

**UNIVERSITY OF PITTSBURGH
GRADUATE SCHOOL OF PUBLIC AND INTERNATIONAL AFFAIRS**

**PIA 2501
DEVELOPMENT POLICY AND ADMINISTRATION**

**Fall Semester, 2013
Room: 3800 Wesley W. Posvar Hall
Time: Wednesday, 9:00-11:55**

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Office Hours:

**Wednesday, 2:00-4:00
Thursday, 1:00-3:00**

Or by Appointment

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Course Overview

Twenty Four years ago, the Soviet Union collapsed and much of Eastern Europe and the Commonwealth of Independent States joined the “transitional” or some would say the “underdeveloped” world. While some former Warsaw Pact countries later joined the European Union and NATO, the Balkans, the Caucasus and Central Asia have been plagued by on-going ethnic and religious conflict. The future of the Russian Federation, both politically and economically remains uncertain.

Much of Central America remains politically and economically weak and the dangers of conflict remain throughout much of the region. Haiti and Cuba remain on the brink of economic collapse and amid speculation about political change. Central America and the Caribbean remain underdeveloped and dependent upon the U.S. economically. A number of left wing populist states have evolved in the last decade in Venezuela, Peru, Bolivia and Nicaragua. Many Latin American countries face debt and yet more structural adjustment while Brazil has become an economic power house. There is a resurgence of populist sentiment throughout the Western Hemisphere.

In the last twenty years, civil war, drought, religious fundamentalism and misdirected economic policies have devastated much of Africa. Millions of people have died violently or from starvation and war and millions face a lifetime crippled by malnutrition and disease. The AIDS pandemic continues to threaten millions more. In the last decade there is some evidence of economic growth. While parts of the continent show signs of economic recovery and political promise, the continent remains the least developed in the world and many of its countries face the collapse of governance and civil society systems.

Many of the so-called newly emerging markets of Asia remain threatened by ethnic tensions, economic instability and "crony capitalism" well into the 21st century. Much of the Middle East and parts of Asia, Europe and Africa are gripped by religious fundamentalism, puritanism and an often-violent reaction against Western social thought, political and military influence and economic theories. A solution to the conflict in the Middle East remains elusive.

North America, Western Europe and Japan suffer from the effects of an economic meltdown, from donor fatigue and a fear of “international terrorism.” There are debates about unilateral vs. multilateral approaches to governance, international development and human security. These are the legacies of some forty years of "development administration and policy" in the various continents of the world.

Development policy and administration grew out of the assumption in the 1950s and 1960s that, with the independence of countries in Asia, the Middle East, Africa and the Caribbean and with a resurgence of nationalism in Latin America, the state would take a major role in the management and promotion of economic and social development. This assumption often has proven false.

By 1980, the term “development management” had come to replace the older term “development administration” as focus shifted to the private sector, NGOs and civil society in efforts to manage development. The mid-1980s brought a decline of faith in development management while at the same time the end of the cold war created new transitional or developing states in Central and Eastern Europe and in the former Soviet Union.

While parts of Asia progressed rapidly towards "newly industrializing" emerging market status, and a few African and some Latin American countries had positive economic growth, many political leaders still questioned the assumptions of structural adjustment and policy reform upon which that growth is based. The promises of privatization and democratic reform often were not fulfilled. September 11, 2001 brought a new emphasis on “armed social work” and “defense, diplomacy and Development.

Development policy referred to four organizational arrangements: the first is the complex of agencies, management systems, and processes that a government establishes to achieve developmental goals. In the second, the term refers to arrangements to promote planning and policies that foster economic growth, strengthen human and organizational capabilities, and in the third, the goal is to promote good governance, more equal opportunities and greater equality in the distribution of opportunities, income and power.

The fourth focus, referred to as “Development Management,” suggested a less state-centric view of development that incorporated privatization, public-

private partnerships and the use of non-governmental organizations in the formulation and implementation of development policy. “Development Administration,” the older label, had suggested a more state-centric role in the process of social and economic change. Our goal in this class is to examine the process that reflects these changes over the past sixty years.

