Fall 9-1-2004

PSC 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.

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; (4) clarity of expression; and, for W students only, (5) grammar, punctuation, and spelling. 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 readings:
(1) "To Cure Poverty, Heal the Poor" (2002) e-res
(2) Lerer, "Health for All" (1998) e-res
(3) Herrell, "Reflections on Health in Development" (1998) e-res

Option 2: Provide a one-page *job description for a Community Development Officer employed by Ministry X* (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.*

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 26-28   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

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 include "best practices" of development administration in your approach and to cite your sources. In addition to the typed report to be submitted no later than December 2, each student will deliver an in-class presentation based upon his/her final report on 2 or 15 December.

1. Develop and support a creative proposal for the establishment of a multinational *Global Development Corps* (GDC).

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 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 *consultancy report* with recommendations for UNICEF on *decentralization for social planning in Eritrea* in accordance with a specific terms-of-reference (TOR).

7. 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.

8. 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.

9. 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.

10. 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.

11. 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.

12. 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*.

13. 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.

14. 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.

15. 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; or gender and development.

16. 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.

17. Develop a transnational project that would result in sustainable CO_2-emission reductions without compromising development in a Southern country of your choice. Incorporate clean-development-mechanism (CDM) credits in your project design.

18. Develop a proposal for a *U.S.-military initiated and executed development project* likely to *improve living conditions for women in Afghanistan.*

19. Develop a proposal that would effectively involve overseas Chinese in a local environmental-protection/sustainable-development project in China.

Dec 13   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. Each team also will make a short oral presentation to the class on their plan.

Graduate-increment Assignment

Graduate students 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

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Political Science **463**
Development Administration
Fall semester 2004

Peter Koehn
LA 416 x 5294
Ofc hrs: TTH 10:00-11:00,
12:30-1:30; and by apptmt

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, NGOs, and donors. *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 as well as awareness of contemporary issues involving agriculture, natural resources and the environment, health, education, housing/transportation, and the special training needs of refugees. 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

Sept. 2, 7   I. *Concepts*: Human Development, Underdevelopment, Sustainable Development, Development Administration, Development Mgt., Transnational Competence

1. Staudt, "Development Definitions" (pp. 28-29)
2. Sen, *Development as Freedom* (2001), pp. 3-7
3. Sadiq Rasheed and David F. Luke, *Development Management in Africa* (1995) pp. 1-7
4. Malcolm Scully, "The Rhetoric and the Reality of 'Sustainability'" (2000)

Sept. 9   II. *Goals:* An Agenda for Development Management

1. "The Millennium Development Goals, Targets, and Indicators"

2. "Strategic Agenda for Development Management in Africa in the 1990s" in Rasheed and Luke, pp. 246-272.

Sept. 14, 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 and Administration in Africa* (1990), Chapter 8
3. Olowu, "Redesigning African Civil Service Reforms" (1999)
4. Goran Hyden, *No Shortcuts to Progress* (1983), pp. 11-29.
5. David J. Gould, "Administrative Corruption: Incidence, Causes, and Remedial Strategies," in Ali Farazmand, *Handbook of Comparative and Development Management* (1991), 467-479 **e-res**
6. "A 30% Budget Cut in the Ministry of Health" role play (Staudt, p. 78)
7. Handelman, "Women and Development" (2003)

Sept. 21   ### 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.

Sept. 23   ### 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. Mary Anderson & Peter Woodrow, *Rising from the Ashes: Development Strategies in Times of Disaster* (1998), "North-South Partnerships," pp. 35-38 **e-res**
5. N. Uphoff, "Bangladesh: The Grameen Bank" (1986), pp. 351-352.
6. Hossain, "Grameen Approach," pp. 123-129 (2001)

Sept. 28   Individual Essay due

Sept. 28   ### D. **Decentralization and Community Empowerment**

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. Diallo, "Simple Engine Transforms Village Life" (1999)

