

Comparative and International Administration
TESC MPA Program Fall 2016 Draft syllabus 7/26/16
Oct 8-9, Nov 13, Dec 3-4, 9a-5p

Location: Sem II, D2105

Larry Geri Lab I, 3002. geril@evergreen.edu Office Hours: By Appointment.

TESC MPA Mission Statement: Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We think critically and creatively; communicate effectively; work collaboratively; embrace diversity; we value fairness and equity; advocate powerfully on behalf of the public; and imagine new possibilities to accomplish positive change in our workplaces and in our communities.

“You must be the change you wish to see in the world.” Mohandas K. Gandhi

Course Description. This course will explore two beliefs that are strongly held by many Americans: that we have little to learn from other countries, and that we are better off going it alone rather than working through alliances or supranational organizations such as the United Nations. But the US has much to gain by learning from the administrative and policy experiences of other countries. And problems such as climate change, strengthening the global financial system, counter-terrorism and unequal development require global solutions and working through both international and supranational organizations. We will explore the theory and reality of such organizations: why they are needed but also why they are very difficult to manage and lead. We will also compare the US with political and administrative systems elsewhere and examine how they have crafted policy solutions that provide useful examples for the US. We will also study the challenges to performing comparative research, the role of nongovernmental organizations, and the cultural knowledge/skills needed to work effectively at the global level. We will use lectures, seminars, films and workshops to explore these issues.

Learning objectives. Students will gain:

- An understanding of and the ability to apply comparative analysis to important questions of public administration and public policy;
- Insights into how other countries manage particular policy problems;
- An introduction to basic concepts in international relations;
- An introduction to theories of international and supranational organization and to the practical realities of leading and managing them;
- An introduction to intercultural communication and improved skills at recognizing intercultural differences.
- An introduction to the work of non-governmental organizations.

Texts. In paperback unless noted otherwise.

Ripley, Amanda (2014). *The Smartest Kids in the World: And How They Got That Way*. New York: Simon & Schuster; Reprint edition. ISBN-10: 145165443X; ISBN-13: 978-1451654431.

Weiss, Thomas (2012). *What's Wrong with the United Nations and How To Fix It, 2nd Ed.* New York: Polity Press. ISBN-10: 0745659837. ISBN-13: 978-0745659831.

Trompenaars, Fons and Charles Hampden-Turner (2012). *Riding the Waves of Culture: Understanding Diversity in Global Business*, 3rd Ed. New York: McGraw-Hill Education. ISBN-10: 0071773088. ISBN-13: 978-0071773089. Note: Hardcover.

Plus a novel of your choice by a foreign author, about a non-US country.

Articles (available on course Canvas site)

Abbott, Kenneth and D. Snidal (1998). "Why States Act through Formal International Organizations." *The Journal of Conflict Resolution*. Vol. 42, No. 1 (Feb.), pp. 3-32

Barnett, Michael N. and Martha Finnemore (1999). "The Politics, Power, and Pathologies of International Organizations." *International Organization*, Vol. 53, No. 4 (Autumn), pp. 699-732.

Katz, Jonathan (2015). "The Secretary General in his Labyrinth." *The New Republic*, March 3rd.

Lijphart, Arend (1971). "Comparative Politics and the Comparative Method." *The American Political Science Review*, Vol. 65, No. 3 (Sept.), pp. 682-693.

Luck, Edward (2005). "How Not to Reform the United Nations." *Global Governance* 11, 407–14.

Roach, Kent (2012) "Uneasy Neighbors: Comparative American and Canadian Counter-Terrorism." *William Mitchell Law Review*. Vol. 38: Issue. 5, Article 12.

Articles on the European Union and on NGO's, TBD.

Optional: A few optional articles will be placed for each day of class on Canvas.

Assignments. Format: All papers should be typed using a computer, double spaced (unless otherwise stated), 12-point font, and follow APA citation style.

