

**THE EVERGREEN STATE COLLEGE  
GRADUATE PROGRAM IN PUBLIC ADMINISTRATION**

**COMPARATIVE PUBLIC ADMINISTRATION**

<u>Faculty</u>	<u>email contact info</u>	<u>faculty office</u>	<u>Office hours</u>
Linda Moon Stumpff	<a href="mailto:stumpffl@evergreen.edu">stumpffl@evergreen.edu</a>	Lab One Rm. 2005	After class or TBA

Course dates: May 4-6

Location: Seminar II Friday 1-5 Sem. II  
Seminar II Sat. and Sun. 8:30-5 Sem.

**Course Description.**

This class approaches comparative public administration from an international perspective. We will explore comparative methodologies and theoretical positions that lead to applied frameworks for comparison of nation states and indigenous/tribal nations study. One position holds that there are definable universal principles of public administration that reach across nations and cultures. The opposing position holds that culture and indigenous institutions create significant distinctions between administrative systems and are not easily explained by universal principles. Another view holds that the political/constitutional regime shapes the administrative institutions and practices.

The course is designed to confront complex and changing alternatives through understanding and applying comparative frameworks to better understand the factors that build political capacity and contribute to the development of equitable and feasible processes and institutions for public administration. The focus on processes and choice among alternatives illuminates the determination of the type of administrative apparatus needed to achieve objectives and what administrative structures are crucial for providing services and achieving goals.

Major class activities include discussion and debate of the various positions and applied group research in class. Readings will consist of the equivalent of two books and some articles: seminar papers are to be prepared before class. You will be able to choose from a list of books that will be available by Feb. 21. Order online or obtain books from bookstores. Some material will be posted on Moodle. In addition, groups will do guided research and prepare a short paper and presentation that compares the administrative systems of two nations for the final day of class

## Course Objectives:

1. Develop the ability to analyze different types of national administration through a comparative approach.
2. Gain an understanding of the major positions and frameworks for conducting comparative research
3. Develop the ability to analyze situations, processes and institutions to determine what types of administrative apparatus are most effective for achieving goals traditional methods can be incorporated into policy-making processes.
4. Develop skills in researching administrative systems of nations using Internet library and academic sources..

**READINGS. Select the book of your choice to read for your seminar paper. You will need to order these books online. They won't be available in the Evergreen bookstore. Used copies can be ordered online or you can order through the library. Evergreen has excellent inter-library loan services and you can even arrange to have the book mailed to you. Additional readings will be posted on Moodle in March.**

1. Otenyo, Eric Edward and Nancy Lind (ed) 2006 "Comparative Public Administration: The Essential Readings" Vol. 15 (2006) JAI Press
2. Magstadt, Thomas M., 2011, "Nations and Government: Comparative Politics in Regional Perspective," Wadsworth Cengage Learning
3. Jriesat, Jamil E., 2011 "Globalism and Comparative Public Administration" Taylor and France
4. Jriesat, Jamil E. 2002 "Comparative Public Administration and Policy" Westview Press.

## Expectations

### **Students**

- Attend every class; be on time. Participation includes speaking in class, listening to others, taking notes, completing class interactive exercises, and listening to and dialoging with the guest speakers. If an absence is unavoidable, seminar faculty must be notified prior to a class and/or seminar absence. After one absence per quarter, make-up work may be assigned at faculty discretion, on a case-by-case basis. Makeup work must be completed by the end of the quarter in question to ensure full receipt of course credit.
- Comply with TESC Student Conduct Code: [student conduct code](#).
- Writing is expected to be of the highest quality, clear with accurate grammar and spelling. Students are encouraged, and may be required, to work with the Graduate Writing Assistant.
- Students will receive 4 graduate credits at the completion of each quarter if all course requirements have been satisfactorily completed to meet course objectives. Credit denial decisions will be made by the faculty team. Denial of credit for two terms of core may result in expulsion from the MPA program. 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 constitute denial of total credit. Unexcused absences or lack of academic work may result in no credit at the discretion of the faculty. Students will also be evaluated based upon their progress towards the learning goals that will be assessed from classroom, seminar, and assignment performance. The faculty team makes decisions for no credit when necessary, based on absence or failure to meet academic course requirements.

- Students are required to have an Evergreen e-mail account for communication about class work and to participate in program list serves and Moodle.
- Computer and Internet access are required to complete course work outside of class
- Cell phones may be on but ringers need to be off during class time.
- Topics we discuss may be controversial, with people holding different opinions on respective subjects. Therefore, having respect for others is fundamental to having open, educational dialogue.
- Written self-evaluations and seminar faculty evaluations are required for credit, at the end of each quarter, and will be discussed along with faculty evaluations of students at the evaluation conference. (Students may elect to submit faculty evaluations to Program Secretaries.)
- Reflect upon, integrate, and demonstrate learning in class participation and in assignments.
- Hard copies of all assignments should be submitted on respective due dates.
- Students are expected to take advantage of College resources to maintain academic standards.

#### ***Faculty***

- Faculty members are expected to conform to the expectations above, as appropriate, be prepared for class, responsive to student questions, and to promptly return student work.
- Faculty members can be expected to be reasonably available to students.

#### **Assignments**

All assignments must be submitted on time. Late submission of assignments may be accepted upon **prior** approval from faculty. You will not be required to post your assignments to Moodle. Turn in a paper copy of the assignment to your seminar faculty on the date it is due.

#### **Assignment One: Due May 1 Posted to Moodle.**

Seminar Paper on your book selection. 1-2 pp.:

#### **Assignment Two: Due May 5 Hard copies (5) in class and posted to Moodle.**

Seminar paper on articles posted to Moodle

#### **Assignment Three: Research paper and presentation to be completed in class. Due May 6**

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