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PSC 463.01: Development Administration

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Course Description & Objectives

The course explores key issues of sustainable development and development management as well as the roles of local and national 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. Agriculture, natural resources and the environment, health, education, housing/transportation, and the special training needs of refugees will be considered. 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 other practical exercises aimed at preparing students with valuable skills for field assignments in non-Western contexts – including needs and capabilities assessment, gender-framework analysis, project selection, development planning and budgeting, action training, and project evaluation.

Required:
(2) Coursepack at UC Bookstore

Optional:

Course Outline and Assignments

Sept. 4, 6  I. Concepts: Human Development, Sustainable Development, Underdevelopment, Development Administration, Development Mgt., Transnational Competence

1. Staudt, “Development” (pp. 11-30)

Sept. 11  II. Goals: An Agenda for Development Management

III. The Development Context

Sept. 13, 18  
A. Public Administrators and Public-policy Making  
1. Staudt, “The Political Context” (pp. 62-78)  
3. Peter Koehn, Public Policy and Administration in Africa (1990), Chapter 8  
6. “A 30% Budget Cut in the Ministry of Health” role play (Staudt, p. 78)

Sept. 20  
B. The Impact of Culture on Development Management  
1. Staudt, “The Cultural Context” (pp. 35-57)  

Sept. 25  
C. NGOs: Participation, Governance, and Civil Society  
1. Staudt, “NGOs” (pp. 173-186)  
3. Anderson and Woodrow, pp. 35-38.  

Sept. 27 Individual Essay due

Sept. 27  
D. Decentralization and Community Empowerment  
3. Alf Ronny, “Mobilizing the Local Community” (1998)  
Oct. 2  

*Wajjo case – group preparation*

IV. *Capacity Building for Sustainable Development*

Oct. 4, 9  

A. **Institutional Capacity and Popular Support**
   1. Staudt, “Transitions: Toward Organizational Change” (pp. 190-212)
   4. Stephen Siebert and Peter Koehn, “Executive Summary: USAID University Development Linkage Project; Montana and Belize Partnership for Resource Conservation & Development”
   5. P. Koehn and J. Rosenau, “Dimensions of Transnational Competence”

Oct. 11  

*Wajjo case: group presentations*

Oct. 16  

B. **Privatization, Infrastructure, and Entrepreneurship**
   4. Paul Cook and Martin Minogue, “Waiting for Privatization in Developing Countries: Towards the Integration of Economic and Non-economic Explanations” (1990)

Oct. 18  

C. **Information Technology**

Oct. 18  

D. **Development Communication**
Oct. 23  E. Management Training and Human-resource Development

2. Oakley, pp. 229-237.
5. “RATT” case (S, pp. 198-199).

V. Critical Development Sectors and Issues

Oct. 25  A. Agriculture

Oct. 25  B. Natural Resources and the Environment

Oct. 30  C. Health

Oct. 30  D. Refugee and Returnee Assistance and Development

Oct. 30  E. Housing & Transportation


VI. Development Processes

Nov. 1  A. Data Collection

2. Staudt, “Project/Program Preparation” (pp. 90-95).

Nov. 6  B. Needs Assessment and Appraisal Methods


Nov. 8  C. Project Initiation, Preparation/Design, and Selection

1. Staudt, “Project/Program Selection” (pp. 103-108).
2. Anderson and Woodrow, pp. 52-68.
3. “Street Kids of Ciudad Juarez” role play (S, pp. 84-85).
Nov. 8  

D. Development Planning and Budgeting


Nov. 13  

**Individual Project Meetings**

Nov. 15  

E. Project Implementation

1. Staudt, pp. 98-99  
2. Oakley, pp. 210-229.  
3. John Ickis, “Profile of a Permanent Secretary” case  

Nov. 20  

F. Monitoring and Evaluation

2. Staudt, “Evaluation Technique & Utilization” (pp. 109-114)  
3. Anderson and Woodrow, pp. 92-94.  
4. Oakley, pp. 253-254 (Box 34) and 263-266

Nov. 27  

VII. International Assistance and the Global Context of Development

5. “An Alternative to Progress” (2001)

Nov. 29  

Group Final Project: Preparation

Dec. 4  

**Written Individual Project due**

Dec. 4,6,11,13  

**Individual Project Reports**

Dec. 13  

**Written Group Final Project Due**

Dec. 20  

**Group Final Project: Reports** (10:10-12:10)
Course Requirements

The course involves individual and group projects. Each assignment is outlined below and will be discussed more fully in class. Lateness will be penalized.

Group Projects

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

Sept 27 Individual Essay (10%)

Option 1: Write a concise and persuasive essay of no more than three double-spaced pages (not including your bibliography) on the following question. Be sure to cite all references to your sources.

Some analysts regard development administration/management as a key independent variable in the transformation of developing countries. Others suggest that development administration actually is a dependent variable, the operation of which depends on a variety of environmental and cultural contingencies. Which of these two positions is closest to your own view? Provide a thorough justification for your position.

Option 2: Provide a one-page job description for a Community Development Officer (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.

Oct 11 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 25-30 Group Oral Report: Critical Development Sectors and Issues (10%)

Each team will present a summary of major findings and current issues for its sector:
1. Agriculture (A)
2. Natural resources and the environment (B)
3. Health (C)
4. Refugee assistance and development (D)
5. Housing/transportation (E)

**Dec 4 Individual Final Project (35%)**

Each of the following individual “course-culmination” assignments will be allocated to an interested student. In addition to the typed report to be submitted no later than November 30, each student will deliver an in-class presentation based upon his/her final report.

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.

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 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.

11. Propose and justify a week-long transnational-competence training program for transpatriates about to assume short-term (two-year) development-administration roles in the country of your choice.

12. Present a systematic gender-framework analysis of one project described in the appendix to Anderson and Woodrow’s Rising from the Ashes or another project where sufficiently detailed information is available.

13. Develop a proposal 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.

14. Develop a proposal 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 model transportation plan for a Third World city of modest population size that is built around foot-pedal power. Your plan should address facilitating and constraining factors – including financial, environmental, and social costs, available skills and materials, technology, attitudes, market linkages, political commitments, external interests and influence.

16. Provide a detailed implementation plan with the potential to link democratic village elections to participatory rural development 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 references to literature read for this course. Each team also will make a 30-minute 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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Development Administration

Group Reports on Critical Development Sectors and Issues

Oct. 25

A. Agriculture

1. Staudt, Chapter 11; “Agricultural Extension Reform” case (S, p. 235)
5. “Agricultural Productivity Improvement: Cambodia”
7. Seeds of Plenty, Seeds of Sorrow (1992 video) VT05828

Oct. 25

B. Natural Resources and the Environment

7. P. Wapner, Environmental Activism and World Civic Politics, pp. 86-88.

Oct. 30

C. Health

1. Staudt, Chapter 12; “The Model Clinic Case” (S, pp. 195-96).
2. Oakley, pp. 46-53.
4. Gill Walt and Lucy Gilson, “Reforming the Health Sector in Developing Countries: The Central Role of Policy Analysis.”

Oct. 30
D. Refugee and Returnee Assistance and Development


Oct. 30
E. Housing & Transportation