The purpose of the course is to introduce students to the major issues, concepts, problems, theories and approaches associate with developing societies efforts to improve or alter their administrative systems. This presupposes that developing societies formerly know as the third world, governments can and have the will to administer program and activities that will expand the possibilities of their citizens. The impact of the political, financial, social and cultural milieu on the other hand often constrains the economic development progress that arises out of the shortage of public and private administrative capabilities. To this end, the course focus on the development processes which impacts upon the phenomena known as Development Administration as well as public administration in developing societies. Our operating premise is that neither political, economic, sociological explanations, as commonly found in theories of international relations or public administration are adequate in explaining the important role of public administration as a social phenomena in enhancing the capabilities of the state to rise the society or social system toward a “better” or “more humane life.”

The substantive questions to be addresses in the course are:

1. What are the principles giving meaning and understanding to public administration in developing societies? What was or is development administration? What are the phenomena you are interested in? What lies ahead for the phenomena in which you are interested; what will be? In what ways can humans alter this future; what can or should be? How can the desirable future be brought about? Is democracy the panacea for failed states? Are there lessons to be learned from the practice of public administration in developing societies?

2. Are there strategies both domestic and international, which can lead towards solutions to rescue developing nations from economic dependency, underdevelopment, ethnic
conflicts, stagnation and further decline? What conditions tend to characterize developing world nations?

3. What are the determinants of order and stability within nation states that enhances the bureaucracy’s ability to manage development projects? Will life for the remaining years of the 21st century be less stable with international terrorism and illegal narcotic trafficking? What potential role does the developing world play in any emerging world order? How might this role differ from its role in the past?

4. To what extent have the modernizers in developing countries been a factor in the process of development or underdevelopment in different societies? How have religion or ideologies impacted nation building or public bureaucracies in developing societies?

5. In what ways might industrial nations consider growth in developing nations a threat? What are the reasons for skepticism about the prospects for many developing countries in the post-cold war era? What factors help to account for the disparity between rich and poor nations? Why does this gap persist?

6. Has outside help (e.g., World Bank, IMF, USAID, MNCs, and other donors) promoted economic development, stability, dependency or underdevelopment in developing societies?

The aforementioned questions are statements of theory, facts, value and policy. These questions will dominate our considerations and form our study of scholarly attempts to understand development administration, the development process in developing countries.

It is my feeling that a graduate student’s life is not an easy one, in as much he is expected to become familiar with much of the political science writing and research that has gone on in the past several decades, sometimes even centuries. Two difficulties arise in fulfilling this expectation. To begin with, there is too much reading to ever hope to accomplish anything but a foot in the door position which endows you with the knowledge of where to look when tracing down the intellectual heritage of a specified concept or set of expected relations. The other difficulty with course such as this is that concepts and their relationships are often presented in a potpourri conveying little understanding, which provides unable in practice and therefore soon to be forgotten.

Epistemologically I view practical usefulness as the most fundamental test of a theory. Thus, in an effort to avoid the pot pourri problem, this course will attempt to integrate and focus concepts and relationships by an explicit problem focus. The problem that most interests and forces me to do research is, what are the nature, causes, and alternatives open to mankind for the future, and what can and should man do about it? Obviously this is no simple problem. Dealing with it in this course will tax the theories (and knowledge) to their fullest and put them to a very pragmatic test. Do our theories singularly or in combination enable us to cope with our most fundamental of problems? In my presentations, the problems dealing with forecasting futures will be encouraged to
take any specific problem that you feel is the underlying intellectual question that drives your interest in public administration in developing societies. Your problem, which for me is forecasting, which may be anything you choose, can be reduced to a set of questions to ask of the readings we will consider this semester.

At the outset, I should expect that none of you have refined and finished answers to the questions I raised above. But at the conclusion of the course, I would hope that you have an increase understanding to how you would personally evaluate questions posed in that area.

Required Readings:


Supplemental Readings can be purchased at Howard Copy which is a commercial establishment located on Georgia Avenue directly across the street from Howard University’s School of Business.

Responses to the principal substantive questions addressed in the course will be achieved through regular presentation by professor, student presentations, assigned readings and class discussion. Guest lectures, films, Power Point presentations, films, audio and videotapes will complement these approaches.

**COURSE STRUCTURE AND EVALUATION**

While there are no formal prerequisites, introductory courses in international relations, economics, or area studies would be helpful. Students who lack a background in these areas, or who wish to brush up on these areas may wish to read Benjamin Ward, *The Liberal Conservative and Radical Economic World View*. New York: Basic Books, Inc. Publishers, 1983.

Students with no background in these areas are urged to see the professor at the end of the first session for suggested readings. At any rate, the only prerequisite is a genuine interest in the subject would help. A willingness to read unconventional material is necessary. A readiness to think for your self and to forgo memorized facts is mandatory. All students are welcome.

