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PSC 463.01: Development Administration

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Political Science 463
Development Administration
Fall semester 2008

Peter Koehn
LA 348 x 5294
Ofc hrs: TTH 10:00-11:00,
12:30-1:30; and by appointment

Course Description & Objectives

The course explores key issues of sustainable development and development management as well as the roles of local, national, and transnational public administrators, NGO personnel, and donor professionals. *Development Administration* focuses on the fundamental challenge of how to enhance living conditions in contexts characterized by scarce material resources. Students should develop awareness of the role of public administrators and NGO staff in sustainable-development processes, how culture affects development management, issues of decentralization, participation, community empowerment, and capacity building, and effective approaches to management training and project evaluation as well as awareness of contemporary issues involving foreign assistance agriculture, natural resources and the environment, health, education, housing/transportation, and the special training needs of displaced persons. In addition to building a conceptual and knowledge base regarding the challenges of social, economic, and political change at national and community levels, PSc 463 also involves simulated experience and practical exercises aimed at preparing students with valuable skills for field assignments in non-Western contexts – including needs and capabilities assessment, data collection, gender-framework analysis, project selection, development planning and budgeting, program implementation, action training, project evaluation, and transnational competence.

Required: *Coursepack at UC Bookstore* Electronic reserve password = psc463

Optional: Peter Koehn and Olatunde Ojo (editors), *Making Aid Work: Innovative Approaches for Africa at the Turn of the Century*, University Press of America, 1999.

Course Outline and Assignments

Aug 26, 28,

Sept 2

I. *Concepts:* Human Development, Underdevelopment, Sustainable Development, Global Public Goods, Development Administration, Development Management

1. Sen, *Development as Freedom* (2001), pp. 3-7
2. Malcolm Scully, "The Rhetoric and the Reality of 'Sustainability'" (2000)

Sept. 4

Africa: Who Is to Blame? DVD 02089, 61 minutes (2006)

Sept. 9

II. *Goals:* An Agenda for Development Management

1. "The Millennium Development Goals, Targets, and Indicators" e-res
2. "Africa & the Challenge of the Millennium Development Goals" ('05)
3. Brooks, "Our Homegrown Third World" (2005) e-res

Sept. 9, 11, 16 III. *The Development Context*

A. **Public Administrators and Public-policy Making**

1. Ladipo Adamolekun, "Central Government Organization" (1999) e-res
2. Peter Koehn, *Public Policy & Administration in Africa* (1990), Chpt 8
3. Olowu, "Redesigning African Civil Service Reforms" (1999) e-res

4. David J. Gould, "Administrative Corruption: Incidence, Causes, and Remedial Strategies," pp. 467-479 (1991) e-res
5. Henry Goodnow, "Above Suspicion" (1971)
6. Ousman Sembene, *Mandabi*, VT 09883, 90 minutes (1999)
7. "A 30% Budget Cut in Sefta's Ministry of Health" role play
8. Handelman, "Women and Development" (2003)
9. Derick Brinkerhoff, "A Framework for Rebuilding Governance" (2007)

Sept. 18

B. The Impact of Culture on Development Management

1. C. Kleymeyer, "Cultural Energy & Grassroots Development" (1992)
2. C. Storti, "Universalism & Particularism"
3. C. Storti, "Monochronic & Polychronic"
4. C. Storti, "Individualist or Collectivist?"
5. Tadella Taferra, "Assefa and Sileshi" (case analysis)
6. Cushner & Brislin, "Skillful at Getting Grants" (1996)

Sept. 23

C. NGOs, Civil Society, Participation, Governance, Decentralization, & Empowerment

1. Staudt, "NGOs," pp. 173-186
2. "African NGOs Seek to Build Capacities" (2005)
3. Daubon & Saunders, "Operationalizing Social Capital" (2002) e-res
4. Finn, "Open Space Technology" (2008)
5. Hossain, "Grameen Approach," pp. 123-129 (2001)
6. Adamolekun, "Decentralization, Subnational Governments, & Intergovernmental Relations" (1999) e-res
7. Gary Bland, "Decentralization, Local Governance, & Conflict Mitigation in Latin America" (2007)
8. Narayan and Petesch, "An Empowering Approach to Poverty Reduction" (2002), pp. 487-493 e-res
9. J. Uitto and Shaw, "Adaptation to Changing Climate: Promoting Community-based Approaches" (2006) e-res
10. Diallo, "Simple Engine Transforms Village Life" (1999)

