SCHOOL OF GOVERNMENT

UNIVERSITY *of the*
WESTERN CAPE

IDSDRC COLLABORATIVE CURRICULUM DEVELOPMENT PROJECT
(Teaching & Learning Curriculum)

HONOURS: PUBLIC ADMINISTRATION

MODULE: Governance: Governance, Administration and Ethics in the Public Sector(focusing on voice of citizens, empowerment of citizens and social change)

Per aspera ad astra (We learn by teaching).
Seneca, 4 BC – 65 AD

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11 October 2008

This draft comments on the list of questions contained in the email of 01 October 2008:

Question 1

1.1 Broad goals of the course

This is an Honours Module (ie 4th Year): 5-day, 8-hour daily sessions:

This module seeks to introduce the student to:

1. the competing definitions of governance, administration and ethics in the Public Sector
2. origins, functions and purpose of governance
3. relationship of governance to politics, economics and administration
4. concepts and class and elites, power and authority, legitimacy and rights, leadership and vision
5. linkage between governance, the state and civil society.
6. the theoretical approaches to governance, including various forms of authoritarian and democratic governance.
7. the underlying values and ethical foundations of "good" governance, including accountability, honesty, equity, transparency, representativeness responsiveness with special reference to public participation
8. the need for efficiency and cost-effectiveness in public affairs.
9. the link between governance and gender

Pedagogically, this module seeks to:

➤ Promote structural coherence -- integrate courses across disciplines, ie break down artificial boundaries, as problems in the real world do not emerge within specific disciplinary boundaries, without unduly compromising the principle of rigour, depth, and breadth within a specific discipline.

➤ Promote and refine analytical rigour -- expose students to different methodologies/philosophies of approaching a specific research problem, topical issue, academic question, life-oriented challenge, yet realizing that undue analysis of specific problems could easily lead to paralysis at the level of praxis, of practical engagement in the real world.

➤ Promote and inculcate transformative discourse -- demonstrate, through conscious practice, the limitations of certain conceptual, empirical approaches by offering alternative viewpoints, frameworks of reference, without losing sight of historically-driven trends, and patterns in human development.

➤ Promote practical engagement -- encourage students to choose core and elective courses with a view to enhance both their personal development as well as the advancement of specific goals in society, ie without being reductionistic or falling into the trap of a narrowly-conceived pragmatism.

At the end of the module the student should be able to:

Define what is governance?

1. Trace the origins, functions and purpose of governance
2. Grasp the relationship of governance to politics, economics and administration
3. Circumscribe the concepts and class and elites, power and authority, legitimacy and rights, leadership and vision
4. Understand the linkage between governance, the state and civil society.
5. Indicate the theoretical approaches to governance, including various forms of authoritarian and democratic governance.
6. Identify the underlying values and ethical foundations of "good" governance, including accountability, honesty, equity, transparency, representativeness responsiveness with specific reference to public participation
7. Appreciate the need for efficiency and cost-effectiveness in public affairs.
8. Conceptualize the link between governance and gender

1.2 Students reading this Module

The module is compulsory for all Honours Students (ie 4th year B-students).We have blocks sessions of 1 week of 5 days, 8-hour day. This means this is a very intense module. Students usually come from educationally disadvantaged backgrounds. There are usually 15-25 students in a class. Approximately 10-20% of the students are foreign, who are often superior in terms of their reading, written and class participatory skills. This means that students are highly differentiated in terms of background, linguistic and analytical skills posing serious didactic/pedagogical challenges

1. 3 When the Module will be taught

February 2009

2. Key Themes & Central Texts

This module is both conceptual and theoretical as students are introduced, sometimes for the first time, to major theoretical constructs in the 'philosophy of governance. Accordingly, this module provides a general introduction to **Classical Western Philosophers**

A. Overview of classical theorists:
  1. Socrates

2. Plato
3. Aristotle
4. St Augustine
5. Aquinas
6. Machiavelli
7. Hobbes
8. Locke
9. Hume
10. Montesquieu
11. Rousseau
12. JS Mill
13. Burke
14. Hegel
15. Marx
16. Nietzsche
17. Habermas
18. Rawls
19. Foucault

The preceding overview focuses on:

20. Definitions of governance, government, govermentality
21. Forms of government
22. Theories of government
    22.1 Greed and oppression
    22.3 Order and tradition
    22.3 Natural rights
    22.4 Social contract
23 Operations of Government
    23.1 Enforcement of power
    23.2 Territory
24. Scale of Government