The course will move alone three dimensions:

1. There are reading assignments that should be read before each class meeting. Two or more times during the semester you will be called upon to lead the discussion. Prepare a 40-minute talk introducing the concepts and commenting on the strengths and weakness of the various materials, such that you can synthesize into a short Meta perspective do not give a book report!
2. The second and third dimension involves your written participation. There will be a research paper and a take home examination. Each of these writing assignments will focus upon the underlying strategies and policy direction of public administration in developing societies.

PAPER 1: Developmental and International Prospect Term Paper

This paper must include a research design. You are to select a country that meets the criteria of a developing society as defined in the Michael Todaro’s Economic Development in the Third world or another scholar discussed during the course. Next, explain what you see as the developmental strategy that country has chosen and specify how you would go about evaluating its efforts. What has been the role of public administration in general in the nation’s developmental activities? You are to define the indicators appropriate for establishing progress or the lack thereof in meeting the needs of development, socially, politically, and economically. You must deal with the internal political and social implications of the strategy chosen. (See attached research design guidelines). A critical component of the paper is the inclusion of a conceptual framework which provides a figure or diagram illustrating on one page all of the important variables to be considered in the paper.

The paper need not be long. I am looking for no more than twenty-five (25-30) pages. The effort should be to conceptualize the development prospects quickly and to discuss the best three alternatives available for your chosen country. Be sure to highlight the role of public administration as a social phenomenon in enhancing the capabilities of the state to move the society to a more humane or better life. You should be able to access its prospects for the next five years. An incomplete for the course is out of the question. The paper is due November 5, 2003.

PAPER 2: Take-Home Examination
Instructions will be provided on the last day of class, December 3, 2003. The examination is due no later than 4:00 P.M. in my box in room 112, December 10, 2003

Summary of Evaluation
- Participation/presentations 30 percent
- Paper 1 40 percent
- Paper 2 30 percent

TOTAL 100 percent

SCHEDULE OF TOPICS AND READING ASSIGNMENTS

WEEK ONE
INTRODUCTION: UNDERSTANDING THE THIRD WORLD

What is public administration? What do we mean by development? What is Development Administration? How do these questions relate to underdevelopment in developing
societies? What roles if any does public administration have on influencing development in developing societies? How useful is the concept “Third World” in describing the poor and developing societies? What do we mean by developing societies?

- Todario, Chapter 1: Economics, Institutions, and Development – A Global Perspective (case study: The Economy of Brazil)
- V. Subramaniam, “Introduction” in Public Administration in the Third World
- Howard Handelman, “Understanding Underdevelopment”
- Julius O. Ihonvbere, “The Third World and the New World Order in the 1990s”
- “New Direction in Development Thinking” The World Bank, 2002

**WEEK TWO**
**ISSUES, CONCEPTS AND THEORIES ABOUT DEVELOPMENT**

- Todario, Chapter 3: Theories of Development. “The Economy of Cuba”
- Fred Riggs, “The Idea of Development administration”
- Frans J. Schuuman “Development Theory in the 1990s”
- Howard Handelman, “Woman and Development”
- Steven C. Smith, “The meaning of Development: Brazil and Costa Rica”

**WEEK THREE**
**URBANIZATION AND AGRICULTURAL TRANSFORMATION IN THE DEVELOPMENT PROCESS**

- Todario, Chapter 8: urbanization and Rural-Urban Migration: Theory and Policy and Chapter 10: Agricultural Transformation and Rural Development. Cases: The Economies of Mexico, Bangladesh and Ghana
- Agehanada Bharati, “Cultural Hurdler in Development Administration”
- D. Stoesz, C. Guzzetta and M. Lusk, “Community Development”

**WEEK FOUR**
**PROBLEMS AND POLICIES IN DEVELOPING SOCIETIES**

- Steven Smith, Taiwan – Inside the Miracle: A Development Growth Story
- Todario, Chapter 7: Unemployment: Issues, Dimensions, and Analysis
- Howard Handelman, “Religion and Politics”
- The World Bank, Decentralization: Rethinking Government

**WEEK FIVE**
**PUBLIC ADMINISTRATION IN THE MIDDLE EAST AND AFRICA**

- William Spencer, “Saudi Arabia”
• Antoinette Handley, “South Africa: The Perils of Normalcy”
• Eugene Linden, “Central Africa: Nature Out of Balance”

WEEK SIX
GLOBALIZATION AND DEVELOPING SOCIETIES

• Howard Handelman, “The Political Economy of Third World Development
• Meghan L. O. S’ullivan, “Dealing With State Sponsors of Terrorism”
• Sharmila Joshi, “India: Globalized Economy, Victimized Workers?”

