

**McMaster University  
Department of Political Science**

**POLSCI 782  
Development Theory and Administration  
Winter 2017, Term 2**

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**Class:** Wednesdays, 14:30-17:20  
**Classroom:** KTH 732  
**Office Hours:** Mondays, 13:00-14:30  
or by appointment

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**Objectives of the Course**

This course aims to critically examine the key issues and debates related to the process of development and how they impact upon public administration in developing countries. Drawing upon the various approaches to the process of administration, the course will highlight some of the principal concerns that have emerged over the years. The focus will be on the institutions, structures, processes and interactions that help or hinder the process of development.

Students will have an opportunity to analyze and reflect upon the linkages between public administration and development, and present fresh perspective on existing ideas. They will be required to write research essays and participate actively in the deliberations on a regular basis. The outcome should be a sound understanding of the concept, goals and strategies of development and enhanced familiarity with the problems and issues faced on the ground. There will be an opportunity to conduct original research on various sectors of development.

**Format of the Course**

The course will be offered in a graduate seminar format. The first session will be used for introductions, specification of expectations, and organization of plans for the semester and a general discussion on development. The next three sessions will be devoted to the discussion of the concept, goals, strategies/processes, and debates on development. This will be followed by one session to explore arrangements and implications of public administration in developing countries. The subsequent sessions will explore the progress and challenges to development with reference to specific issues such as environmental sustainability, aid, gender, human rights, migration and corruption. Selected students will lead the discussions for these sessions based on assigned readings, and all members are expected to participate by contributing insight, raising questions, challenging assumptions, and assisting to synthesize ideas. The remaining sessions will be devoted to student presentations on specific sectors of development. The schedule for discussion and presentations will be determined after the number of students is known.

## **Mark Distribution**

Proposal for Paper	20%
Participation	20%
Presentation	25%
Term Paper	35%

## **Readings**

The assigned readings are available in the cabinet in the photocopying room (KTH 502). Students are advised to search and locate additional material and use them to complement information and ideas in the assigned readings.

## **Requirements of the Course**

### ***Proposal for Paper***

Each student will select a topic for making an oral presentation and subsequently developing it into a term paper. Following the selection of topics, students will submit a proposal for their papers. The proposal is expected to be 3-5 pages in length (double spaced). It should include a brief statement on the background of the topic, issues to be explored, key arguments to be made, and methods to be followed. A brief bibliography (4-5 items) of relevant publications should be included. The proposal should be submitted on or before **February 8, 2017**.

### ***Participation***

It is important to demonstrate knowledge and understanding of the course content through participation. Students are expected to read the assigned material for every session and consult additional sources, wherever possible. They should take lead in discussions and actively participate to facilitate the understanding of issues in development and public administration. They should demonstrate knowledge of the topic and the ideas in the readings, and articulate points relevant to the topic. There should be adequate opportunity for all members of the class to present their views and opinion.

### ***Presentation***

In the presentations, students are expected to examine a specific problem in a policy sector of their choice, analyze the problems, and deliberate on the possible solutions and their potential impact, both positive and negative. Each presenter will speak for approximately 20-25 minutes, and allow 10-15 minutes for questions, comments and feedback. They will provide an overview of the topic, outline the development of knowledge in that particular area, and identify a series of issues for discussion. The objective will be to obtain feedback and new ideas from the class for consideration before the term paper is submitted. The format and schedule may be revised on the basis of number of students enrolled in the course.

### ***Term Paper***

The purpose of the term paper is to demonstrate a good understanding of the key ideas and debates in the area of development, the ability to critically evaluate and analyze information to arrive at sound conclusions. Students have the option of exploring a wide range of developmental issues in various sectors. It would be good to have students

conduct the investigation with the “what” (concept), “why” (goals) and “how” (strategies) of development in mind, but they may choose to pursue a different template. The length of the term paper should be 20-25 pages, but it can be extended, provided there are good reasons. The term paper will be due within **two weeks** from the date of presentation.

### **Academic Integrity**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials earned are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is the students’ responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g., the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

### **Course Modification Statement**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

### **Accommodations for Students with Disabilities**

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information, consult McMaster University’s Policy for [Academic Accommodation of Students with Disabilities](#).

### **Faculty of Social Sciences E-Mail Communication Policy**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Email Forwarding in MUGSI: <http://www.mcmaster.ca/uts/support/email/emailforward.html>

\*Forwarding will take effect 24-hours after students complete the process at the above link.