B. Key concepts:
1. Socrates: *daimonion*;
2. Plato: *kallipolis* and the "philosopher-king";
3. Aristotle: "Man as a political animal" and "Nicomachean Ethics";
4. St Augustine: *caritas, civitas terrena* and *civitas dei*;
5. Aquinas: "Just War";
6. Machiavelli: *animo* and *virtu*;
7. Hobbes: "sovereignty";
8. Locke: "natural rights";
9. Hume: "why we need government" and "utilitarianism";
10. Montesquieu: "separation of powers";
11. Rousseau: "social contract";
12. JS Mill: "human fallibilism" and the "Subjection of Women";
13. Burke: "community of states";

14.   Hegel: "abstract right" and "rational state";
15.   Marx: "alienation" and
16.   Marx: "the communist alternative";
17.   Nietzsche: "will to power" and "nihilism";
18.   Habermas" "communicative action";
19.   Rawls: "the two principles of justice";
20.   Foucault: "governmentality" and"subjectivity and ethics"

C. Key Themes:

1. Governance and Voice
Compulsory text: Kabeer, Naila (Ed) (2005). *Inclusive Citizenship: Claiming Rights.*
London:Zed Books (at least the introductory chapter and chapter 13)
2. Governance and Power
Compulsory text: Nzongola-Ntalaja, Georges and Lee, Margaret C (Eds) (1997). *The State of Democracy in Africa.* Trenton, NJ: Africa World Press, Inc.; (At least the introductory chapter)
3. Governance and Social Change
Compulsory text: Harvey, David (1996).*Justice, Nature and the Geography of Difference.* Oxford: Blackwell Publishers (At least the introductory chapter)

3. Teaching Methods

Critical reflection – critique: The lectures address the key thinkers and themes that constitute the philosophical background to today's critical theorists and knowledge, details often assumed by contemporary thinkers.

Teaching method
This module consists of lectures/discussions/video films. Students are encouraged:
not only read the texts but also take notes
highlight parts of the texts as they read them -- students are reminded that taking notes involves a more active learning process. Methods of note taking vary from individual to individual, they are advised both to try to summarize the reading material for themselves and try to identify key passages and quotations (for which they should note down page references in case they wish to cite them in written work).
Students are also encouraged to meet up in pairs or small groups before class to discuss the texts with one other and to share their understanding and any difficulties they might have with the texts.
Discussions during class are usually held both as a whole group and in smaller groups. Whatever the case, students are expected to come prepared to share their knowledge, questions and views with their fellow-students.

What students are expected to bring to class

• Their notes on the texts they have read;
• Their notes for answers to the questions posed by the lecturer in advance of the Class;
• Points for discussion or questions;
• A copy of the essential readings (course pack);
.Any case studies that might elucidate conceptual/theoretical reflections/discussions.

Continuous assessment to consolidate teaching and learning:

➤ **Oral examinations**: both personal and group or as open plenary discussion (depending on class size and level of student engagement):

➤ There are **two written exercises**

➤ **Conceptual exercise**: either class test or take home exercise:

➤ In lieu of a formal, closed book examination, students are given a
➤ Long Essay as their final exam, which is usually externally moderated (ie examined in turn by an academic at another university to ensure that stated academic outcomes have been achieved in the module). Students usually have I calendar month within which to complete the Long Essay.

Students are required to submit the long essay of 20-25 pages (size 12 font, double space) which should demonstrate (i) knowledge of at least one major theorist, critical movement or problem area; (ii) understanding of the theoretical issues raised by the material investigated; (iii) critical appreciation of the limitations of a theoretical approach.

Assessment Criteria
Below are the criteria used as a guideline for marking exercises. Students are encouraged to give consideration to each of these criteria when writing work:
➤ Structure and coherence
➤ Effectiveness of argument
➤ Meeting objectives of piece of work
➤ Clarity of expression (or adequacy of expression to the piece of work)
➤ Scholarly presentation (notes and bibliography)
➤ Theoretical understanding, analysis, or application
➤ Critical evaluation of theory
➤ Accurate explication
➤ Knowledge of general field
➤ Knowledge of specific field
➤ Balance of use of primary and secondary sources
➤ Originality or independence

> ➤ Relevance to module (essays)
> ➤ Independent research (dissertations)

EVALUATION SCHEDULE:

Assignments are evaluated in terms of

1.	Epistemological/Conceptual clarity	35 -
2.	Theoretical/Empirical substance	30 -
3.	Analytical/Methodological rigour	20 -
4.	Structural/logical coherence	15 -
		100 MARKS

