

PPAI 2130 Organizations and Policy Making
Fall 2009

Prof. Geri Augusto

Tuesday & Thursday, 2:30 – 3:50 p.m. – Taubman Center Conference Room

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Course Rationale and Description: Where does policy-relevant knowledge about critical societal issues and problems come from? How do public policies get translated into practice, and who actually does that work? Ultimately, policy decision makers, analysts, advocates and practitioners themselves, and the organizations and institutions through which they seek to produce public value, are both sites for thinking through policies and “where the action is”. Public sector organizations are also places where human and social relations at multiple levels are woven and reworked continually, as well as entities essential to the conduct of public life. With the contemporary acceleration of globalization, both policy practitioners and the organizations in which they work increasingly confront challenges that cross geographical, jurisdictional, cultural and disciplinary boundaries; play out in situations of unequal power and uneven development; and complicate local policymaking in many ways. Handling the responsibilities of complex, often cross-border, public policy analysis and interaction requires more than analytical techniques and the right technologies. Policy makers and practitioners need to understand better how they themselves make sense of policy challenges and create policy knowledge, as well as how public sector organizations which shape and affect policy *work*. They also need tools and frameworks for enhancing their own practical competence in meeting the demands of public service locally and in an interconnected world. Helping to fulfill these twin needs is the purpose of this course.

The course approaches the study of public policy praxis by focusing on its practitioners, communities of practice and organizations—their cultures, modes of learning and sensemaking, and complex interactivity. In the first three parts of the course we explore the following broad themes: how organizational, political and professional cultures shape policy making and implementation; how policy makers and policy practitioners come to know what they know and frame issues for public action; and policy making and implementation in complex interactive systems, including practice-based networks. Examples will be drawn from a host of public policy spheres. In the final part of the course, utilizing a few emblematic current policy issues which are both shaping the future *within* pluralistic societies such as the U.S., EU countries and South Africa *and* have cross-border resonance, we will explore how class concepts may assist public policymakers and implementers in meeting some of their most complex challenges in thinking and acting. Those issues will be in the areas of transformation of higher education, public health, and science and technology (specifically, biotechnology).

The course will use readings (texts, journals and websites), cases, and exercises as the basis for class discussions. Assigned readings will be transdisciplinary, including selections from public administration theory, organization theory (including organizational culture, learning and development), critical management theory, social psychology, anthropology, complexity theory, science and technology studies, public health policy, and higher education policy. While the readings will cover several seminal and canonical works in the relevant U.S. literature, we will also utilize works critiquing this literature, as well as intellectual contributions and practical expertise from other parts of the world. The course distills three decades of public policy and

implementation experience by the instructor. That experience will be shared, as much as possible and wherever appropriate, in class. In similar manner, students themselves, as seasoned or future public policy professionals, will be encouraged to reflect on their own experiences and share them, with all due respect, in class.

Prerequisites: This course is for the intellectually curious, students who are willing to move their “mental furniture” around, question how it got there, and consider its rearrangement or replacement, with respect to how they think about organizations and policy knowledge. It is also for the practically-minded, those who aim to enhance the public value created by organizations in the public sphere, by becoming better policy leaders and professionals themselves. As a graduate course, it will be most beneficial to those who have at least some public sector working experience, though that is by no means required. Graduate students from other Brown programs intersecting with public policy may also find the course useful, and the diversity of perspective they bring will be welcome, *if space allows*.

Course Objectives: This course will give students familiarity with seminal texts in organization theory and organizational development, and strengthen their understanding of the forces shaping organizations and institutions which formulate, design and implement public policies. The course will also enhance students’ capacity to undertake trans-cultural policy work, whether within a single diverse organization, across a network, or in a globalized context, and help prepare them to take a comparative and international approach to public policy which is both more equitable and more likely to create public value. Finally, the course will augment students’ awareness of the socio-cultural and political issues germane to local and global policies in education, health, and science and technology.

Course Requirements: The requirements for this course are to:

1. Come to class each day prepared to discuss the assigned readings, as well as to integrate those into your participation in case discussions and in-class exercises. Additional readings are entirely optional, and intended only to provide more background or other viewpoints, during the course or afterwards, for those interested in pursuing a topic or concept further.
2. Make a **brief in-class oral presentation** on one of the assigned (required) readings (NOT a case), individually or in small groups, depending on class size, leading into class discussion. There will be a sign-up sheet where students may choose the day on which they would like to make their oral presentations. (Opportunities will be dispersed throughout the course.) Presentations should provide a *very* brief summation of the main ideas, but mainly critique the author’s arguments or imaginatively reflect on them.
3. Complete two short writing assignments: a **short response paper** (one page only) to any assigned *or* optional reading (NOT a case) listed for September 29 to October 29, and a **policy memo** on November 10 (see below).
4. Participate in a **group exercise/simulation** in cross-boundary, cross-cultural policy formulation in Part IV. The exercise will take place in class, but involve some group preparation outside of it which students themselves must organize.
5. Write a **final paper or a take-home case analysis**. Further instructions about both will be distributed in due time. The case will be selected by the instructor, and students will have a 48 hour period to complete its analysis. For the final paper you may choose one of two options, to be discussed beforehand with the instructor:
 - Analysis of the organizational culture, sub-cultures, communities-of-practice and modes of organizational learning and memory of a real public sector organization well-known to you, in light of the concerns of the course.