Course Objectives

The overall purpose of this course is to introduce students to the complexities of the development debate, introduce basic concepts of development theory, development planning and management, the nature of the project cycle, democratic governance, and civil society. The course hopes to provide students a forum to read and discuss issues that will impact upon their choice of professional specialization and geographical area of expertise. The premise of the instructor is simple: He believes that historical and cultural factors are important in understanding the development challenges facing the lesser developed states of the world in the twenty first century.

The goals of this course are ambitious. The course will raise as many questions as it will answer and is designed specifically to link the social science literature on development theory, policy and management with cultural values and norms and universal assumptions about human security, governance and basic needs. For PhD students the course is designed to introduce policy and management debates that explain the roles of NGOs, governance debates and civil society in the development process.

The concern here will be with both the history, the theory and the practice of development policy and management, planning and its critiques as they relate to the authoritative allocation of values in the lesser developed and transitional states of Africa, the Caribbean, the Middle East, Asia, Central and Eastern Europe, the countries of the former Soviet Union and Latin America. Concern is with the relationship between development theory, human security and the political and the policy processes of which it is a part.

The course provides an introduction to basic concepts of development management, national, regional and project planning, human resource development, and strategies of program implementation and assessment. The overall assumption of the course is that it is not possible to understand

development policy and administration without a firm grasp of the social, economic and political processes at the national and international levels which define that policy.

We will begin with an overview of major theories of development. This will examine the historical evolution of development administration and planning since World War II and will examine selected case studies of development management and politics in Africa, the Middle East and Asia, Eastern Europe and the former Soviet Union (sometimes referred to as the Commonwealth of Independent States) as well as the Caribbean and Latin America.

The course will go on to look at the limitations of development management, the role of NGOs in development and the role of international donors in the program and project process in transitional and lesser developed states. Finally, we will examine debates about human resource development, civil society and systems of governance. There will be five major specific themes which will be monitored in the course. These include:

- The relationship between development management and planning and the political process;**
- Human resource development as a strategy for development;**
- The nature of rural and urban development strategies and policies;**
- The impact of international actors (including multilateral and bilateral donors, multinational corporations and non-governmental private voluntary organizations);**
- The demands for structural adjustment and public sector reform in a post-development administration age.**

PhD students are expected to do the required reading assigned to Masters' students and to complete readings designated for PhD students. The latter are designed to provide students guidance to the literature of use in preparing for comprehensive exams.

Reading Assignments

Required books have been ordered in the University Book Store or are available from an on-line supplier such as Amazon or Ebay. They should also be available in the Hillman library on reserve. All of the readings listed in this syllabus should be available at the Hillman library. If not available, consult with the co-instructor for the class. A search of the on-line suppliers may result in quicker and cheaper service should you wish to purchase books, or find other material on line either individually or as a group. It is also possible that some materials are in the public domain and are available on-line without costs. I would suggest sharing the purchase of books where possible with other members of the class and using on-line purchasing when you can. This will allow you to keep costs down. I do suggest you read the latest editions of books if possible. Books recommended for PhD students are listed at the end of this syllabus.

Required Books (On Reserve if Available)

Paul A. Haslam, Jessica Schafer and Pierre Beaudet, Introduction to International Development: Approaches Actors and Issues (Oxford, UK: Oxford University Press, 2009).

John Rapley, Understanding Development: Theory and Practice in the Third World (Boulder: Lynne Rienner, 2007). (Latest Edition)

Louis A. Picard and Terry F. Buss, A Fragile Balance: Re-examining the History of Foreign Aid, Security, and Diplomacy (Sterling, VA: Kumarian Press, 2009)

Recommended Books (Choose One) (On Reserve if Available)

Michael Edwards, Future Positive: International Cooperations in the 21st Century (London: Earthscan, 1999) (Takes and NGO and Civil Society Approach).

John Seitz, Global Issues: An Introduction (Oxford UK: Blawkwel Books, 2007). (Takes a Planning and Sustainability Approach Approach).

Joseph N. Weatherby, et. al., The Other World: Issues and Politics of the Developing World (New York: Longman, 2008).

