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PSCI 463.01: Development Administration

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Course Requirements

The course involves individual and group projects. Each assignment is outlined below and will be discussed more fully in class. Late papers will be penalized by one – in grade. (e.g., from B+ to B) for each scheduled class that passes without submission. For credit/no-credit grading, students must attain an overall grade of D- to receive a “CR.” Reported final grades will reflect pluses and minuses.

In-class Group Discussions

- Facilitator-led discussions are designed to promote learning in small groups. Facilitator-led discussions involve (1) helping one another understand the assigned reading materials, (2) sharing reactions and reflections derived from the reading, (3) raising questions to stimulate thinking about the subjects covered in the reading materials, and (4) exchanging ideas and suggestions in response to one another’s comments. **Everyone is expected to have completed the assigned reading in advance of the scheduled in-class discussion of each topic.**
- Each of you will play the role of facilitator twice during the semester. During those times, your workload will be heavier than usual. Check the facilitator schedule and plan ahead.
- When it is your turn to **facilitate a group discussion**, complete the following tasks:
 1. Present a five-minute summary of and critical reflection on the assigned reading for your topic. The goal of this assignment is to identify and share with your discussion group key “take-home points” from the reading. Focus on highlighting, clearly explaining, and commenting on the main author’s main ideas. A one-page handout for all class members that highlights your summary and critical analysis also is required.
 2. Lead group discussion in response to the instructor’s question(s) based on the assigned reading.
 3. Present one important question of your own for group discussion based on the assigned reading. Then, lead group discussion of your question.
 4. Respond to group member’s comments and ask follow-up questions to stimulate further discussion.
 5. Help connect group members’ *experiences* with concepts, ideas, and illustrations presented in the reading.
 6. Bring out diverse perspectives of your group members through questions.
 7. Keep the discussion among group members relevant to the topic and respectful of all involved.
 8. Report 2 top insights/contributions from your group in plenary session (2 minutes each facilitator).
 9. Complete facilitator evaluation.

For topics **when you are not the facilitator**, complete the following tasks:

1. Complete assigned reading before class;
2. Take time to reflect on the reading;
3. Try to answer the guiding questions provided by the instructor while reading;
4. Come to class and participate actively in the group discussion
5. Share your comments and questions in reaction to the reading during in-class group discussion; make valued contributions
6. Demonstrate in-depth learning and critical reflection throughout the process
7. Complete peer evaluation
8. Read all the facilitators’ written summaries after class

Grading criteria (facilitators):

- The extent to which the written summary and critical reflection (and plenary report) you present as discussion facilitator covers key ideas, concepts, and issues. (25 points)

- The extent to which the oral summary and critical reflection you present as discussion facilitator covers key ideas, concepts, and issues. (25 points)
- The extent to which you raise and address pertinent and meaningful questions. (25 points)
- The extent to which you stimulate relevant, interesting, and insightful group discussion. (25 points)
- Facilitator grades:

A+ = 97-100 total points

A = 93-96 total points

A- = 90-92 total points

B+ = 87-89 total points

B = 83-86 total points

B- = 80-82 total points

C+ = 77-79 total points

C = 73-76 total points

C- = 70-72 total points

D+ = 67-69 total points

D = 63-66 total points

D- = 60-62 total points

F = below 60 points

- **Group member grading** (factored into class-participation grade):

Composite of attendance, facilitators' evaluation of your participation in the group discussion, self-evaluation of preparedness, and instructor's observation of discussions.

Group Projects

The class will be divided into teams for the three group assignments. Each team will be expected to apply one of the following approaches to the challenges of development administration that they will deal with as a group. The approaches, or emphases, that teams can select to apply are: (1) growth/production; (2) resource-conservation; (3) equity/redistribution; (4) self-reliance; (5) sustainability; (6) human rights.

Oct 11 Group Development-planning Project

"Wajjo Awraja" case study. Submit a typed development-plan narrative and budget for Wajjo that is *consistent with one of the emphases listed above*. The narrative should not exceed five typed pages in length.

