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### PSC 463.01: Development Administration

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Political Science 463  
*Development Administration*  
Fall semester 2001

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 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:

(1) Kathleen Staudt, *Managing Development: State, Society, and International Contexts*, Sage Publications, 1991.

(2) 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. 4, 6      I. *Concepts*: Human Development, Sustainable Development, Underdevelopment, Development Administration, Development Mgt., Transnational Competence
1. Staudt, "Development" (pp. 11-30)
  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)
- Sept. 11      II. *Goals*: An Agenda for Development Management
1. "Strategic Agenda for Development Management in Africa in the 1990s" in Rasheed and Luke, pp. 246-272.

### III. *The Development Context*

Sept. 13, 18

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

1. Staudt, "The Political Context" (pp. 62-78)
2. Ladipo Adamolekun, "Central Government Organization" (1999)
3. Peter Koehn, *Public Policy and Administration in Africa* (1990), Chapter 8
4. Goran Hyden, *No Shortcuts to Progress* (1983), pp. 8-29.
5. David J. Gould, "Administrative Corruption: Incidence, Causes, and Remedial Strategies," in Ali Farazmand, *Handbook of Comparative and Development Management* (1991), 467-479.
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)
2. Gert Hofstede and Michael H. Bond, "The Confucius Connection: From Cultural Roots to Economic Growth," *Organizational Dynamics* 16 (Spring 1988):5-21. (ER)
3. Charles Kleymeyer, "Cultural Energy & Grassroots Development," *Grassroots Development* 16, #1 (1992):22-31.
4. Peter Oakley, *Projects with People* (1991), pp. 179-184.

Sept. 25

#### C. **NGOs: Participation, Governance, and Civil Society**

1. Staudt, "NGOs" (pp. 173-186)
2. White, Howell, & Shang, "The Search for Civil Society" (1996)
3. Anderson and Woodrow, pp. 35-38.
4. N. Uphoff, "Resource Mobilization and Management" (1986), pp. 351-352.
5. "U.N. Report Raises Questions about Small Loans to the Poor" (1998).
6. S. Rasheed and Getachew Demeke, "Democracy, Popular Participation, and Good Governance" (1995)

Sept. 27

#### *Individual Essay due*

Sept. 27

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

1. Oakley, pp. 194-198.
2. Adamolekun, "Decentralization, Subnational Governments, & Intergovernmental Relations" (1999)
3. Alf Ronnby, "Mobilizing the Local Community" (1998)
4. C. Dugger, "Lower-caste Women Turn Village Role Upside Down" (1998)
5. Diallo, "Simple Engine Transforms Village Life" (1999)

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)
2. John M. Cohen, "Foreign Advisors and Capacity Building: The Case of Kenya" (1992)
3. Mary B. Anderson & Peter Woodrow, *Rising from the Ashes: Development Strategies in Times of Disaster* (1998), pp. 75-82
4. Stephen Siebert and Peter Koehn, "Executive Summary: USAID University Development Linkage Project; Montana and Belize Partnership for Resource Conservation & Develmt"
5. P. Koehn and J. Rosenau, "Dimensions of Transnational Competence"

Oct. 11 **Wajjo case: group presentations**

Oct. 16

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

1. M. Rhomari, "The Challenge of Privatisation" (1995)
2. D. Luke, "Building Indigenous Entrepreneurial Capacity" (1995)
3. Clive Hamilton, "The Irrelevance of Economic Liberalization in the Third World," *World Development* 10 (1990):389-403.
4. Paul Cook and Martin Minogue, "Waiting for Privatization in Developing Countries: Towards the Integration of Economic and Non-economic Explanations" (1990)
5. "A Corrupt Tide in Russia from State-Business Ties" (1995)

Oct. 18

**C. Information Technology**

1. Girkes, "Challenges & Opportunities Information Technology" (1995)
2. Arnold, "For World's Poor, Some See Cure in Mobile Technology" (2001)
3. M. Castells, "Africa's Technological Apartheid" (1998)
4. Jensen, "Making the Connection: Africa & the Internet" (2000)

Oct. 18

**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" (2001)

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

1. Anderson and Woodrow, pp. 83-87.
2. Oakley, pp. 229-237.
3. Marquardt & Berger, "Action Learning Program" (2000)
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. 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**

1. Lowe, "The Bicycle: Vehicle for a Small Planet" (1989)

VI. *Development Processes*

Nov. 1      **A. Data Collection**

1. Anderson and Woodrow, pp. 9-25, 44-48.
2. Staudt, "Project/Program Preparation" (pp. 90-95).
3. Devereux and Hoddinott, "Issues in Data Collection" (1993)
4. Staudt, "What Counts" case (S, pp. 93-94)

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. Deborah Eade and Suzanne Williams, *The Oxford Handbook of Development and Relief*, Vol. I (1995), pp. 128-150.