Books of the Week: Each student will pick four of the following books to read during the course of the semester. At least one of the books should be a novel and one should be non-fiction. I may add books to the list and will post them on my revised syllabus as this occurs. A weekly schedule for when books will be discussed is contained in the weekly assignments. You may feel free to read more than four books of course. You are to indicate the four books you will read in your personal biographical statement. The books are:

Charles Allen, Plain Tales from the Raj (London: Futura Publishers, 1991). (South Asia)

Charles Allen, Tales from the Dark Continent (London: Futura Publishers, 1992). (Africa)

Daniel Bergner, In the Land of Magic Soldiers: A Study of Black and White in West Africa (New York: Picador, 2004). (West Africa)

Frantz Fanon, The Wretched of the Earth (New York: Grove Press, 1963). (North Africa and the Middle East)

James Fox, White Mischief (London: Penguin, 1982). (East Africa)

Graham Greene, The Quiet American (Harmondsworth: Penguin, 1973 or any edition). (Southeast Asia)

Samuel P. Huntington, The Clash of Civilizations and the Remaking of World Order (New York: Simon and Shuster, 1996). (World Theory)

Stephen Kinzer, Overthrow: America's Century of Regime Change from Hawaii to Iraq (New York: Times Books, 2006). (U.S. Foreign Policy)

Robert Klitgaard, Tropical Gangsters: One Man's Experience with Development and Decadence in Deepest Africa (New York: Basic Books, 1990). (World Bank)

William J. Lederer and Eugene Burdick, The Ugly American (New York: Fawcett, 1958 or any edition). (Foreign Aid)

James B. Mayfield, Go to the People: Releasing the Rural Poor Through the People's School System (West Hartford, CN: Kumarian Press, 1985). (China).

Albert Memmi, Colonizer, Colonized (New York: Orion Press, 1965). (Francophone Imperialism)

Jan Myrdal, Report from a Chinese Village (New York: Vintage, 1965). (China)

V.S. Naipaul, A Bend in the River (Harmondsworth: Penguin, 1979 or any edition). (Central Africa)

V.S. Naipaul, Among the Believers: An Islamic Journey (New York: Random House, 1982). (Asia)

Kurban Said, Ali and Nino (New York: Pocket Books, 1971). (Former Soviet Union)

Janny Scott, A Singular Woman: The Untold Story of Barack Obama's Mother (New York: Riverhead Penguin Books, 2011). (Foreign Aid)

Deborah Scroggins, Emma's War: An Aid Worker, a Warlord, Radical Islam, and the Politics of Oil--A True Story of Love and Death in Sudan (New York: Pantheon Books, 2002). (Horn of Africa)

Khushwant Singh, Train to Pakistan (New York: Grove Press, 1981). (South Asia).

Paul Theroux, The Mosquito Coast: a novel (New York: Avon Books, 1986). (Central Africa)

Janine R. Wedel, Collision and Collusion: The Strange Case of Western Aid to Eastern Europe: 1989-1998 (New York: St. Martin's Press, 1998). (Eastern Europe).

Michela Wrong, In the Footsteps of Mr. Kurtz: Living on the Brink of Disaster in Mobutu's Congo (New York: Harper Collins, 2000). (Central Africa).

The above books are not on reserve. Material placed on reserve in the Hillman library is listed at the end of this syllabus. Some books, labeled “texts” by the library are not included in the reserved collection. The material listed in the regional reading has not been put on reserve nor have the so-called “books of the week”. The geographical groups should cooperate in gaining access to this material. If you have a problem finding any material, contact the graduate student assistant for the course for her/his assistance.

Course Requirements

The basic source of our understanding about development management is the reading assignments assigned below. It is lengthy and various. However each student, at a minimum, should read the books available for purchase for Masters and PhD students respectively. Beyond the required texts, in a graduate seminar such as this, each student will need to decide which readings are most important for him or herself. The categories under which the readings are assigned are somewhat arbitrary, and a re-examination of earlier readings will be important, as we get further into the course.

Because of the length of each week's reading assignment, it is essential that students keep up with the reading from week to week. Failure to do so will result in academic "overload" as the course draws to an end. The assumption is that each student will do six-nine hours of reading for each three hour contact period. It should be noted that the course lectures are NOT designed to summarize the various readings. It is the responsibility of the individual student to organize and categories theories and themes.