Oct 25-27 Group Oral Report: Critical Development Sectors and Issues

Each team will present a summary of *major findings and current issues* for its sector. Presentations should include, if possible, demonstration of a *food tradition and development linkage* that is relevant to your sector.

1. Agriculture (A)
2. Natural resources and the environment (B)
3. Health (C)
4. Refugee assistance and development (D)
5. Urban housing/transportation (E)
6. Education (F)

Dec 1 Individual Final Project

One of the following individual “course-culmination” assignments will be allocated to an interested student to prepare on an individual basis. The individual-project paper will be no more than 20 double-spaced pages of text (not counting the bibliography). The instructor will meet with and approve each student’s topical selections and provide guidance on how to proceed. Citations of sources used can be included in parenthetical text notes tied to the bibliography or in footnotes/endnotes and a bibliography.

In addition to the final paper, keep and submit a “tool-kit” of practical, specific, and helpful ideas for use in your development project. Each tool-kit entry should include a summary description of the idea, an evaluation of the tool’s advantages and limitations, and clear reference to the source of the idea.

Be sure to incorporate “best practices” of development administration from your tool-kit in your approach and to **cite all your sources** in the paper. In addition to the typed paper and tool-kit to be **submitted no later than 1 December**, each student will deliver an in-class summary presentation (ppt preferred) based upon his/her final report on 1, 6, or 8 December. For a model paper that applies tool-kit ideas, see Khumalo, “Quilts for Africa” (2008) **e-res**.

Project Options

1. Develop and support a creative & detailed proposal for the establishment of a transnational nongovernmental *Global Health & Development Corps* (GH&DC).
2. Develop an *Autonomous National Development Fund* for immediate introduction by proclamation in Indonesia or Tanzania. Provide an accompanying *justification* for discussion and action by the Council of Ministers that shows why Indonesia/Tanzania should institute such a fund. Provide specific examples of how it would work.
3. Develop a *model training program in intercultural communication for development* that would be appropriate for the staff and interns of an international NGO.
4. Submit a proposal to establish a joint venture between The University of Montana and Shanghai International Studies University. Develop the *joint venture’s corporate-capability statement* and its *plan* to launch *training courses on “public entrepreneurship.”* Provide a market analysis and budget that shows the viability and suggests the long-term financial utility of the joint venture for both institutions.
5. Prepare an external *post-project-completion* evaluation of The University of Montana’s *linkage project with The University College of Belize*.
6. Prepare a complete start-to-finish *design for a small-scale* (natural-resources, agricultural, urban housing, urban or rural transportation, primary-education, primary-health-care, or environmental sanitation) *project* that is consistent with one of the emphases listed above. Select your own developing country and rural or urban context. The project design should include provisions for community participation; a budget; specific identification of community, government, NGO, and donor roles (if any); a timetable; and an evaluation methodology. For project ideas, you might find it helpful to “Go Intersection Hunting” (2004) **e-res**

7. Develop a consultant's *organizational-development (OD) plan for an NGO* (your choice) active in a Third-World context (your choice). Be sure to address governance structure; staffing; organizational relationships and communication; the organization's principal policies; human-resource development; monitoring, evaluation, and expenditure-tracking systems; and external relations with communities, other organizations, and donors. Your plan should be culturally sensitive.
8. Present a hypothetical proposal for an *institutional partnership in higher education for international development* that follows the application format of the Association Liaison Office for University Cooperation in Development and USAID and meets the program's four major evaluation criteria.
9. Prepare a proposal to UNDP for a state-of-the-art *management training program for land-reform administrators* in Namibia, Zimbabwe, or South Africa or for *state-enterprise managers in Central Asia*. Include (and justify) a daily/weekly schedule of educational and other activities along with a budget.
10. Propose and justify a week-long *transnational-competence training program for U.S., E.U., and/or Japanese health-care professionals* about to assume short-term (two-year) development-administration roles in the country of your choice. Include (and justify) a daily/weekly schedule of educational and other activities along with a budget.
11. Using the *project-cycle analysis component of gender-framework analysis* as a general guide, *present a proposal for an "ideal" development project in a country of your choice from the GFA perspective*.
12. Develop a proposal (including executive summary and budget) to an NGO of your choice for a *development-administration internship in a specific project-related capacity*. Include a personal resume and cover letter aimed at convincing the NGO that you can make a valuable and cost-effective contribution to their efforts.
13. Develop a proposal (with accompanying justification) to USAID for a *field-mentor program* that is designed to expand the pool of graduates who are well-qualified for and highly interested in careers in international development administration.
14. Develop a proposal (with justification) to the U.S. State Department for the establishment of a *Fulbright new-century students program* that would interface fruitfully with the Fulbright new-century scholars program. The theme should be challenges to global health in a borderless world; interethnic conflict and development; gender and development; global challenges and national responses to higher education in the 21st Century; or the university as innovation/entrepreneurship driver and economic-capacity builder.
15. Develop a *model transportation plan for a Third World city of modest population size that is built around footpedal power*. Your plan should address facilitating and constraining factors – including financial, environmental, and social costs/benefits, available skills and materials, technology, attitudes, market linkages, political commitments, external interests and influence.