Sept. 25

Individual essay due

Sept. 25

E. Development Planning and Budgeting

1. Koehn, *Public Policy and Administration in Africa*, Chapter 6
2. Fleshman, "Gender Budgets' Seek More Equity" (2002)
3. Axinn and Axinn, *Collaboration in Rural Development* (1997), 281-90

Sept 25

Wajjo case – group preparation

IV. Capacity Building for Sustainable Development

Sept. 30

A. Institutional, Managerial, & Technical Capacity and Popular Support

1. P. Koehn & J. Rosenau, "Dimensions of Transnational Competence" (2008)

Oct. 7 **Wajjo case: group presentations**

1. Harsch, "Privatization Shifts Gears in Africa" (2000)
2. Dugger, "Roads Lead to New Way of Life in Rural Ethiopia"('04)e-res
3. "Link Up the Villages" (2006) e-res
4. Lowe, "The Bicycle: Vehicle for a Small Planet,"pp.24-33,40-44 (1989)
5. Duckett, "Bureaucrats in Business, Chinese-Style" (2001)
6. Koehn, "The Shanghai Outlook on the WTO" (2002)
7. Szpara, "Nobel Peace Laureate Muhammad Yunus" (2007)
8. Dugger, "Peace Prize to Pioneer of Loans to Poor"(2006) eres

1. M. Castells, "Africa's Technological Apartheid" (1998), pp. 92-95
2. Mutame, "Africa Takes on the Digital Divide" (2003)

1. Stuart and Bery, "Powerful Grass-roots Women Communicators: Participatory Video in Bangladesh" (1996)
2. Oakley, "Emerging Methodologies of Participation," pp.220-229 **e-res**
3. Phyllis Bo-yuen Ngai and Peter Koehn, "Organizational Communication and Globally Displaced Perimeter Populations: Abstract" Full source at www.unhcr.ch (Eval & Policy Analysis Unit; *New Issues in Refugee Research* No. 71)

1. Oakley, "Training in Methodology of Participation," pp. 229-237
2. Marquardt & Berger, "Action Learning Program" (2000)
3. Hossain, "Grameen Approach," pp. 129-134 (2001)
4. P. Ngai and P. Koehn, "Preparing for Diversity in the Midst of Adversity: An Intercultural-communication Training Program" **e-res**
5. "RATI" case (Staudt, pp. 198-199).

Oct. 21, 23 **V. Critical Development Sectors and Issues**

- A. Rural Health**
- B. Natural Resources and the Environment**
- C. Agriculture**
- D. Refugee and Returnee Assistance and Development**
- E. Urban housing & Transportation**
- F. Education**

VI. Development Processes (how should practitioners identify, formulate, select, organize, implement, & evaluate activities at the cutting edge of development?)

Oct. 23 **A. Data Collection**

1. Anderson and Woodrow, "Framework for Analyzing Capacities & Vulnerabilities," pp. 9-19 **e-res**
2. Devereux and Hoddinott, "Issues in Data Collection" (1993)
3. Finn, "The Genogram" (2008)

Oct. 28, 30 *Individual Project Meetings*
Small-group feedback
Graduate reports

Nov. 6 **B. Needs Assessment and Appraisal Methods**

1. Robert Chambers, "Participatory Rural Appraisal (PRA): Analysis of Experience," *World Development* 22, No. 9 (1994):1253-68.
2. Zamaere, "Use of Video as a Tool for PRA in Malawi" (2000)
3. Deborah Eade and Suzanne Williams, *Oxford Handbook of Development and Relief*, Vol. I (1995), pp. 128-150. **e-res**

Nov. 6 **C. Project Initiation, Preparation/Design, and Selection**

1. MCC, "Guidelines for Economic & Beneficiary Analysis" ('07)

Nov. 13 **D. Contextual Mapping & Project Implementation**

1. John Ickis, "Profile of a Permanent Secretary" case
2. Axin and Axin, "Logical Framework," pp. 142-145.
3. D. Gaspar, "Problems in the Logical Framework" (1999)

Nov. 13 **E. Monitoring and Evaluation**

1. Oakley, pp. 253-254 (Box 34) and 263-266
2. Finn & Jacobsen, "Evaluation," pp. 378-394 (2007) **e-res**
3. Esther Mebrahtu, "Perceptions & Practices of Monitoring & Evaluation: International NGO Experiences in Ethiopia" (2002) **e-res**

Nov. 18, 20 VII. *Changing International Assistance Architecture and the Glocal Context of Contemporary Development Challenges*