## Course Outline

### **January 4                    Introduction, Organization and Preliminary Discussion**

### **January 11                The Concept of Development**

#### *Suggested Readings*

- C. Bryant and L.G. White, *Managing Development in the Third World*, Boulder, Colorado: Westview Press, 1982, Chapter 1.
- D. Conyers and P. Hills, *An Introduction to Development Planning in the Third World*, Chichester: John Wiley & Sons, 1984, Chapter 2.
- J. Remenyi, "What is Development?," in D. Kingsbury, J. Remenyi, J. McKay and J. Hunt, eds., *Key Issues in Development*, Basingstoke: Palgrave Macmillan, 2004, Chapter 1.
- J. Rapley, *Understanding Development: Theory and Practice in the Third World*, Third Edition, Boulder, Colorado: Lynne Rienner Publishers, 2007, Chapter 6.
- H. Zafarullah and A.S. Huque, *Managing Development in a Globalized World: Concepts, Processes, Institutions*, London: Taylor & Francis, 2012, Chapter 2.

### **January 18                Goals and Strategies of Development**

#### *Suggested Readings*

- T. Addison, "Development," in P. Burnell and V. Randall, eds., *Politics in the Developing World*, Oxford: Oxford University Press, 2005, Chapter 13.
- V. Bhargava, "Introduction to Global Issues," in V. Bhargava, ed., *Global Issues for Global Citizens: An Introduction to Key Developmental Challenges*, Washington, DC: The World Bank, 2006, pp. 1-28.
- J. Brohman, *Popular Development: Rethinking the Theory and Practice of Development*, Oxford: Blackwell, 1996, Chapter 6.
- C. Leys, *The Rise and Fall of Development Theory*, Bloomington: Indiana University Press, 2006, Chapter 4.
- D. C. Korten, "People-Centered Development: Alternative for a World in Crisis," in K. E. Bauzon, ed., *Development and Democratization in the Third World*, London: Crane Russak, 1992, Chapter 2.

### **January 25                Debates on Development**

#### *Suggested Readings*

- D. E. Apter, *Rethinking Development: Modernization, Dependency and Postmodern Politics*, London: SAGE, 1987, Chapter 1.
- S. Canagarajah and A. van Dienen, "The Poverty Reduction Strategy Approach Six Years On: An Examination of Principles and Practice in Uganda," *Development Policy Review*, 24, 6, 2006, pp. 647-667.
- M.A. Clemens, C.J. Kenny and T.J. Moss, "The trouble with the MDGs: Confronting Expectations of Aid and Development Success," *World Development*, 2007, pp. 735-751.
- Centre for Bhutan Studies, *The Bhutanese Development Story*, Thimpu, no date.
- A. Natsios, "Five Debates on International Development," *Development Policy Review*, 24, 2, 2006, pp. 131-139.

## **February 1                      Development Policy and Administration**

### *Suggested Readings*

- B. Cooke, "Participatory Management as Colonial Administration," in S. Dhar and B. Cooke, eds., *The New Development Management*, London: Zed Books, 2008, Chapter 7.
- J.K. van Donge, D. Henley and P. Lewis, "Tracking Development in South-East Asia and sub-Saharan Africa: The Primacy of Policy," *Development Policy Review*, 30, 2012, pp. S5-S24).
- F. Heady, *Public Administration: A Comparative Perspective*, 6<sup>th</sup> edition, New York: Marcel Dekker, 2001, Chapter 7.
- A.S. Huque, *Paradoxes in Public Administration: Dimensions of Development*, University Press: Dhaka, 1990, Chapter 2.
- H. Zafarullah and A.S. Huque, , *Managing Development in a Globalized World: Concepts, Processes, Institutions*, London: Taylor & Francis, 2012, Chapter 7.

## **February 8                      Environment, Sustainability and Development**

### *Suggested Readings*

- M. Redclift, *Development and the Environmental Crisis: Red or Green Alternatives*, London and New York: Methuen, 1991, Chapter 3.
- V. Herrera and A.E. Post, "Can developing countries both decentralize and depoliticize urban water services? Evaluating the 1990s reform wave," *World Development*, 64, 2014, pp. 621-641.
- J. Martinussen, *Society, State and Market: A Guide to Competing Theories of Development*, London: Zed Books, 1997, Chapter 11.
- C. Kuzdas, A. Wiek, B. Warner, R. Vignola and R. Morataya, "Integrated and Participatory Analysis of Water Governance Regimes: The Case of the Costa Rican Dry Tropics," *World Development*, 66, 2015, pp. 254-268.
- J. Meadowcroft, "The Politics of Sustainable Development: Emergent Arenas and Challenges for Political science," *International Political Science Review*, 20, 2, 1999, pp. 219-37.

