A. (2015). (Proposed) Punjab Social Protection Policy. Unpublished.	Outlining the broad contour of a social protection policy for Punjab
15.	**Mid-term exam**	-	-
	Module 4: Education and Health		
16.	State of School Education in Pakistan	• Rana, M. A. (2013). Primary and Secondary Education in Pakistan: Key Issues and Challenges. Lahore, LUMS. 16-293-2013-1	Overview of primary and secondary education in Pakistan; understanding delivery mechanisms; identifying enrolment deficit and gender gap at various levels
17.	School Education in Pakistan – Improving Governance (Video: Dr. Shashi Tharoor: A well educated mind vs. a well formed mind)	• Rana, M. A. (2014). "Education Reform in Punjab: A Decentralized Governance Framework for Government Schools." Lahore Journal of Policy Studies 5(1).	Understanding the current governance framework for the (school) education sector in Pakistan; introduction to the proposed District Education Authorities in Punjab
18.	School Education in Pakistan – Curriculum, Assessment and Medium of Instruction (TED video: Sir Ken Robinson on creativity)	• Adler, M. and John Holt (2013). 'Should the Curriculum be Standardized for All?' in Taking Sides: Clashing Views on Educational Issues (ed. Noll, W. J.).	Understanding policy complexity of choosing appropriate medium(s) of instruction, curriculum and assessment systems; outline of the paideia curriculum; critical perspectives on compulsory educaiotn
19.	Providing Affordable Healthcare **(Quiz 4)**	• Khan, A. (2011). Lady Health Workers and Social Change in Pakistan. • TBA	Understanding key policy challenges and delivery mechanisms in the health sector; overview of health provision in Pakistan; understanding service delivery challenges
	Module 5: Food Security		
20.	Food Security – Conceptual Framework TED Talk: Josette Sheeran	• Buttel, F. (2000). "Ending Hunger in Developing Countries" in Contemporary Sociology 29(1). • Sen, A. (1982). 'Poverty and Entitlements,' in Poverty and Famines. New York. Oxford University Press.	Understanding various approaches to analysis of hunger; difference between food availability and access; introduction to Sen's entitlement approach
21. 22.	Class, Gender and Hunger	• Dreze and Sen (1989). 'Society, Class and Gender' in Hunger and Public Action. New Delhi, Oxford University Press. • Dreze and Sen (1989). 'Production, Entitlements and Nutrition' in Hunger and Public Action. New Delhi, Oxford University Press.	Understanding gender bias in access to food and healthcare; introducing the notion of cooperative conflicts; examining common misconceptions about causes of and solutions to chronic and acute hunger.

23.	Food Security in Pakistan	• Toor, S. (2010). 'The Structural Dimensions of Food Insecurity in Pakistan,' in Hunger Pains. Washington D.C. Woodrow Wilson International Centre for Scholars. • Hazarika, G. (2010). 'Gender Issues in Children's Nutrition Security in Pakistan,' in Hunger Pains. Washington D.C. Woodrow Wilson International Centre for Scholars.	Dimensions of food security in Pakistan; exploring food security issues in Pakistan, especially structural and gender dimensions.
24.	Demography and Population Growth **(Quiz 5)**	• Zaidi, A. (2015). 'The Social Sectors 1: International Comparisons, Education, Population, Urbanization and Housing' in Issues in Pakistan's Economy. Karachi, Oxford University Press. • Hussain, A (2013). 'Meeting the Challenge of Demographic Change through Equitable Development,' in Capturing the Demographic Dividend in Pakistan. Islamabad. NIPS.	Theory of demographic transition; Understanding Malthusian pessimism and optimism; population pyramid in Pakistan; population growth and service delivery challenges; outlines of an inclusive growth strategy

	Module 6: Presentations of Group Work		
25.	Group Presentations	-	
26.	Group Presentations	-	
27.	Group Presentations	-	
28.	Group Presentations	-	
29.	Group Presentations **(Quiz 6)**	-	

TEXTBOOK(S)/SUPPLEMENTARY READINGS

Students will be required to read the prescribed readings for each session before coming to the class. Review questions will be provided before each session for students to focus on while doing the prescribed reading. I may recommend additional readings/resources on need basis.

Further reading:
- Hudson, J., Stefan Kuhner and Stuart Lowe (2008). The Short Guide to Social Policy. Bristol, The Policy Press.
- Dean, H. (2006). Social Policy: A Short Introduction. Cambridge, The Polity Press.
- Hall, A. and James Midgley (2004). Social Policy for Development. London, Sage Publications.
- Alcok, P., Margaret May and Sharon Wright (2012). The Student's Companion to Social Policy. West Sussex, Wiley-Blackwell
- Midgely, J. and Mechelle Livermore (ed.) (2009). The Handbook of Social Policy. California, Sage Publications.
- Alcock, P. (2006). Understanding Poverty. Palgrave Macmillan.
- Dreze, J. and Amartya Sen (1989). Hunger and Public Action. Oxford, Oxford University Press.
- Sen, A. (1998). Development as Freedom. New Delhi, Oxford University Press.