- An extended essay, with citations from the literature, on one of the main themes of the course.

Grading: Course grades will be based on class participation (20%); the two short writing assignments, i.e. a reaction paper (5%) and a policy memo (10%); an individual or group oral class presentation (10%); the culminating group simulation (15%); and the final paper or take-home case analysis (40%).

Required Reading: The required text for this course is Mary Jo Hatch with Ann Cunliffe, *Organization Theory: Modern, Symbolic and Postmodern Perspectives*, 2nd edition, (Oxford: Oxford University Press, 2006). Highly recommended for purchase is Karl Weick, *Sensemaking in Organizations*, (Thousand Oaks: Sage, 1995). These may be purchased in the bookstore.

Copies of all required texts are also on reserve at the Rockefeller Library. Many of the assigned articles can be downloaded free from www.JSTOR.org or found in the library's Online Course Reserves at: <http://dl.lib.brown.edu/reserves/>. A course packet containing any other articles and the cases which are required reading will be available for purchase.

Course Overview :

PPAI 2130 Overview: Practitioners, Organizations and Making Public Policy

Goals, syllabus, and requirements.

Part I: How Organizational and Political Cultures Shape Policy Making and Implementation

Public Value, Organizational Capacity and Organizational Environments

Introduction to Organizational Culture

Assessing and Interpreting Organizational Culture

Sub-Cultures and Professional Cultures

Political Cultures

Organizational Learning

Institutional Thinking and Organizational Memory

Part II: How Policy Makers and Policy Practitioners Come to Know What They Know

Practitioners' Knowledge and Communities of Practice

Sensemaking in Public Policy and Practice

Categories, Narratives and Enacting Policy

Policymaking Frames

Part III: Policymaking and Implementation in Complex Interactive Systems

Policymaking Networks, Networks of Operational Capacity and Acting in Networked Organizations

Complexity in Policymaking and Policy Practice

Thinking and Acting in Cultural & Social Complexity

Designing Public Services with Citizen Participation

Part IV: Cross-Boundary Policy Thinking and Practice

Policy Across Boundaries & Fair Collaboration: Biotechnology (A&B)

Local Knowledge and Policy Expertise

Transformation, Conflict and Collaboration in Higher Education: USA, Brazil and South Africa (A,B,C)

Invisibility, Power and Policy Information

G/local Public Health Policy

Looking Forward to Your Own Cases & Summing Up

Reading Assignments and Topics

Course Introduction

Thurs., Sept. 10 - Practitioners, Organizations and Making Public Policy

Course overview, goals, syllabus, and requirements.

Part I: How Organizational and Political Cultures Shape Policy Making and Implementation

Tues., Sept. 15 – Public Value, Organizational Capacity and the Organizational Environments

Assigned Readings:

Moore, Mark. (1995). *Creating Public Value: Strategic Management in Government*. Cambridge: Harvard University Press, pp. 27-56, 70-76.

Hatch, Mary Jo. (2006). Chapter 3, “Organization and Environment,” pp. 63-97.

This is the first class from which you may choose a reading on which to write a response paper. These short papers may be turned in *at the beginning* of any class (before the topic has been discussed) until the deadline at the end of Part III.

Thurs., Sept. 17 – Introduction to Organizational Culture

Assigned Readings:

Hatch, Mary Jo. (2006). Chapter 6, “Organizational Culture,” pp. 175-213.

Schein, Edgar H. (2004). Chapter 7, “Deeper Cultural Assumptions about Reality and Truth,” in E. Schein, *Organizational Culture and Leadership* (3rd edition). San Francisco: Jossey-Bass, pp. 137-149.

Calvin Morrill. Culture & Organization Theory. *The ANNALS of the American Academy of Political and Social Science* 2008; 619; 15, at <http://ann.sagepub.com/cgi/content/abstract/619/1/15>

In-class exercise: The Organizational Culture Tree

Optional/Recommended:

Wil Martens. The Distinctions within Organizations: Luhmann from a Cultural Perspective.

