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Fall 9-1-2006

### PSC 463.01: Development Administration

Peter Koehn

*University of Montana - Missoula*, [peter.koehn@umontana.edu](mailto:peter.koehn@umontana.edu)

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Political Science 463  
*Development Administration*  
Fall semester 2006

Peter Koehn  
LA 416 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 and community empowerment, and effective approaches to management training and project evaluation as well as awareness of contemporary issues involving 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 nonWestern contexts – including needs and capabilities assessment, data collection, gender-framework analysis, project selection, development planning and budgeting, program implementation, action training, and project evaluation.

Required: Coursepack at UC Bookstore

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 29, 31,

Sept 5

I. *Concepts:* Human Development, Underdevelopment, Sustainable Development, Development Administration, Development Management, Transnational Competence

1. Sen, *Development as Freedom* (2001), pp. 3-7
2. Sadiq Rasheed and David F. Luke, *Development Management in Africa* (1995) pp. 1-7
3. Malcolm Scully, "The Rhetoric and the Reality of 'Sustainability'" (2000)
4. P. Koehn and J. Rosenau, "Dimensions of Transnational Competence" (2002)

Sept. 7

II. *Goals:* An Agenda for Development Management

1. "The Millennium Development Goals, Targets, and Indicators"
2. "Africa & the Challenge of the Millennium Development Goals" ('05)
3. Brooks, "Our Homegrown Third World" (2005) e-res
4. "Strategic Agenda for Development Management in Africa in the 1990s" in Rasheed and Luke, pp. 246-272. e-res

Sept. 12, 14    **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)
4. David J. Gould, "Administrative Corruption: Incidence, Causes, and Remedial Strategies," in Ali Farazmand, *Handbook of Comparative and Development Management* (1991), 467-479 **e-res**
5. "Above Suspicion" (1970) **handout**
6. "A 30% Budget Cut in the Ministry of Health" role play (Staudt, p.78)
7. Tesfaye, "Majete Clinic" role play **handout**
8. Handelman, "Women and Development" (2003)

Sept. 19        **B. The Impact of Culture on Development Management**

1. Charles Kleymeyer, "Cultural Energy & Grassroots Development," *Grassroots Development* 16, #1 (1992):22-31.
2. Peter Oakley, "The Project Agent" (1991), pp. 179-184.
3. Tadella Taferra, "Assefa and Sileshi" (case analysis)

Sept. 21, 26    **C. NGOs: Participation, Governance, and Civil Society**

1. Staudt, "NGOs," pp. 173-186
2. White, Howell, & Shang, "The Search for Civil Society" (1996)
3. Daubon & Saunders, "Operationalizing Social Capital" (2002)
4. Maathai, "Let Rights Flower" (2004)
5. "African NGOs Seek to Build Capacities" (2005)
6. Mary Anderson & Peter Woodrow, *Rising from the Ashes: Development Strategies in Times of Disaster* (1998), "North-South Partnerships," pp. 35-38 **e-res**
7. Hossain, "Grameen Approach," pp. 123-129 (2001)

Sept 26                      Video: *Women's Bank of Bangladesh* (1997) VT10557 (47 min)

**Sept. 28                      Individual Essay due**

Sept. 28        **D. Decentralization and Community Empowerment** (*why & how government officials at the center should transfer power & responsibility to development managers at subnational levels*)

1. Adamolekun, "Decentralization, Subnational Governments, & Intergovernmental Relations" (1999) **e-res**
2. C. Dugger, "Lower-caste Women Turn Village Role Upside Down" (1998) **e-res**
3. Narayan and Petesch, "An Empowering Approach to Poverty Reduction" (2002), pp. 461-463, 487-493 **e-res**
4. J. Uitto and Shaw, "Adaptation to Changing Climate: Promoting Community-based Approaches" (2006) **e-res**
5. Diallo, "Simple Engine Transforms Village Life" (1999)



Oct. 24      **E. Management Training and Human-resource Development**

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 (S, pp. 198-199).

