

UST/PAD 693, UST 893
The Citizen-Government Connection

Fall 2006

Instructor: Cam Stivers

Class meets in UR 309

Office: UR 315; Ext. 3536

Office Hours: Wednesday 4-6 pm

Or by appointment

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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

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*

Stephen Macedo, et al, *Democracy At Risk: How Political Choices Undermine Citizen Participation, and What We Can Do About It*

James Morone, *The Democratic Wish: Popular Participation and the Limits of American Government*

Readings (on electronic reserve)

Federalist Papers (selections)

Addams, Jane, "Problems of Municipal Administration"

Alexander, J., R. Nank & C. Stivers, "Survival Strategies for Nonprofits: Do They Threaten Civil Society?"

Arnstein, Sherry, "A Ladder of Citizen Participation"

Boyte, Harry C., "Reframing Democracy: Governance, Civic Agency, and Politics"

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"

Stivers, Camilla, "The Social Reality of Public Space"

Stivers, Camilla, "Governance from the Grounds Up"

Class Schedule

- 8/30: Introduction to the course
Case: Babcock Place
- 9/6: *Federalist Papers*
Morone, *Democratic Wish* (through p. 73)
- 9/13: Addams, "Problems of municipal administration"
Morone, *Democratic Wish* (pp. 74-144)
- 9/20: King, Stivers & Collaborators, *Government Is Us* (Part I—thru p. 70)
Macedo, Chapters 1-2 (thru p. 66)
- 9/27: Macedo, Chapter 3
Morone, pp. 145-252
- 10/4: Follett, *The New State* (excerpt)
Morse, "Prophet of participation"
Case: Clarkson Airport Authority
- 10/11: Forester, "Questioning and organizing attention"
Arnstein, "A ladder of citizen participation"
Case: The scatter plan test

- 10/18: Boyte, "Reframing democracy"
Kathi and Cooper, "Democratizing the administrative state"
Case: Urban Growth in St. Clair County
Midterm handed out
- 10/25: King, Stivers & Collaborators, *Government Is Us* (Part II)
Film: Targeted Community Initiatives
Midterm due
- 11/1: Kemmis, *Community and the Politics of Place*
Film (Libby Montana)
- 11/8: No class
- 11/15: Gregory, *Black Corona*
- 11/22: Couto, "Mediating structures and the democratic prospect"
Alexander, Nank & Stivers, "Survival strategies for nonprofits"
Case: Casa de Esperanza
- 11/29: Fischer, "Professional expertise in a deliberative democracy"
Dzur, "Democratic professionalism"
- 12/6: Stivers, "The social reality of public space"
Stivers, "Governance from the grounds up"

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 assignments: (a) Write a reflective book review of publishable quality on a book of your choosing having to do with the course themes. I can make suggestions. Let me know what you are writing about before you do the work. Due no later than one week before the last class.

(b) Lead the class in one of the case analyses, either St. Clair Urban Growth or Casa de Esperanza. I will meet with doctoral students to help figure out who will do which case, and to give you suggestions one 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. 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%
Book review	20%
Midterm	20%
Final	20%
Participation	20%