Organization 2006; 13; 83, at <http://org.sagepub.com/cgi/content/abstract/13/1/83>

Sakhela Buhlungu. (2009). The Rise and Decline of the Democratic Organizational Culture in the South African Labor Movement, 1973 to 2000. *Labor Studies Journal* 34(91); at <http://lsj.sagepub.com/cgi/content/abstract/34/1/91>

William G. Weaver. (1997). Dewey or Foucault?: Organization and Administration as Edification and as Violence Organization, Vol. 4, No. 1, 31-48

Tues., Sept. 22 - Assessing and Interpreting Organizational Culture

In-class exercise: Brown artifact culture hunt and two short self-tests on cross-cultural competence.

Handout: Interpreting Organizational Cultures.

Thurs., Sept. 24 - Sub-Cultures and Professional Cultures

Assigned Readings:

Martin, Joanne. (1992). "Seeing Cultures from Different Points of View" and "The Differentiation Perspective: Separation and Conflict," in *Cultures in Organizations: Three Perspectives*, Oxford: Oxford University Press, pp. 3-20, 83-115.

Case: Hard Questions at the Bureau of Engraving and Printing. Harvard-KSG Case no. 1263.0

Tues., Sept. 29– Political Cultures

Assigned Readings:

Formisano, Ronald. (2001). The Concept of Political Culture. *Journal of Interdisciplinary History*, XXXI:3 (Winter), 393-426. (*available online*)

Case: From Protest to Power: The Education of Martin McGuinness. HSK Case no. 1742.0

Recommended Reading:

Wilson, Richard W. (2000). The Many Voices of Political Culture: Assessing Different Approaches. *World Politics* 52.2 (2000) pp. 246-273. (*available online*)

David I. Kertzer, "The Rites of Power," in *Ritual, Politics & Power*, New Haven: Yale University Press, 1988, pp. 77-101.

Mamadouh, Virginie. (1999). National Political cultures in the European Union. In Thompson, M. Grendstad, G. and Selle, P., *Cultural Theory As Political Science*, London: Routledge, pp. 138-153.

Thurs., Oct. 1 - Organizational Learning

Assigned Readings:

Hatch, Mary Jo, Chapter 9, "Organizational Learning and Knowledge Management," pp. 313-321.

Levitt, B., & March, J. G. (1988). Organizational Learning. *Annual Review of Sociology*, 14, 319-340. (*available online*)

Daft, Richard & Karl Weick. (1984). Figure 2 – Model of Organizational Interpretation Modes, Toward a Model of Organizations as Interpretation Systems, *Academy of Management Review*, 1984, 9:2, p. 289. (*available online*)

Tues., Oct. 6 - Institutional Thinking and Organizational Memory

Assigned Readings:

Walsh, J. P., & Ungson, G. R. (1991). Organizational Memory. *Academy of Management Review*, 16:1, pp. 57-91. (*available online*)

Chang, TC. (2005). Place, memory and identity: Imagining 'New Asia'. *Asia Pacific Viewpoint*, 46(3): 247–253.

Henderson, J. (2003). Ethnic Heritage as a Tourist Attraction: the Peranakans of Singapore. *International Journal of Heritage Studies*, 9(1), pp. 27-44.

Case: Dealing with Unexpected Opposition: The Singapore Tourism Board and the Chinatown Enhancement Plan. Harvard-KSG Case no. 1519.0

Optional/Recommended:

Douglas, Mary. (1986). *How Institutions Think*. Syracuse: Syracuse University Press.
Lebas, Elizabeth. (2003). From Beautification to Sustainability: the Inner City as Political Landscape. In Dorrian, M. and Rose, G., *Deterritorialisations...Revisioning: Landscapes and Politics*. London: Black Dog Publishing, pp. 152-160.

Part II: How Policy Makers and Policy Practitioners Come to Know What They Know

Thurs., Oct. 8 - Practitioners' Knowledge and Communities of Practice

Assigned Readings:

Donald Schon, *The Reflective Practitioner: How Professionals Think in Action*. Basic Books/Harper Collins, 1983, pp. 30-63.
Wagenaar, Hendrik. (2004). "Knowing" the Rules: Administrative Work As Practice. *Public Administration Review*. Nov.-Dec. 2004, 64:6, 643-655. (available online)
Alexandre Ardichvili Learning and Knowledge Sharing in Virtual Communities of Practice: Motivators, Barriers, and Enablers. *Advances in Developing Human Resources*, Aug 2008; vol. 10: pp. 541 - 554.

Optional/Recommended:

Lave, J., & Wenger, E. (1991). *Situated Learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press, pp. TBA.
Brown, J. S. and P. Duguid. (1996). "Learning—in Theory and in Practice" in *The Social Life of Information*, Boston: Harvard Business School Press, 2000, pp. pp. 117-146.
Bourdieu, Pierre. (1980). "Structures, Habitus, Practices," in *The Logic of Practice*, trans. Richard Nice, Stanford: Stanford University Press, pp. 52-65.