## **February 15                      Aid and Development**

### *Suggested Readings*

- R. Kanbur, "Aid, Conditionality and Debt in Africa," in F. Tarp, ed., *Foreign Aid and Development: Lessons Learnt and Directions for the Future*, London: Routledge, 2000, Chapter 18.
- D. Bando, "Foreign Aid: Help or Hindrance?," *Foreign Service Journal*, September 2002, pp. 32-36.
- J. Hunt, "Aid and Development," in D. Kingsbury, J. Remenyi, J. McKay and J. Hunt, eds., *Key Issues in Development*, Basingstoke: Palgrave Macmillan, 2004, Chapter 3.
- D. Brautigam, "Chinese Development Aid in Africa: What, where, why, and how much?" in J. Golley and L. Song, eds., *Rising China: Global Challenges and Opportunities*, The Australian National University Press, Canberra, 2011, Chapter 13.

M. McGillivray, S. Feeny, N. Hermes and R. Lensink, "Controversies over the impact of aid: It works; it doesn't; it can, but that depends...", *Journal of International Development*, 18, 2006, pp. 1031-1050.

**February 22**

**Mid-term recess**

**March 1                      Micro-Credit and Development**

*Suggested Readings*

K.Q. Elahi and C.P. Danopoulos (2004). "Microcredit and the Third World: Perspectives from Moral and Political Philosophy," *International Journal of Social Economics*, 31, 7, pp. 643-654.

B. Lucarelli (2005). "Microcredit: A Cautionary Tale," *Journal of Contemporary Asia*, 35, 1, pp. 78-86.

H. Montgomery and J. Weiss (2011). "Can Commercially-oriented Microfinance Help Meet the Millennium Development Goals? Evidence from Pakistan," *World Development*, 39, 1, pp. 87-109.

K.N. Rankin (2001). "Governing Development: Neoliberalism, Microcredit, and Rational Economic Woman," *Economy and Society*, 30, 1, pp. 18-37.

J. Westover (2008). "The Record of Microfinance: The Effectiveness/Ineffectiveness of Microfinance Programs as a Means of Alleviating Poverty," *Electronic Journal of Sociology*, Available at:

[http://www.sociology.org/content/2008/\\_westover\\_finance.pdf](http://www.sociology.org/content/2008/_westover_finance.pdf)

**March 8                      Gender and Development**

*Suggested Readings*

R.W. Connel, "Change among the Gatekeepers: Men, Masculinities, and Gender Equality in the Global Arena," *Signs*, 30, 2005, pp. 1801-1825.

N. Kabeer, "Tracking the gender politics of the Millennium Development Goals: struggles for interpretive power in the international development agenda," *Third World Quarterly*, 36, 2015, pp. 377-395.

S. Theobald, H. Elsey and R. Tolhurst, "Gender, health and development: Gender equity and sector wide approaches," *Progress in Development Studies*, 4, 2004, pp. 58-63.

J. Wheeler, "New Citizenships: Gender and Governance in Development," in A.S Huque and H. Zafarullah, eds., *International Development Governance*, London: CRC/Taylor & Francis, 2006, Chapter 20.

S. Chant and C. Sweetman, "Fixing women or fixing the world? 'Smart economics', efficiency approaches, and gender equality in development," *Gender and Development*, 20, 2012, pp. 517-529.

## **March 15                      Human Rights, Migration and Development**

### *Suggested Readings*

- Hans-Otta Sano, "Development and Human Rights: The Necessary, but Partial Integration of Human Rights and Development", *Human Rights Quarterly*, 22, 3, 2000, pp. 734-752.
- G. Crawford and B.A. Andreassen, "Human Rights and Development: Putting Power and Politics at the Center," *Human Rights Quarterly*, 37, 3, 2015, pp. 662-690.
- H. de Haas, "The Migration and Development Pendulum: A Critical View on Research and Policy," *International Migration*, 50, 2012, pp. 8-25.
- R.D. Wise, H.M. Covarrubias and R. Puentes, "Reframing the Debate on Migration, Development and Human Rights," *Population, Space and Place*, 19, 2013, pp. 430-443.
- J. Quinn, "Human Rights and Governance," in A.S Huque and H. Zafarullah, eds., *International Development Governance*, London: CRC/Taylor & Francis, 2006, Chapter 8.

The remaining sessions will be devoted to student presentations. Students will be able to choose from development-related issues such as agriculture, education, health, industries, rural development, water resource management, bureaucracy, children and youth, environment, gender, etc. They will work through the term on their chosen research topic. In the process, they will prepare research proposals, present progress reports in the class, and finally submit a major paper.

In addition to the assigned readings, students are advised to search and locate newspaper clippings, journal articles and books on relevant topics and use them in discussions and presentations. They should also visit websites of major organizations involved in development efforts such as the World Bank, United Nations, Asian Development Bank, and other country specific bodies such as United States Agency for International Development, the Canadian International Development Agency, Department for International Development (United Kingdom), etc.