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**

1. Koehn, *Public Policy and Administration in Africa*, Chapter 6
2. Axinn and Axinn, *Collaboration in International Rural Development* (1997), pp. 281-290

**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
4. Axin and Axin, pp. 142-145.
5. D. Gaspar, "Problems in the Logical Framework" (1999)

Nov. 20

**F. Monitoring and Evaluation**

1. Hay, "Key Concepts in 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***

1. Staudt, "International Development Agencies" (pp. 143-168).
2. Koehn and Ojo, *Making Aid Work* (1999), pp. 1-96.
3. "Japan Pledges New Aid for Africa" (1998)
4. P. Lewis, "Downside of Doing Good" (1999)
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

### 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)
2. Peter Oakley, *Projects with People* (1991), pp. 26-31.
3. J. Dirck Stryker, "Technology, Human Pressure, and Ecology in the Arid and Semi-arid Tropics," 1989.
4. A. John DeBoer, "Sustainable Approaches to Hillside Agriculture Development," 1989.
5. "Agricultural Productivity Improvement: Cambodia"
6. Michael Lofchie, "China's Lessons for African Agriculture" (1988).
7. *Seeds of Plenty, Seeds of Sorrow* (1992 video) VT05828
8. "Can Industrial Agriculture feed the World?" (2000 advert)

Oct. 25

#### B. Natural Resources and the Environment

1. Oakley, pp. 34-46, 107-118.
2. John O. Browder, "Development Alternatives for Tropical Rain Forests," 1989.
3. Norman Uphoff, "Local Institutional Development for Natural Resource Management," 1986.
4. H. Jeffrey Leonard, "Environment and the Poor: Development Strategies for a Common Agenda," 1989.
5. Charles Jordan, "Forestry Program Fights Rural Poverty"
6. Katrina Brandon and Michael Wells, "Planning for People and Parks," *World Development* 20, No. 4 (1992):557-570.
7. P. Wapner, *Environmental Activism and World Civic Politics*, pp. 86-88.
8. F. Vieta, "Ecotourism Propels Development," 1999.
9. Scully, "Ecuadorian Tribe Welcomes Ecotourists" (2001)
10. Oates, "Why a Prime Model for Saving Rain Forests is a Failure" (2000)

Oct. 30

#### C. Health

1. Staudt, Chapter 12; "The Model Clinic Case" (S, pp. 195-96).
2. Oakley, pp. 46-53.
3. Norman Uphoff, "Local Institutional Development for Primary Health Care," 1986.
4. Gill Walt and Lucy Gilson, "Reforming the Health Sector in Developing Countries: The Central Role of Policy Analysis."
5. Ben Wisner, "Health of the Future/The Future of Health," 1992.

6. D. Bobiash, "The Most Welcome People: South-South Health Aid," 1992.
7. B.C. Smith, "The Decentralization of Health Care in Developing Countries: Organizational Options," 1997.

Oct. 30

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

1. Peter Koehn, "Refugee Settlement and Repatriation in Africa: Development Prospects and Constraints" (1994)
2. Anderson and Woodrow, pp. 68-73, 259-278, 301-328.
3. International Symposium on *Refugees and Development Assistance: Training for Voluntary Repatriation*, "Strategic Action Agenda" and "Additional Workshop Recommendations," 1994, pp. 63-88.
4. Kerri Faughnan. "Kalehe Refugee Camp" case (1995)
5. *Dialogus* (Winter 1994).
6. Peter Koehn and Phyllis Bo-yuen Ngai, "Managing Refugee-assistance Crises in the Twenty-first Century: The Intercultural-communication Factor" (2001)
7. Peter Koehn, "Refugee Settlement and Repatriation in Africa: Development Prospects and Constraints" (1994).
8. International Symposium on *Refugees and Development Assistance: Training for Voluntary Repatriation*, "Strategic Action Agenda" and "Additional Workshop Recommendations," 1994, pp. 63-88.
9. "Rights of Refugees" (*Oxfam Handbook of Development*, 1995)

Oct. 30

**E. Housing & Transportation**

1. R. Chiu, "Housing Reform in a Marketised Socialist Economy" (2000)
2. W. Hook, "China Musn't Copy Western Transport" (1996)
3. Fredericksen and London, "Disconnect in the Hollow State" (2000)
4. Stren, "Underdevelopment, Urban Squatting, and the State Bureaucracy: A Case Study of Tanzania" (1982)
5. Barnes, "Public and Private Housing in Urban West Africa" (1982)
6. White, "The Impact of Policy Conflict on the Implementation of a Government-assisted Housing Project in Senegal" (1985)
7. Hasnath, "Sites and Services Schemes in Dacca" (1982)
8. "Home Help" (2001)