Millennium Challenge Corporation
U.S. AID: Global Development Commons
NGOs
Philanthropists & Foundations
Sovereign Funds
NEPAD
WTO
IMF & World Bank
Development Funds
Interpersonal Challenges

1. Koehn and Ojo, *Making Aid Work* (1999), pp. 1-96.
2. Hyden, "Development Projects for a New Millennium" (2005)
3. A. Borchgrevink, "Re-reconsidering Foreign Aid" (2007)
4. MCC, "Phases of an MCC Compact" (2007)
5. Peter McPherson & Brian Atwood, "Organization of U.S. Foreign Assistance Programs" (2007)
6. Kessler, "Foreign Affairs Panel Calls for Overhaul" (2007) **e-res**
7. Mutume, "New Urgency for Cancelling Africa's Debt" (2005)
8. Pender, "From Structural Adjustment to Comprehensive Development Framework" (2001) **e-res**
9. Uvin, "CDF and PRSPs" (2004)
10. Stiglitz, "Broken Promises" (2002) **e-res**
11. Paul Collier, *The Bottom Billion*, pp. 166-172 (2007)
12. A. Faiola, "As Global Wealth Spreads, the IMF Recedes" (2008) **e-res**
13. C. Storti, "Men and Women – What Would You Do?"

Nov 20 *Group Final Project: Review*

Nov. 25 *Women's Bank of Bangladesh* (47 minutes) VT10557

Dec. 2 *Written Individual Project due*

Dec. 2, 4 *Individual Project Reports*

Dec. 9 *Written Group Final Project Due*

Dec 12 (10:10-12:10) *Individual Project Reports*
Group Final-project Reports

This syllabus is presented as a general guide to the course that is subject to amendment or deviation.

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.

Sept 25 Individual Essay (10%)

Essays of *no more than three double-spaced pages* (not including your bibliography) will be graded for (1) thoroughness; (2) sophistication of analysis and creativity; (3) organization and logical development; and (4) clarity of expression. Be sure to cite references to any supporting sources you have relied upon.

Option 1: Write a concise and persuasive essay that describes the relationship of health and international development. Which has the greater effect on the other? How might inequities in health-care access and treatment affect development resources and outcomes? How is national and human security related to health care for the poor? Where would you start in order to improve health conditions in developing countries?

Recommended “getting started” readings:

- (1) “To Cure Poverty, Heal the Poor” (2002) e-res
- (2) Lerer, “Health for All,” pp. 7, 17-18 (1998) e-res
- (3) Herrell, “Reflections on Health in Development,” pp. 88-89 (1998) e-res
- (4) “Getting to the Heart of the Matter” (2005) e-res
- (5) Kickbusch, “Global + Local = Glocal Public Health” (1999) e-res
- (6) “Statement of Fulbright New Century Scholars on Challenges of Health in a Borderless World” (2002) e-res
- (7) Koehn “Global Health & Human Rights: Challenges for Public Health Administrators” (2007) e-res

Option 2: Provide a one-page *job description for a Community Development Officer employed by Country X’s Ministry of Community Development* (request handout from the instructor). Then, in no more than two additional pages with reference to assigned readings and class discussions regarding effective and useful development management, *justify your decisions regarding factors included and not included in your job description.*

Recommended “getting started” reading:

World Bank, “Public Administration/Management Specialist” job description (1980) e-res

Option 3 (due 2 Dec): Submit your notebook of practical, specific, and helpful ideas (“toolbox”) for use in managing a development project that you discovered in this course. Each 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. Then, show *why* you decided to use or not to use each tool in your *individual project assignment.*

Group Projects

The class will be divided into teams for the two 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 can be applied are: (1) growth/production; (2) resource-conservation; (3) equity/redistribution; (4) self-reliance; (5) sustainability; (6) human rights.

Oct 7 Group Development-planning Project (20%)

"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 21-23 Group Oral Report: Critical Development Sectors and Issues (10%)

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 2 Individual Final Project (35%)

One of the following individual "course-culmination" assignments will be allocated to an interested student to prepare on an individual basis. Be sure to incorporate "best practices" of development administration from your toolkit in your approach and to cite all your sources in the paper. In addition to the typed report to be submitted no later than December 2, each student will deliver an in-class summary presentation based upon his/her final report on 2, 4, or 12 December.

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); 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, either (a) *critically assess one project* described in the appendix to Anderson and Woodrow's *Rising from the Ashes* or another project where sufficiently detailed information is available, or (b) *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; or global challenges and national responses to higher education in the 21st Century.
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 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.
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.
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.

Dec 9 (Tues., by 4 pm) Group Final Project (25%)

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

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).