Each Week’s readings will be divided into several categories. These are:

Required Reading- All students must read this material;

Book of the week- students should be able to discuss the views of this particular author who is critical to the week’s topics. These books are not on reserve. Each student is to read and discuss four books during the course of the semester;

Golden Oldies- these are classic essays that define an issue. Students should read all of these readings and be prepared to discuss at least one reading in class;

Case Studies- these are short pieces of fiction or factual case histories that should be read by all students. Students should be prepared to discuss at least one reading in class;

Area (Regional) Book Lists- these readings are directed at student report work and are related to cultural norms and practices for each of the geographical regions. They are provided in separate lists that accompany this syllabus and they are located on the course web site.

PhD Students- PhD students should read these materials as they are directed towards the Comprehensive Exams.

This syllabus itself is complex and should be read closely at the beginning of the semester. Clearly, mastery of as much of the literature as possible will be a primary measure of how we will assess your class performance. At the same time, I note that no individual will be able to read all of the reading listed each week. Nor will you all read the same reading. The selection of reading and cooperation within your regional focus groups are essential to covering as much material as possible. The course will be a mixture of in-class discussions, and presentations, and mini-lectures. Each student in the class will be assigned an area focus group that will be the basis of much of the preparation for each class. There will be five assessed activities in the class. These are:

- 1. Class Room Participation - 15% of Grade. This is a medium sized class. Students will be expected to discuss the assigned reading during each class session and the four books that they have chosen to read when they come up for discussion. We note that no one will be down graded for lack of participation. However, those who do regularly participate will be noted.**
- 2. Area Studies Work- 40% of Grade for each assignment. This work is based on an oral report and the group paper that is to be turned in at the end of the semester. Half of the area studies grade will be on the presentation and half will focus on the written paper. The topic for each**

group will be “What are the historical and cultural factors which have impacted upon the development debates in your region.”

a. The area presentations will focus on the area readings [as discussed during the first week of class] and will discuss the status of "Development Management" in the group's geographical region. This presentation also will be based on selected "common" readings and how they relate to the chosen geographical readings. It should be noted that readings on each group's geographical area that appear in the general readings are the responsibility of the group to cover. Each regional group is to prepare a lively, literate presentation, using power points and other presentation tools, on the area readings designated for your region that you will share with your colleagues. Note: DO NOT SUMMARIZE EACH AUTHOR IN YOUR PRESENTATION. You will be down graded if you do this. Each group will be limited to 30 minutes for their presentations. The time limitations will be strictly enforced by the instructors. Evaluation of the paper will be in part based on the creative use of the area specific material.

b. The “group” area paper (20-25 pages), as is the case with the oral presentation, should focus on the status of "Development Management" in the group's geographical region and should be based on the readings listed in the syllabus. This paper is to be turned into the instructor at the end of the semester. For both oral and written presentations, appropriate, creative and interesting audio-visual tools should be used.

3. Final Exam - 45% of Grade. This will be an in class examination that will be based on the materials covered in the class. The exam will consist of 30 questions out of an available 35. Students should be familiar with the literature in the course, and class lectures and discussions in order to successfully answering these questions.
4. PhD Requirements- PhD students must read those reading materials marked “PhD Students” and read as much of the Masters level reading as possible. PhD students will participate in the area groups with Masters students, and assist in preparing both the oral and the written group

presentations. The material assigned to PhD students will be of use in the preparation of their comprehensive examinations. PhD students are required to submit a 10-15 page critical essay discussing the PhD reading on the last day of class in place of the written in-class exam.

Area Clusters: (To be adjusted during the first class meeting). There must be a minimum of two students in each group. If we do not have enough people to make up your first choice we will consolidate regions. Reading Lists for these clusters will be provided on the Picard Web Site.

Region One: Central America and the Caribbean

Region Two: South America

Region Three: East and Southeast Asia

Region Four: South Asia and the Middle East

Region Five: Eastern and Southern Africa

Region Six: Western and Central Africa

Region Seven: Eastern Europe and Eurasia

Note: This syllabus will be updated and placed on the web as and if corrections or adjustments are needed. All students are to read the “golden oldies” and case studies. The remaining of the readings are separated into Masters level and PhD level readings. Each student is also to identify four books to read and be able to discuss over the course of the semester.

