Introduction

This course is about the many different ways in which citizens and governments can connect. Good public administration needs these connections, and so do citizens. Therefore the course is intended to be as practical as possible. We will examine the challenges posed by citizen participation in administration and explore practical strategies for improving it, by means of case analyses and other real life examples.

The question of citizen participation can’t be confined to practical tips and tools, however. This is because since ancient times it has been argued that participation in governing is a vital part of what it means to be a full human being. So citizen participation, or active citizenship, has value in and of itself, beyond its usefulness for accomplishing administrative objectives, such as service delivery. So we will spend considerable time exploring various arguments in political philosophy for and against active citizenship or participatory democracy, as well as its history in the U. S.

In recent years the public role of community-based nonprofits has expanded significantly. Nonprofits have taken on a lot of service delivery responsibilities that used to be handled directly by government agencies. What kinds of citizen-government connections are involved in government-nonprofit partnerships? How do expanded management and service delivery responsibilities affect the traditional role of nonprofits as laboratories of democracy and vehicles for participation? What is “civil society” and how has it changed? We will explore these questions in depth.

Course Texts

Alan Wolfe, Does American Democracy Still Work?
Steven Gregory, Black Corona: Race and the Politics of Place in an Urban Community
Daniel Kemmis, Community and the Politics of Place
Cheryl King, Camilla Stivers & Collaborators, Government Is Us: Public Administration in an Anti-government Era
Harold H. Saunders, Politics is About Relationship: A Blueprint for the Citizens’ Century
Public Conversations Project (electronic version) (Instructor will distribute)
Readings (on electronic reserve)

Federalist Papers (selections)
Addams, Jane, “Problems of Municipal Administration”
Arnstein, Sherry, “A Ladder of Citizen Participation”
Couto, Richard, “Mediating Structures and the Democratic Prospect”
Dzur, Albert, “Democratic Professionalism: Sharing Authority in Civic Life”
Fischer, Frank, “Professional Expertise in a Deliberative Democracy”
Follett, Mary Parker, The New State (excerpts)
Forester, John, “Questioning and Organizing Attention”
Kathi, Pradeep & Terry Cooper, “Democratizing the Administrative State: Connecting Neighborhood Councils and City Agencies”
Morse, Ricardo, “Prophet of Participation: Mary Parker Follett and Public Participation in Public Administration”

Class Schedule

8/28: Introduction to the course
Case: Babcock Place

9/4: King, Stivers & Collaborators, Government Is Us (Part I—thru p. 70)

9/11: Federalist Papers
Morone, Democratic Wish (through p. 73)

9/18: Addams, “Problems of municipal administration”
Morone, Democratic Wish (pp. 74-144)
Case: Wellington Street Pier Project

9/25: Wolfe, rest of book
Morone, pp. 145-252

10/2: Follett, The New State (excerpt)
Morse, “Prophet of participation”
Case: Clarkson Airport Authority

10/9: Public Conversations Project
Discussion and in-class exercise
Assignments

**Two reflective papers on the reading:** For each paper, choose a reading or readings and write a 5-6 page paper reflecting on the issue or issues raised by the reading. Do not summarize the reading(s); use it/them as a resource for discussing the selected issue and defending your viewpoint. *One paper should be handed in before the midterm, the other after it.*

**Midterm and final exams:** Both will be take home open book exams. Can be handed in or emailed on or before the due date.

**Doctoral student extra assignment:** Lead the class in two of the case analyses. I will meet with doctoral students to help figure out who will do which cases, and to give you suggestions on how to approach the session.
**Expectations**

Come to class regularly and be on time.
Read the material assigned for each class session.
Participate actively in discussions and other activities.
Do the assignments and hand them in on time.

Because the entire course is based on active discussions and the exchange of differing viewpoints, its success depends on your willingness to meet the above expectations. There’s more to participation than just showing up (as this entire class suggests!). Ask questions. Comment on something someone else said. Participation does not require brilliance, it requires engagement with the material and with the ongoing discussion. Sitting silent for the whole semester will have a negative effect on your grade, not to mention your learning.

If you’re not in class, you can’t participate. There is no maximum number of absences permitted, but it will be difficult to get full credit for class participation unless you attend regularly.

You can expect the instructor to be prepared, read your work promptly and return it with feedback (generally within one week), be available outside class for consultation and conversation, and be responsive to suggestions and input, both critical and positive.

**Grading**

Your grade for the course will be apportioned as follows:

**Master’s students**
- Reflective papers: 25%
- Midterm: 25%
- Final: 25%
- Participation: 25%

**Doctoral students**
- Reflective papers: 20%
- Facilitation of cases: 20%
- Midterm: 20%
- Final: 20%
- Participation: 20%