WEEK SEVEN
DEMOCRACY AND PUBLIC ADMINISTRATION

• D. Stoesz, C. Guzzetta and M. Lusk, “Eastern Europe”
• G. McKenna and S. Feingold, “Is Democracy Desirable for All Nations?”
• Robert D. Kaplan, “Democracy’s Trap”
• Thomas Carothers, “Democracy without Illusions”

WEEK EIGHT
PUBLIC ADMINISTRATION IN THE WEST INDIES AND LATIN AMERICA

• Gladstone Mills, “The English Speaking Caribbean”
• Joge Nef, “Latin America: The Southern Cone”
• Fabio Petrarolha, Brazil: The Meek Want The earth Now

WEEK NINE
OUTSIDE HELP: FOREIGN INVESTMENT AND AID

• Todaro, Chapter 15: Foreign Finance, Investment, and Aid: Controversies and Opportunities
• Michael Frazier, “The Northern Europe Initiative – An Assessment
• R. C. Taras, “When International Actors Engineer Separation: The Breaking Up of Yugoslavia”

WEEK TEN and ELEVEN
PUBLIC ADMINISTRATION IN DEVELOPING SOCIETIES: TOWARDS A SYNTHESIS

This session will present a summary of the course readings as well as highlighting the expectation for the take home examination.
General Outline for Research Design & Critical Review Guidelines

I. Research Design

TITLE

1. Purpose and statement of the problem (set out what you’re trying to do, what problem you’re attempting to solve, or what propositions you seek to prove? What need will the research attempt to address?

2. Data necessary to study the topic.
   A. Type of data necessary (What information do you need? For example, statistics on the number of people incarcerated in the state prisons or perceptions of council members about their responsibilities.
   B. Availability of data: location and limitations
   C. Methodology for data collection (How will you collect it, what problems will you have in collecting it, what are the strengths and weaknesses of your collection methods?).
   D. Significance of the research. (How does the research project contribute to knowledge, theory, practice or the field of political science?)

3. Methods of analyzing the data
   A. Description of the method (descriptive, comparative, statistical, case study, etc.).
   B. Utility of the method giving your data and purpose
   C. Statement as to why you chose this method instead of alternative ones.
   D. Indicate some previous studies, which have used this method for similar studies. Use published studies by other authors, not your previous papers. In the regular research proposal this section would considered a survey of the literature about a particular topic of phenomena.

4. Expected results
   A. Expected conclusions (Based on what you’ve read, what do you expect to find?
   B. Relevance of results
C. Probable suggestions for future research on the subject—what else related to your topic could one explain?

Appendix

A. Bibliography (list all sources you now intend to consult).

B. Tentative table of contents for paper (Make this detailed enough so that I’ll know what is to be included and what is not. At the least it should include a secondary breakdown.

II. Critical Review Guidelines

Thesis – is a sentence or group of sentences that present(s) the main idea, or the focus, of the research paper. It is focused proposition (assertion or opinion) worthy of expectation, support, or development – a polemic that readers are unlikely to accept without elaboration or critical evidence. View the thesis as a promise to the reader that your essay will develop a particular topic with the methodology that your thesis implies.

Analysis – is a detailed splitting up of an examination of particular notions used to support your thesis. Close analysis entails a study of various elements and the relationships between them (e.g., the HOWs and the WHYs). Analytical criticism helps to make clear the meaning and structure of your research paper. This section of your book or essay should eliminate the possibility of intuitive and spontaneous reposes from the reader that may act as distractions from the direction of the thesis.

Synthesis – is an attempt to bring together poignant elements of analysis to widen the implications and scope of the thesis. This section of your essay may echo the thesis, but you should not simply iterate the thesis. View the synthesis section of your essay as an opportunity to give the reader something to consider beyond the argument of the essay I addition to a vivid picture of the effects of your argument.

An Outline for a Concise Critical Review of the Research Paper

I. Thesis Section [1-3 paragraphs]

A. What, exactly, will you be discussing/considering?

B. Why is this interesting/important?

C. Provide a thesis assertion. What argument(s) do you want to make about the issue(s)?

The thesis/introduction section should always e task oriented. Use the active voice. Use plain language. Minimize the adjectives. Be direct and focused.)
II. Analysis Section [Largest section of essay]

A. Clearly define the concept of the research paper. Provide a logical explication of the elements surrounding your argument(s). Describe in detailed and coherent pieces the evolution of your assertions. How and why did you arrive at a particular question or conclusion?

B. Engage criticism surrounding thesis assertion. What are the questions/problems involved with the issue(s) that you are engaged in? Is there someone who agrees or disagrees with your approach or thoughts about the main issue or issues directly related?

C. Exactly how does the insight that you are developing speak to the significance of your thesis assertion? Your analysis should always move toward complicating and clarifying your thesis assertion and notions surrounding it.

III. Synthesis Section [2-10 paragraphs – 1 – 5 pages]

A. Bring together poignant elements of analysis to widen the implications and scope of the thesis. After deconstructing points A, B, and C, considers what the results of your analysis might mean?

B. Give the reader something to consider beyond the argument of the essay in addition to a vivid picture of the effects of your argument. What are the implications of such a critical discussion?

C. Attempt to broaden the scope of the thesis assertion by using points of analysis as a step-ladder to a larger and potentially more profound significance.
**BIBLIOGRAPHY**