Course Schedule

August 28: INTRODUCTION AND OVERVIEW: THE PROBLEM OF DEVELOPMENT

September 4: THE NATURE OF THE DEBATE

Required Reading: Masters Students:

Haslam, et. al., Chapter 1 and 3
Picard and Buss, Chapter 1
Weatherby, et. al., Chapter 1
Rapley, Chapter 1

Golden Oldies:

Theroux, "Tarzan is an Expatriate,"
Chambers, Chapters 1-3

Case Study Materials

Tolland, The Rising Sun, Chapters 1-5
George Orwell, "Shooting the Elephant," in Green and
Walzer

Recommended Reading PhD Students

Jennifer Brinkerhoff, Chapters 1-2
Escobar, Preface, Chapter 1-2
Pressman and Wildavsky, Preface, pp. 1-6
Kathleen Staudt, Chapters 1-2

September 11: THE LEGACY OF COLONIALISM

Required Reading Masters Students

Haslam, et. al., Chapter 2 and 25
Picard and Buss, Chapter 2
Weatherby, et. al., Chapter 2
Seitz, Chapters 1-2

Book of the Week

Charles Allen, Plain Tales from the Raj
Or
Charles Allen, Tales from the Dark Continent

Golden Oldies:

Keith Griffin, "Underdevelopment in History," in Wilber, Political Economy (1979 edition only)

Sue Ellen Charlton, Chapters 1, 2, 10

Susan George, A Fate Worse Than Debt, Chapters 3-4

Case Studies:

Rush, "Alone in Africa," in Norman Rush, Whites

Rush, "Near Pala" from Norman Rush, Whites

Recommended Reading PhD Students

Monte Palmer, Dilemmas, Chapters 1-2

Goran Hyden, Chapters 1-3, 7

Harris, Chapter 1

September 18: THE LEGACY OF COLONIALISM, Continued

September 25: THE BUREAUCRACY, CIVIL SOCIETY AND THE POST-COLONIAL STATE:

Required Reading Masters Students:

Haslam, et. al., Chapter 7

Picard and Buss, Chapter 3

Weatherby, et. al., Chapter 4

Edwards, Chapters 1-2

Rapley, Chapter 2

Book of the Week:

James Fox, White Mischief

William Lederer and Eugene Burdick, The Ugly American

Graham Greene, The Quiet American

Jan Myrdal, Report from a Chinese Village

Golden Oldies

Goulet, Chapter 2 and Chapter 5

Garrity and Picard, "Dependency Avoidance," in Africanus

Esman, Chapter 1-3

Case Studies:

Stanley Karnow, In Our Image, (Unabridged Version)

Chapters 5, 7 and 15

Joyce Cary, "The Two Faces of Progress," in Green and

Walzer

Recommended for PhD Students

Escobar, Chapter 3

Bryant and White, Chapters 1-2

October 2:

**THE CHALLENGES AND LIMITS OF DEVELOPMENT
MANAGEMENT**

Required Masters Students:

Haslam, et. al. Chapter 4

Picard and Buss, Chapter 4

Weatherby, et. al., Chapter 3

Edwards, Chapters 3-4

Seitz, Chapter 3

Book of the Week:

Khushwant Singh, Train to Pakistan

Or

Kurban Said, Ali and Nino

Or

Stephen Kinzer, Overthrow

Golden Oldies

Moris, "The Transferability of the Western Management Tradition..."

Brinkerhoff and Coston, "International Development Management in a Globalized World"

Case Studies

Carlos Fuentes, "The Cost of Living," in Solomon, Other Voices, Other Vistas

Rush Praver Jhabvala, "The Interview," in Solomon, Other Voices, Other Vistas

Recommended PhD Students

Brinkerhoff, Chapters 1-4

Caiden and Wildavsky, Chapters 1-2

Staudt, Chapter 3-8

Pressman and Wildavsky, pp. 7-34

October 9:

DEVELOPMENT PLANNING

Required Masters Students:

Haslam, et. al., Chapters 8 and 9

Picard and Buss, Chapter 6

Edwards, Chapters 5-6

Seitz, Chapter 4

Book of the Week

Paul Theroux, The Mosquito Coast: a novel

Or

V.S. Naipaul, A Bend in the River

Or

Huntington, Clash of Civilization

Golden Oldies

Picard, "Socialism and the Field Administrator"

