

International Administration

Spring 2019 Quarter

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Lab I, room 3005

Class Meetings:

Mondays 6:00pm-10:00pm, April 1 – June 2

Class Location:

SEM 2 D2109

Course Description: International Administration introduces students to the key roles, functions, activities, and obligations of executives and professionals in public and nonprofit organizations, in the U.S., in Europe and in developing and international contexts. This course focuses on the role of bureaucracies both in the contemporary world as well as in its historic context.

The course is comparative and international in its approach but includes discussion of the U.S. Primary focus is on democracy, governance and public service. Other themes include ways in which administrators interact with their political environment and influence the policy making process. We will examine several specific administrative problems that have become contentious policy issues, such as human resource development, affirmative action and representative bureaucracy, government spending, budgetary decision making, government reorganization, corruption, social and economic change and public sector reform.

This course aims to benefit students in the following ways. First course contents will combine conceptual foundations of public administration of the United States with other countries' administrative systems with a focus on international experiences and lessons. The course will address key administrative features in the United States, and a large number of illustrations and micro-case studies of other countries worldwide.

In this course students will also focus on women in the public service by focusing on path-setters across the globe, the status of women in the world's executive and legislative bodies, as well as leadership and representation of women in public service. Last but not least students will become familiar with the literature on managing "international public administrations" such as INGOs. Students will critically examine key issues relating to international administrative bodies: bureaucratic autonomy, administrative behavior and policy-making influence. Drawing on different perspectives, students will identify promising avenues for problem solving in international administrations by focusing on expertise, bureaucratic representation and multi-level public service bargains.

Learning objectives and student competencies:

1. Acquire an understanding and recognize the importance of comparison in public administration.
2. Effectively assess similarities and differences in various administrative systems.
3. Make effective and realistic recommendations on how to improve real-life problems of public servants and policy professionals in settings across the globe.
4. Be able to understand main theoretical approaches to why variation is great across nations.
5. Be able to think critically about the strengths and weaknesses of each approach and use their knowledge to make informed arguments about cross-national variation in different policy areas.
6. Gain an understanding of the evolution of the role of women in public service
7. Understand the current status, and challenges to women's participation in governing worldwide
8. Understand steps taken, and steps that need to be taken, for women to achieve gender parity in global governing.

Required Readings

Books:

D'Agostino, Maria J., and Rubin, M. M., 2017. *Governing in a Global World*. New York: Routledge.

Schiavo-Campo, S., and McFerson, H.M., 2008. *Public Management in Global Perspective*. New York: Routledge.

Other Readings***

***Readings will be posted on the course Canvas site.

Spring 2019 Schedule (Faculty may alter schedule and reading assignments)

DATE	TOPIC	READINGS
Week 1	Public administration in a global context	<ul style="list-style-type: none">• Schiavo-Campo & McFerson, pages 3-23• Readings will be posted to canvas***
Week 2	Government functions and organizations	<ul style="list-style-type: none">• Schiavo-Campo & McFerson, pages: 23-125
Week 3	Managing government activity	<ul style="list-style-type: none">• Schiavo-Campo & McFerson, pages: 125-323
Week 4	Governance and public management	<ul style="list-style-type: none">• Schiavo-Campo & McFerson, pages: 323-449
Week 5	Administrative reform	<ul style="list-style-type: none">• Schiavo-Campo & McFerson, pages: 449-482• Readings posted to canvas***
Week 6	Leadership and women in public service	<ul style="list-style-type: none">• D'Agostino & Rubin, Chapters 1-6

Week 7	Women governing the world	<ul style="list-style-type: none"> • D’Agostino & Rubin, Chapters 7-12
Week 8	Gender and equity worldwide	<ul style="list-style-type: none"> • D’Agostino & Rubin, Chapters 13-15
Week 9	The future of international administration	<ul style="list-style-type: none"> • Readings posted to canvas***
Week 10	Final paper presentations	<ul style="list-style-type: none"> • No readings