Additional concerns

Some challenges constructing and teaching this module: Introduction to Governance (focusing on voice of citizens, empowerment of citizens and social change)

> ➤ Maintain honesty and integrity throughout the process
> ➤ Recognize community and indigenous knowledge
> ➤ Encourage active community participation
> ➤ Utilize cross-cultural formats and exchanges

Thus the challenge: how to design a module that would sensitize students (future leaders, officials, councillors, bureaucrats) to the key values in public participation *vis-à-vis* ordinary people, viz:
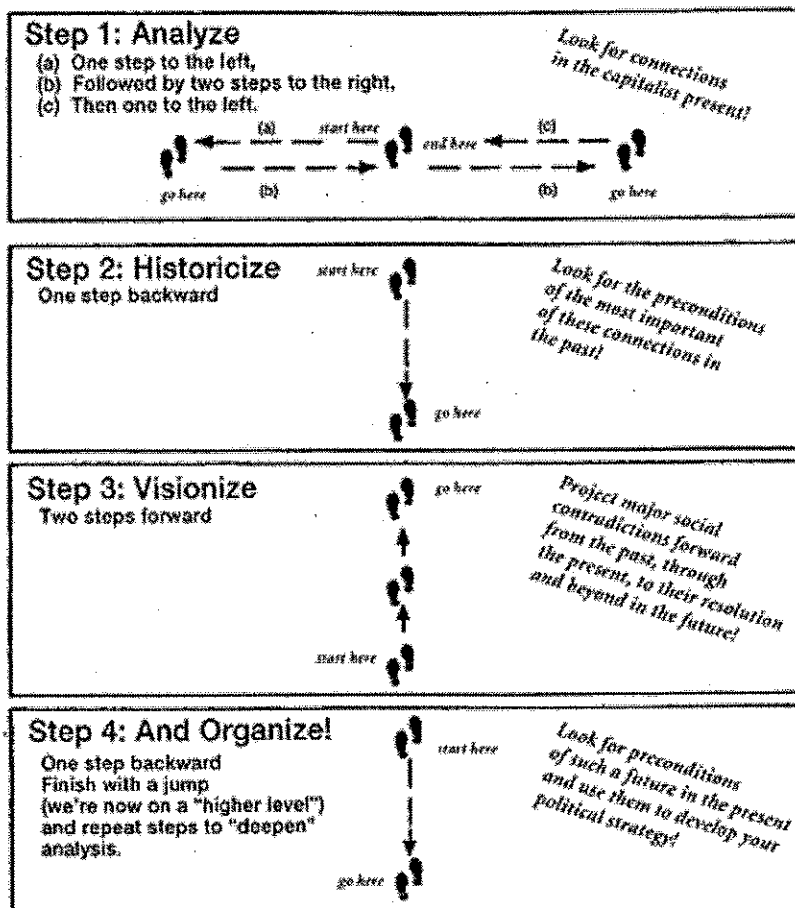
> ➤ The right to have a say in decisions about actions which affect their lives.
> ➤ The promise that the public's contribution will influence the decision.
> ➤ Facilitating and communicating the interests of all participants.
> ➤ Involving all who are potentially affected by specific planning processes.
> ➤ Involving participants in defining how they participate.
> ➤ Demonstrating how participants' input was, or was not, utilized.
> ➤ Providing participants with the information they need to participate in a meaningful way

What do we understand and consider as possible within the conjectural relations of knowledge, power?

What would it mean to move into more precarious places of unknowing, places of discomfort?

How advocate a "pedagogy of discomfort," (Boler,1999), that is, moving out of our comfort zones to productive places of discomfort, from our own "habits of inattention" to "learning how to see" and hear differently and the possibility to

make different choices (Boler, M. 1999. *Feeling power: Emotions and education*. New York: Routledge)

Step 1: Analyze
(a) One step to the left,
(b) Followed by two steps to the right,
(c) Then one to the left.

Look for connections in the capitalist present!

Step 2: Historicize
One step backward

Look for the preconditions of the most important of these connections in the past!

Step 3: Visionize
Two steps forward

Project major social contradictions forward from the past, through the present, to their resolution and beyond in the future!

Step 4: And Organize!
One step backward
Finish with a jump
(we're now on a "higher level")
and repeat steps to "deepen"
analysis.

Look for preconditions of such a future in the present and use them to develop your political strategy!

Dance of the Dialectic. (Text and choreography by Bertell Ollman; layout by Fran Moran.)