1. Write a one-page paper describing what you believe to be the single most important global problem. Provide evidence in support of your thesis. **Due Saturday, October 8th.**

2. The Weiss text provides a somewhat critical portrait of the structure and performance of the United Nations. Do you believe we even need the UN? If you believe so, what changes in the structure and responsibilities of the UN would you recommend? **Due October 9th.**

3. Write a seminar paper on either the text by Ripley on education, or the article by Roach on comparative counter-terror. **Due November 13th.**

4. **Final paper:** Research and write a 10 -15 page paper in which you analyze a global public policy issue or international organization using a comparative framework. More information on this assignment will be provided the first day of class. Be prepared to give a short presentation on your project in class on December 4th. **Due: December 9th.**

Workshops. On Sunday, November 13th, we will do an extended workshop on the European Union; on Saturday December 3rd we will do a workshop on intercultural communication. Both will require a bit of prep work prior to class (details will be provided beforehand). Also on Dec. 3rd, be prepared to give a short report in class on the foreign novel you read.

Tentative Class Schedule (subject to change)

<p>Saturday, October 8th</p> <p>Map quiz; global issues; intro to comparative politics and international relations; Intro to the comparative method. Frameworks for analyzing international organizations.</p> <p>Read: articles by Abbott, Barnett and Finnemore, Lijphart.</p> <p>Due: Assignment 1.</p>	<p>Sunday, October 9th</p> <p>Supranational Organizations: On the United Nations and other UN agencies (World Bank, IMF). Does the UN matter? Brief Intro to Comparative public policy.</p> <p>Seminar; film</p> <p>Read: Weiss (all), article by Luck Due: Assignment 2.</p>
<p>Sunday, November 13th</p> <p>Comparative public policy. Frameworks; cases. Film. Discussion on the European Union; Brexit and implications for the US.</p> <p>Read: Ripley (all). Article by Roach. Article on the European Union.</p> <p>Due: Assignment 3.</p>	<p>NOTE: No class on Saturday, November 12th.</p>
<p>Saturday, December 3rd</p> <p>On social movements and NGO's Workshop on intercultural communication. Presentation on foreign novel</p> <p>Read: <i>Riding the Waves of Culture</i>; article by Katz. Foreign Novel of your choice.</p>	<p>Sunday, December 4th</p> <p>Presentations on final paper Film</p> <p>Due: Final paper (December 9th, but turning it in on the 4th is fine).</p>

Credit and Evaluation. Students will receive four graduate or undergraduate credits based upon satisfactory and on-time completion of all course requirements and assignments. Plagiarism, failing to complete one or more assignments, or any non-excused absences, may lead to automatic denial of credit. Students will receive 4 credits at the completion of the course if all course requirements have been successfully completed. Plagiarism (i.e., using other peoples' work as your own), failing to complete one or more assignments, completing one or more assignments late (without having made arrangements before the due date), or multiple absences may be grounds for denial of credit. Partial credit or incompletes will be awarded only under unusual circumstances. If you believe you will have difficulty submitting the final paper by its due date, contact me immediately.

Students are expected to attend each class meeting and to be on time. If an absence from class is unavoidable, contact me prior to class. Because of the intensive nature of this course, missing one day of class will necessitate a make-up assignment. Missing a second day of class will result in a reduced award of credit, or a no credit. Makeup work must be completed by the end of the quarter. Consistent with MPA program requirements, a self-evaluation will be required for credit.

Expectations of Students and faculty. We will promote a cooperative, supportive atmosphere within this learning community; give everyone opportunity for self-reflection and expression; Use high standards in reading the text and preparing our papers, lectures, and comments in seminar; Handle all disputes in a spirit of goodwill. Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so), with the right to support from other program members during those discussions. We will abide by the student conduct code (Chapter 174-120 WAC Student Conduct Code & Grievance/Appeals;<http://apps.leg.wa.gov/wac/default.aspx?cite=174>) and social contract <http://www.evergreen.edu/about/social.htm>;WAC 174-121-010. Conflict Resolution: <http://www.evergreen.edu/policies/policy/conflictresolution>. Student rights and responsibilities: <http://www.evergreen.edu/studentaffairs/rightsandresponsibilities.htm#matrix>

Multiculturalism & 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. We are all encouraged to add to the existing format and content by incorporating relevant professional experiences in dialogue and by presenting current events regarding public service. 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.

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.