Louis A. Picard, "Administrative Attitudes and Time"

Case Studies:

Isabel Allende, "Clarrisa," in Solomon, Other Voices, Other Vistas

Jorge Luis Borges, "The Book of Sand" in Solomon, Other Voices, Other Vistas

Recommended PhD Students

White, Chapter 1-2

Brinkerhoff, Chapters 5-6

Pressman and Wildavsky, pp. 35-69

Caiden and Wildavsky, Chapters 3-7

Bryant and White, Chapters 6-7

Paul, Chapters 1 and 8

Staudt, Chapter 5-6

October 16:

**LOCAL ADMINISTRATION AND DEVELOPMENT:
DEMOCRACY, DECENTRALIZATION AND THE
MYTH OF THE GRASSROOTS**

Required for Masters Students

Haslam, et. al., Chapters 16 and 18

Picard and Buss, Chapter 7

Seitz, Chapter 5

Rapley, Chapters 3 and 4

Book of the Week

Deborah Scroggins, Emma's War

Or

Janine Wedel, Collision and Collusion

Case Studies:

**Palmer, et. al., Egyptian Bureaucracy, Chapters 1, 3 and 6
Lawrence Graham, "The Role of the States in the Brazilian
Federation," in Picard and Zariski
Louis A. Picard, "Attitudes and Development"**

Phd Students

Esman, Chapter 4

Escobar, Chapter 5

Jennifer M. Brinkerhoff, Chapters 7-end

October 23:

**NGOs, COMMUNITY DYNAMICS AND CIVIL
SOCIETY**

Required Masters Students

Haslam, et. al., Chapter 12 and 23

Picard and Buss, Chapter 8

Edwards, Chapters 7-10

Clark, Chapters 1-5

Book of the Week:

V.S. Naipaul, Among the Believers

Or

Janny Scott, A Singular Woman

Or

James B. Mayfield, Go to the People

Case Study:

**Mahasweta Devi, "Dhowli," Solomon, Other Voices, Other
Vistas**

Isabel Fonseca, "Among the Gypsies"

Recommended PhD Students

Esman, Chapter 5

Escobar Chapter 6

Staudt, Chapters 9-10

White, Chapter 3

Pressman and Wildavsky, pp. 125-194

**October 30: DEVELOPMENT MANAGEMENT OR MANAGEMENT
DEVELOPMENT: THE POLITICS OF HUMAN
RESOURCE DEVELOPMENT**

Required Masters Students:

Haslam, et. al., Chapter 13 and 25

Picard and Buss, Chapter 10

Edwards, Chapters 11-12

Book of the Week:

Robert Klitgaard, Tropical Gangsters

Or

Franz Fanon, Wretched of the Earth

Or

Michela Wrong, In the Footsteps of Mr. Kurtz

Golden Oldie:

Chambers, Chapters 4- 7

Sue Ellen Charlton, Chapter 7

Case Studies:

Graybeal and Picard, "Internal Capacity and Overload in
Guinea and Niger"

Picard and Moudoud, "The 2008 Guinea Conakry Coup,"

Recommended for PhD Students

Esman, Chapter 6-7
Rondinelli. Chapters 1-4
White, Chapter 3-6
Picard and Garrity, Policy Reform, Chapter 8-9
Staudt, Chapters 11-12

November 6: TRAINING AND EDUCATION FOR DEVELOPMENT

Required for Masters Students:

Haslam, et. al, Chapter 24
Picard and Buss, Chapter 12
Seitz, Chapter 6-7
Rapley, Chapter 5
Kerrigan and Luke, Chapters 1-6

Book of the Week:

Albert Memmi, Colonizer, Colonized
Or
Daniel Bergner, In the Land of Magic Soldiers
Book of the Week

Case Studies

Chinua Achebe, Civil Peace,” in Solomon, Other
Voices, Other Vistas
Nadine Gordimer, “Africa Emergent,” in Solomon, Other
Voices, Other Vistas

Recommended for PhD Students

White, Chapters 7-8
Bryant and White, Chapter 5
Picard and Garrity, Policy Reform, Chapter 1

November 13: DONORS AND DEVELOPMENT: THE INTERNATIONAL DIMENSION- STRUCTURAL ADJUSTMENT AND POLICY REFORM

Masters Students Discussion:

**Haslam, Chapter s 8, 9 and 10
Picard and Buss, Chapters 13 and 14
Weatherby, et. al., Chapter 9
Rapley, Chapters 6-7**

Golden Oldies:

**Caiden and Wildavsky, Chapters 8-10
Rondinelli, Chapters 6-7**

Case Study:

**Hancock, Parts 3-5
Norman Rush, “Official Americans” in Whites
Norman Rush, “Instruments of Seduction,” in Whites**

PhD Students

**Joan Nelson, Chapters 1 and 8
Staudt, Chapter 13
Picard and Garrity, Policy Reform, Chapter 10
White, Chapters 9-10**

November 20: Group Presentation & Paper preparation

November 27: Thanksgiving Break

December 4: Presentation for All area group studies

December 11: Final Exam

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PIA 2501
DEVELOPMENT POLICY AND ADMINISTRATION
Professor Louis A. Picard, Instructor

Books and Articles on Reserve or in the public domain (Internet)

PhD Students

Jennifer M. Brinkerhoff, Partnership for International Development-Rhetoric or Results (Boulder: Lynne Rienner, 2002). (Especially PhD Students).

Coralie Bryant and Louise G. White, Managing Development in the Third World (Boulder: Westview Press, 1982).

Naomi Caiden and Aaron Wildavsky, Planning and Budgeting in Poor Countries (Berkeley: University of California Press, 1987)

Sue Ellen M. Charlton, Women in Third World Development (Boulder: Westview Press, 1984).

Arturo Escobar, Encountering Development: The Making and Unmaking of the Third World (Princeton: Princeton University Press, 1995). (Especially PhD Students).

Milton Esman, Management Dimensions of Development: Perspectives and Strategies (Hartford: Kumarian Press, 1991).

Nigel Harris, The End of the Third World: Newly Industrializing Countries and the Decline of Ideology (Harmondsworth: Penguin, 1987).

Goran Hyden, No Shortcuts to Progress: African Development Management in Perspective (Berkeley: University of California Press, 1983).

Joan Nelson, Economic Crisis and Policy Choice (Princeton: Princeton University Press, 1990).

Monte Palmer, Dilemmas of political development: an introduction to the politics of the developing areas (Itasca, Ill. : F.E. Peacock Publishers,1989).

Jeffrey Pressman and Aaron Wildavsky, Implementation (Berkeley: University of California Press, 1973).

Kathleen Staudt, Managing Development: State, Society and International Contexts (Newbury Park: Sage, 1991).

Louise G. White, Implementing Policy Reforms in LDCs (Boulder: Lynne Rienner, 1990).

Other Reading

Charles Allen, Plain Tales from the Raj (London: Futura Publications, 1992)

Charles Allen, Tales from the Dark Continent (London: Futura Publications, 1991)

Derrick W. Brinkerhoff and Jennifer M. Coston, "International Development in a Globalized World," Public Administration Review, vol. 59, no. 4 (July/August, 1999), pp. 346-361.

Robert Chambers, Rural Development: Putting the Last First (New York: Longman, 1984).

John Clark, Democratizing Development: The Role of Voluntary Organizations (Hartford: Kumarian, 1991).

Isabel Fonseca, "Among the Gypsies," New Yorker (September 25, 1995), pp. 84-97

Susan George, A Fate Worse than Debt (New York: Grove Weidenfeld, 1990).

Denis Goulet, The Uncertain Promise: Value Conflicts in Technology Transfer (New York: IODC Press, 1977).

N. Lynne Graybeal and Louis A. Picard, "Internal Capacity and Overload in Guinea and Niger," Journal of Modern African Studies (1991), pp. 275-300.

Philip Green and Michael Walzer, eds. The Political Imagination in Literature (New York: The Free Press, 1969).

Graham Hancock, Lords of Poverty (New York: Atlantic Monthly Press, 1989).

Stanley Karnow, In Our Image: America's Empire in the Philippines (New York: Ballantine Books, 1989). (Unabridged Version).

John E. Kerrigan and Jeff S. Luke, Management Training Strategies for Developing Countries (Boulder: Lynne Rienner, 1987).

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