16. Develop a transnational project that would result in *sustainable CO₂-emission reductions without compromising development* in a Southern country of your choice. Incorporate clean-development-mechanism (CDM) credits in your project design.
17. Develop a proposal for a *U.S.-military initiated and executed sustainable-development project likely to improve living conditions for women in Afghanistan*.
18. Develop a proposal that would effectively *involve overseas Chinese (or Mexicans, etc.) in a local environmental-protection/sustainable-development project in China (or Mexico, etc.)*.
19. Develop a *country proposal to UNIFEM* for a project that would *reduce feminized poverty*.
20. Develop an innovative *proposal to Geekcorps* that would effectively *utilize technology and technology-centered volunteers to help in the reconstruction of a war-torn society*.
21. Design a detailed project proposal that addresses one of the priorities identified in *Moving Mountains: The UN Appeal for Tajikistan*.
22. Develop a *project proposal to Trust Africa* that would be likely to attract substantial donations from members of the African diaspora and would be consistent with Trust Africa's objectives. **OR** present a consultant's *organizational-development (OD) plan* for Trust Africa's field offices in Africa (see #7 above).
23. Develop a *project proposal to Hunger Project - Ethiopia* that would be consistent with Hunger Project - Ethiopia's objectives.
24. Develop a detailed & innovative *project proposal to Missoula Medical Aid* for a project that addresses long-term health & development needs *in Honduras*.
25. Develop a *sustainable tourism project* for a Southern country (your choice) that meets the four objectives set forth by Professor Koehn in 1987 *from a destination-country perspective*.
26. Develop and support a creative & detailed proposal for the establishment of a *World Development Corporation* or a *Multilateral Development Fund* independent of political pressures. Your proposal should address mission, staffing, organizational design, inter-organizational arrangements, funding mechanisms, reporting, and evaluation procedures.
27. Develop & support a *curriculum proposal* for a *major* in International Development Studies at The University of Montana. Your proposal also should recommend & justify a *structural home* for the new major.
28. Develop and support a detailed proposal for a *rural telehealth project* (developing country of your choice) that would link South & North in mutually rewarding ways.