Sept 30 *Wajjo case – group preparation*

    IV. *Capacity Building for Sustainable Development*

Oct. 5, 7 A. **Institutional Capacity and Popular Support**

    1. Anderson and Woodrow, pp. 75-82 **e-res**
    2. Stephen Siebert and Peter Koehn, "Executive Summary: USAID University Development Linkage Project; Montana and Belize Partnership for Resource Conservation & Develmt"
    3. P. Koehn and J. Rosenau, "Dimensions of Transnational Competence" (2002)

Oct. 7 Video: *It's a Tangle Out There* [Transnational management in Botswana] VT12156 (30 minutes)

Oct. 12 ***Wajjo case: group presentations***

Oct. 14 B. **Privatization, Infrastructure, and Entrepreneurship**

    1. D. Luke, "Building Indigenous Entrepreneurial Capacity" (1995)
    2. Paul Cook and Martin Minogue, "Waiting for Privatization in Developing Countries: Towards the Integration of Economic and Non-economic Explanations" (1990)
    3. Duckett, "Bureaucrats in Business, Chinese-Style" (2001)

Oct. 19 C. **Information Technology**

    1. M. Castells, "Africa's Technological Apartheid" (1998)
    2. Jensen, "Making the Connection: Africa & the Internet" (2000) **e-res**
    3. "Annan Urges High-Tech Aid for Poor Countries" (2000) **e-res**
    4. Mutame, "Africa Takes on the Digital Divide" (2003)

Oct. 19 D. **Development Communication**

    1. Stuart and Bery, "Powerful Grass-roots Women Communicators: Participatory Video in Bangladesh" (1996)
    2. 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)

Oct. 21 E. **Management Training and Human-resource Development**

    1. Oakley, pp. 229-237.
    2. Marquardt & Berger, "Action Learning Program" (2000)
    3. Hossain, "Grameen Approach," pp. 129-135 (2001)

4. P. Ngai and P. Koehn, "Preparing for Diversity in the Midst of Adversity: An Intercultural-communication Training Program" (2001)
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)
    2. Topouzis, "Moving Therapy to Frontline of AIDS War" (2004)

Oct. 26,28 B. **Natural Resources and the Environment**
    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*

Nov. 4 A. **Data Collection**

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

Nov. 9 *Individual Project Meetings*

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

Nov. 18 C. **Project Initiation, Preparation/Design, and Selection**

    1. Staudt, "Project/Program Selection" (pp. 103-108).
    2. Anderson and Woodrow, pp. 52-68. **e-res**
    3. "Street Kids of Ciudad Juarez" role play (S, pp. 84-85).

Nov. 18 D. **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 International Rural Development* (1997), pp. 281-290

Nov. 23   E. **Contextual Mapping & Project Implementation**

1. Staudt, "PERT," pp. 98-99
2. Oakley, "Methodology of Participation," pp. 210-229.
3. John Ickis, "Profile of a Permanent Secretary" case
4. Axin and Axin, "Logical Framework," pp. 142-145.
5. D. Gaspar, "Problems in the Logical Framework" (1999)

Nov. 23   F. **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. 30   VII. *International Assistance and the Glocal Context of Health & Development*

1. Koehn and Ojo, *Making Aid Work* (1999), pp. 1-96.
2. P. Lewis, "Downside of Doing Good" (1999) **e-res**
3. "An Alternative to Progress" (2001)
4. Pender, "From Structural Adjustment to Comprehensive Development Framework" (2001)
5. Kickbusch, "Global + Local = Glocal Public Health" (1999)
6. "Statement of Fulbright New Century Scholars on Challenges of Health in a Borderless World" (2002)
7. Fleshman, "Massive AIDS Campaign Gears Up" (2004)

Nov. 30   *Group Final Project: Review*

Dec. 2   Written Individual Project due

Dec. 2   *Individual Project Reports*

Dec. 7   Video: *Women's Bank of Bangladesh* (1997) VT10557 (47 min)

Dec. 9   *Group Final Project: Preparation*

Dec. 13   Written Group Final Project Due

Dec 15 (10:10-12:10) *Individual Project Reports*
                 Group Final-project Reports

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