Source:
http://books.google.co.za/books?id=nO28szz6ef8C&printsec=frontcover&dq=inauthor:Bertell+inauthor:Ollman&sig=wXhBDEME_F1hy5M8h37-0q6l8vY#PPP1,M1
Accessed: 28 April 2008

Additional suggested reading list

Bakhtin, M. M. (1981). *The dialogic imagination: Four essays*. Holquist, M. (ed.) Austin: Univ. of Texas Press.

Bakhtin, M.M. (1986). *Speech genres and other late essays*. Austin: Univ. of Texas Press.

Boler, M. (1999). *Feeling power: Emotions and education.* New York: Routledge.

Bourdieu, P. (1991). *Language and symbolic power.* Cambridge, UK: Polity Press.

Butler, J. (1997). *Excitable speech: A politics of the performative.* New York: Routledge.

Foucault, M. (1972). *The archeaology of knowledge.* Sheridan-Smith, A.M. (Trans.) London: Routledge.

Foucault, M. (1977). *Discipline and punish: The birth of the prison.* Sheridan, A. (Trans.). New York: Random House.

Foucault, M. (1980). *Power/knowledge: Selected interviews and other writings 1972-1977.* New York: Pantheon.

Gallop, J. (Ed.) (1995). *Pedagogy: The question of impersonation.* Bloomington: Indiana Univ. Press.

Grumet, M. (1990). Voice: The search for a feminist rhetoric for educational studies. *Cambridge journal of education,* 20 (3): 277-282.

Kramer-Dahl, A. (1996) Reconsidering the notions of voice and experience in critical pedagogy. *Feminisms and pedagogies of everyday life.* Luke, C. (Ed.) New York: SUNY Press: 242-262.

Lensmire, T. J. (1998). Rewriting student voice. *Journal of curriculum studies,* 30 (3): 261-291.

Martin, B. & Mohanty, C.T. (1986). Feminist politics: What's home got to do with it? *Feminist studies/critical studies.* deLauretis, T. (Ed.) Bloomington: Indiana Univ. Press, 191-212.

Miller, C. (1984). Genre as social action. *Quarterly journal of speech,* v.70:151-167.

Miller, C. (1994). Rhetorical community: The cultural basis of genre." *Genre and the new rhetoric.* Freedman, A. and Medway, P. (eds.) London: Taylor and Francis: 67-78.

Orner, M. (1992) Interrupting the calls for student voice in 'liberatory' education: A feminist poststructuralist perspective. *Feminisms and critical pedagogy.* Luke, C. and J. Gore (Eds.)New York: Routledge

Otte, G. (1995). In-voicing: Beyond the voice debate. *Pedagogy : The question of impersonation.* J. Gallop (Ed.) Bloomington: Indiana Univ. Press, 147-154.

Spivak, G. C. (1994). Can the subaltern speak? *Colonial discourse and post-colonial theory: A reader.* Williams, P. and Chrisman, L. (eds.) New York:

Taylor, C. (1991). The dialogical self. *The Interpretive Turn: Philosophy, Science, and Culture.* Hiley, D., Bohman, J. and Shusterman, R. (eds.). Ithaca: Cornell Univ. Press: 304-314.

Proposed Structure of the 5-day teaching programme:

Key concepts:

Day One
1. Socrates: *daimonion*;
2. Plato: *kallipolis* and the "philosopher-king";
3. Aristotle: "Man as a political animal" and "Nicomachean Ethics";
4. St Augustine: *caritas, civitas terrena* and *civitas dei*;

Key Themes:

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Key concepts:

Day Two

5. Aquinas: "Just War";
6. Machiavelli: *animo* and *virtu*;
7. Hobbes: "sovereignty";

8. Locke: "natural rights";
9. Hume: "why we need government" and "utilitarianism";

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Key concepts:

Day Three

10. Montesquieu: "separation of powers";
11. Rousseau: "social contract";
12. JS Mill: "human fallibilism" and the "Subjection of Women";
13. Burke: "community of states";

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3. Governance and Social Change
Compulsory text: Harvey, David (1996).*Justice, Nature and the Geography of Difference.* Oxford: Blackwell Publishers (At least the introductory chapter)

Key concepts:

Day Four

14. Hegel: "abstract right" and "rational state";
15. Marx: "alienation" and
16. Marx: "the communist alternative";
17. Nietzsche: "will to power" and "nihilism";
18. Habermas" "communicative action";

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Key concepts:

Day Five

19. Rawls: "the two principles of justice";
20. Foucault: "governmentality" and"subjectivity and ethics"

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