*V. Critical Development Sectors and Issues*

Oct. 26      **A. Rural Health**

1. "To Cure Poverty, Heal the Poor" (2002)

Oct. 26,31      **B. Natural Resources and the Environment**

1. Perlez, "Forests in Southeast Asia Fall to Prosperity" (2006) e-res
2. Polgreen, "Chad's Oil Riches ... Diverted" (2006) e-res

**C. Agriculture**

**D. Refugee and Returnee Assistance and Development**

**E. Urban housing & Transportation**

- Lowe, "The Bicycle: Vehicle for a Small Planet," pp. 24-33,40-44 (1989)

**F. Education**

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

Oct. 31      **A. Data Collection**

1. Anderson and Woodrow, pp. 9-25. e-res
2. Devereux and Hoddinott, "Issues in Data Collection" (1993)

Nov. 2, 9      *Individual Project Meetings*

Nov. 14,16      **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. Bhattacharyya and Murray, "Community Assessment and Planning for Maternal & Child Health Programs" (2000) e-res
4. Deborah Eade and Suzanne Williams, *Oxford Handbook of Development and Relief*, Vol. I (1995), pp. 128-150. e-res

Nov. 16      **C. Project Initiation, Preparation/Design, and Selection**

Nov. 21      **D. Contextual Mapping & Project Implementation**

1. Oakley, "Methodology of Participation," pp. 210-229 e-res
2. John Ickis, "Profile of a Permanent Secretary" case

3. Axin and Axin, "Logical Framework," pp. 142-145.
4. D. Gaspar, "Problems in the Logical Framework" (1999)
5. World Bank job description, "Public Administration/Mgt Specialist" (1980) e-res

Nov. 21      **E. Monitoring and Evaluation**

1. Hay, "Introduction to Social Program Evaluation" (1979)
2. Oakley, pp. 253-254 (Box 34) and 263-266
3. Esther Mebrahtu, "Perceptions & Practices of Monitoring & Evaluation: International NGO Experiences in Ethiopia" (2002)

Nov. 28      **VII. *International Assistance and the Glocal Context of Contemporary Development Challenges***

1. Koehn and Ojo, *Making Aid Work* (1999), pp. 1-96.
2. Hyden, "Development Projects for a New Millennium" (2005)
3. Mutume, "New Urgency for Cancelling Africa's Debt" (2005)
4. Hubbard, "Aid Management" (2005)
5. Stiglitz, "Broken Promises" (2002) e-res
6. Pender, "From Structural Adjustment to Comprehensive Development Framework" (2001)
7. Uvin, "CDF and PRSPs" (2004)
8. "Smart Aid for Africa" (2005) e-res
9. Easterly, "Caveats for Charity" (2006) e-res
10. "Getting to the Heart of the Matter" (2005)
11. Kickbusch, "Global + Local = Glocal Public Health" (1999)
12. "Statement of Fulbright New Century Scholars on Challenges of Health in a Borderless World" (2002)
13. Koehn "Global Health & Human Rights: Challenges for Public Health Administrators" (2007)

Nov 28      *Group Final Project: Review*

Nov. 30      Video: *Life and Debt* (85 minutes) VT12493

**Dec. 5      *Written Individual Project due***

Dec. 5, 7      *Individual Project Reports*

**Dec. 11      *Written Group Final Project Due***

Dec 14 (10:10-12:10) *Individual Project Reports*  
*Group Final-project Reports*

### **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. See the University of Montana *Catalog’s* policy on incompletes, disability accommodations, and plagiarism. The instructor will deny late-drop petitions (after the 31<sup>st</sup> day of instruction).

#### **Sept 28 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 global health and international development. Which needs to come first? How might inequities in health-care access and treatment affect development resources and outcomes? How is security related to health and development? Where would you start in order to improve global health conditions?

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**

*Option 2:* Provide a one-page *job description for a Community Development Officer employed by Country X’s Ministry of Community Development* (per Staudt, Case 7.1, p. 124 as amended). 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.*

*Option 3 (due 5 Dec):* Submit your notebook of practical and helpful ideas (“toolbox”) for use in managing a development project. 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.

### **Oct 12 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 26-31 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 5 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 include "best practices" of development administration in your approach and to cite your sources in the paper. In addition to the typed report to be submitted no later than December 1, each student will deliver an in-class summary presentation based upon his/her final report on 6, 8, 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 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.

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 21<sup>st</sup> 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 CO<sub>2</sub>-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*.
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.

**Dec 11 Group Final Project (25%)**

Submit 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 and to “best practices” in development management. Each team also will make a short oral presentation to the class on their plan.

**Graduate-increment Assignment**

Each graduate student will prepare and lead an applied class exercise in development management – 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

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>