Student Assignments / Basis of Evaluation

1. **Participation and journals** – Students must attend class having completed the readings and prepared to fully participate in class discussions and exercises. Students are expected to fully engage in discussions, presentations, exercises, and learn from them. If you are unable to attend class, please discuss this with the instructor to find a way to make up the work. Students will be required to use and submit weekly journals that reflect readings, class discussions, and other course related work. These journal entries are a chance for you to reflect on what we are learning and to comment on professional development throughout the course. Students must turn in their latest journal entries weekly starting at the beginning of our second meeting (second class).
2. **Homework questions:** Students will be assigned discussion questions based on the weekly readings. The written responses are intended to stimulate debates and discussions for seminar on course content.
3. **Policy/Decision memos:** Students will submit policy/decision memos based on a case. Students should write the memos as though they are an external consultant or policy advisor who has been asked to provide guidance, feedback, and recommendations to the lead actor in the case.
4. **International administration paper and presentation:** The final paper can be completed in three ways. *Option 1:* a maximum ten-page paper on the public administration of a country of the student’s choice. The paper is to describe and explain the basic political economy of the country’s public administration and public service. Students must account for the service’s size, structure, and organization. The paper should be considered academic research and will require citation and reference of current public administration-related academic journals in APA style. *Option 2:* a maximum ten-page paper on the administration of an INGO of the student’s choice. The paper is to describe and explain the history and purpose of the INGO as well as account for the size, structure, and organization. Students are to focus on the INGO’s main functions (problems it addresses), policy considerations, and relationships with national and interantantional actors. The paper should be considered academic research and will require citation and reference of current public administration-related academic journals in APA style. *Option 3:* a maximum ten-page paper comparing public administration in multiple national settings. The paper is to describe and explain the similarities/differences of the nations’ political economy, as well the similarities/differences of the nations’ public administartions and public service. Students must account for the nations’ public service size, structure, and organization. The paper should be considered academic research and will require citation and reference of

current public administration-related academic journals in APA style. Students are to complete one of the three options and present their paper during week 10. Details will be posted to canvas.

Course Policies

Format: Unless otherwise noted, all written assignments should be typed, double spaced, 12 point font, and follow APA format and citation style. [APA Style <http://www.apastyle.org/learn/index.aspx> Purdue Writing & Grammar Guide <http://owl.english.purdue.edu/>] All written work will be of high quality, grammatically correct, clear and without spelling errors. Students may request resource writing assistance from faculty and/or the Graduate Writing Assistant.

Participation and attendance: Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, faculty should be notified prior to a class. After one absence per quarter (4 hours), make-up work may be assigned at faculty discretion, case-by-case. Makeup work must be completed by the deadline assigned to ensure full receipt of course credit. After three absences (12 hours) students may be denied full credit. After reoccurring weekly absences (missing an hour of class week to week) students may be denied full credit. Finally, if students do miss a class, they are expected to do the reading for that class meeting and turn in any assignments that were due that class date.

Late assignments: Turning in assignments late is unacceptable. However, if there is an unavoidable need to turn in an assignment late, the student should contact their seminar faculty no later than the original assignment due date to discuss options. Parameters are left to the discretion of the faculty on a situation-by-situation basis. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Credit: Students will receive four graduate credits at the end of the course if all requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. No incompletes will be awarded. Full loss of credit decisions will be made by the faculty. Full loss of credit for two terms of core may result in dismissal from the MPA program. Plagiarism (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the [MPA Handbook](#) and [College statement on academic honesty](#) for more information. Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

Evaluation: A written self-evaluation and faculty evaluation are required each quarter for credit. All final evaluations are to be submitted via my.evergreen.edu. Evaluation conferences may occur in-person or over the phone.

Multiculturalism and diversity: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community students and faculty share the responsibility for the teaching

and learning environment. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences including but not limited to race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, age, religion, (dis)ability, and veteran status.

Technology use and learning styles: We all have different ways of acquiring new knowledge. Therefore, faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, style applications are limited to means appropriate for the classroom environment. (Activities such as surfing the internet, posting on/checking social media, reading unrelated materials such as e-mail, playing with an IPOD, laptop, or cell phone are not appropriate.) Consult your faculty to discuss learning style options.

Reasonable accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's [Students with Disabilities Policy](#).

Conduct and conflict resolution: Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

We will abide by the [social contract](#): WAC 174-121-010 College philosophy.

We will abide by the [student conduct code \(including academic integrity and plagiarism\)](#): Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process.

We will abide by the [non-discrimination policies and procedures at TESC](#).

Guest policy: Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

Inclement weather: In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel a class meeting even if campus is open and we will send an all-class email prior to 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them.

Communicating: Email and Canvas are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.