29. Develop and support a feasible plan for an objective and persuasive *evaluation of the impact of Peace Corps volunteers on development* over the past decade in country X (your choice).
30. Develop an integrated and sustainable plan involving *bicycle ambulances* that would *promote rural health care* in country X (your choice).
31. Develop and support a sustainable plan for increasing *access to electricity among the rural poor* in village A, country X.
32. Develop and support a viable plan for *Islamic banking that would promote development* in country X (developing country of your choice).
33. Develop and support a viable plan for *donor (including NGO) coordination and aid alignment* in a developing country of your choice.
34. Prepare a proposal for submission to HED under the Collaborative Partnership Program that would increase the capacity of a higher-education institution in Ethiopia to *prepare professionals who are skilled in risk reduction and risk management* in the context of development.
35. Prepare a proposal for submission to HED under the Africa Higher-Education Initiative that would increase the capacity of a higher-education institution in Ethiopia to prepare professionals who are skilled in *climate-change adaptation and public health*.
36. Develop a feasible proposal *along the lines of the "Tobin tax" that is linked to pro-poor development*.
37. Present a hypothetical *beneficiary analysis of a rural feeder road construction project* in country X for submission to the MCC.
38. Apply the *citizens' jury* idea to a *rural or urban development challenge* of your choice in country X.
39. Develop a viable and sustainable *plan for involving young people* in a rural or urban *community-development project* of your choice in country X.
40. Develop a *sustainable and healthy plan* for the establishment of *community urban food gardens* in Southern city X.
41. Develop a viable and sustainable *microinsurance program* for *poor residents of a rural area* in country X.
42. Develop a proposal for a *sustainable rural-development project* in country X that utilizes *satellite connections*.
43. Develop a viable and sustainable plan for *upgrading an urban area of extreme population density* in country X that *builds on what exists thanks to user-generated initiatives*.

44. Apply the “*lifestyle audit*” approach to a proposed local government development project in country X.
45. Develop a “*Millennium Village*” plan for a rural area in Africa that *can be scaled-up* without being stymied by corruption or serious resource shortages.
46. Develop a UNDP proposal to *support the establishment of a national climate-adaptation plan* in country X that includes enhancing capacity to reduce human vulnerability to the likely consequences of climate change.
47. Develop and justify a creative and detailed proposal for the *establishment of a Development Security Council*. Your proposal should address mission, staffing, organizational design, inter-organizational arrangements, funding mechanisms, reporting, and evaluation procedures.
48. Propose a specifically *tailored “right to information” law with an accompanying implementation process* and show how both are likely to be effective in promoting sustainable development and reducing corruption in a local government area in country X.
49. *Using the “positive deviance” approach*, develop a detailed methodology and intervention designed to improve health, nutrition, education, sanitation, environmental protection, appropriate-technology application, **OR** entrepreneurship in a specific local government area of your choice.
50. Develop a convincing *evaluation metric and procedure for assessing “happiness”* as a measure of sustainable development.
51. Propose a *commercial venture* for country X that will “*better help people in poverty than most nonprofit charitable organizations*” or government bodies will.
52. Develop a *feasible proposal for taxing international assistance* that will generate additional (domestic) funds for development purposes in country X.

Dec 12 (Mon., by 4 pm) Group Final Project

Submit (deliver to my mailbox) an integrated five-year local development plan that is *consistent with one of the emphases listed above*. Country and area details will be provided by the instructor. The typed report may be lengthy and should contain supporting references to literature read for this course, team toolkit ideas, and “best practices” in development management. On the final class date, each team also will make a short oral presentation to the class on their plan.

Graduate-increment Assignment

Each graduate student will present a short report on a “key thinker on development” – to be arranged in consultation with the instructor.

The task remains to challenge the mythologies of the nation-state, the cult of work, the submission to authority, the imposture of groups and parties who claim to possess the truth – in short, to sift carefully through all established assumptions (for they lie at the root of many consented servitudes) with a view to satisfying all basic needs and eventually attaining the supreme luxury: free time.

Gerald Chaliand, *Revolution in the Third World: Myths and Prospects*, 1976

We are now faced with the fact that tomorrow is today.... We must find new ways to speak for peace ... and justice throughout the world – a world that borders on our doors. If we do not act, we shall surely be dragged down the long dark and shameful corridors of time reserved for those who possess power without compassion, might without morality, and strength without sight.

Martin Luther King Jr., April 1967 “Beyond Vietnam” speech

PSCI 400

Students taking PSCI 400 concurrently with this course must attend a special class on professional writing led by the instructor (TBA). The 3-page double-spaced individual essay for this class will be graded for clarity of argument and correctness of technical writing and returned with comments for revision. Students are required to revise and resubmit the essay as often as necessary until all corrections are made and understood.

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VP/SA/index.cfm/page/1321>. See the University of Montana *Catalog's* policy on incompletes, disability accommodations, and plagiarism. The instructor will deny late-drop petitions (after the 31st day of instruction).

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