Tues., Oct. 13 – Sensemaking in Public Policy and Practice

Assigned Readings:

Weick, Karl. (1995). Chapter 2, "Seven Properties of Sensemaking" and "A Sensemaking Perspective on Organization," in K. Weick, *Sensemaking in Organizations*, Thousand Oaks, CA: Sage, pp. 17-62 and 69-76.
O'Leary, Majella and Robert Chia. Epistemes and Structures of Sensemaking in Organizational Life. *Journal of Management Inquiry*, Dec 2007; vol. 16: pp. 392 - 406.
Freeman, Richard. 2007. Epistemological Bricolage: How Practitioners Make Sense of Learning. *Administration & Society*, vol. 39, no. 4, 476-496. (available online)

In-class Exercise: TBA

Thurs., Oct. 15 – Categories, Narratives and Enacting Policy

Assigned Readings:

Amsterdam, Anthony G. and Bruner, Jerome. (2000). "On Categories" and "Narratives at Court," in *Minding the Law*. Cambridge: Harvard University Press, pp. 20-53.
Dwyer, William, Graesser, Arthur, et al. (1990). Application of Script Theory to Police Officers' Use of Deadly Force. *Journal of Police Science and Administration*, 17: 4, pp. 295-301. (available online)
Weick, K. "The Substance of Sensemaking," pp. 120-132.

Case: A Policewoman's (Non) Use of Deadly Force. Harvard-KSG Case no. C16-91-1040.0

Tues., Oct. 20 - Policymaking Frames

Assigned Readings:

- Goffman, Erving. (1974). *Frame Analysis: An Essay on the Organization of Experience*. Cambridge: Harvard University Press, pp. 10-11. Also in *Performance Analysis*, E-book available on OCRA.
- Schon, Donald A. & Rein, Martin, *Frame Reflection*, Chapters 2 and 3, pp. 23-58.
- Schmidt, Johanna. Redefining Fa'afafine: Western Discourses and the Construction of Transgenderism in Samoa. *Intersections: Gender, History and Culture in the Asian Countries*. Issue 6, August, 2001. [online]

Case: The Social Construction of Gender: Microfinance and *fa'afafines* in Samoa. Harvard-KSG Case no. CR16-05-1805.0

Optional/Recommended:

- Forester, John. (1993). "The Micropolitics of Planning and Policy Practices," in *Critical Theory, Public Policy, and Planning Practice*, Albany: State University of New York Press, pp. 42-66.

Part III: Policymaking and Implementation in Complex Interactive Systems

Thurs., Oct. 22 – Policymaking Networks, Networks of Operational Capacity and Acting in Networked Organizations

Thought Question: *What's it like, in your own experience, to work in an organization that is part of a complex, interactive system?*

Assigned Readings:

- Hatch, Mary Jo, *Organization Theory*, pp. 67, 69, 73 (figures only); 96-97, 332-335.
- Law, John. (2003). Traduction/Trahison: Notes on ANT. Centre for Science Studies, Lancaster University, Lancaster LA1 4;YN, at <http://www.comp.lancs.ac.uk/sociology/papers/Law-Traduction-Trahison.pdf>.
- Jackson, P.M. and Stainsby, L. (2000). Managing Public Sector Networked Organizations. *Public Money & Management*, Jan-March 2000, 11-16.
- Provan, Keith G. and Milward, Brinton. (2001) Do Networks Really Work? A Framework for Evaluating Public-Sector Organizational Networks. *Public Administration Review*, Jul/Aug 2001, 61:4., 414-423. (available online)

Optional/Recommended:

- Law, John & John Hassard. (1999). *Actor Network Theory and after*. Oxford: Blackwell.
- Reinicke, WH. (1999) The Other World-Wide Web: Global Policy Networks. *Foreign Policy*.

Tues., Oct. 27 – Complexity in Policymaking and Policy Practice

Assigned Readings:

- Hatch, Mary Jo, "Complexity Theory," pp. 76 (table only), 330-332.
- Hartzog, Paul B. (2004). 21st Century Governance as a Complex Adaptive System, pp. 1-6.

Medd, Will. (2001). Making (Dis)Connections: Complexity and the Policy Process? *Social Issues* (ISSN 1474-2918) 1(2), at www.whb.co.uk/socialissues/wm.htm .

Groopman, Jerome. (2007). “Flesh-and-Blood Decision-Making” in *How Doctors Think*, Boston: Houghton Mifflin, pp. 27-40.

Case: The West Nile Virus Outbreak in New York City (A): On the Trail of a Killer Virus. Harvard-KSG Case no. C16-02-1645.0

Optional/Recommended:

For a more technical/mathematics-based view of complexity: Axelrod, Robert and Tesfatsion, Leigh. On-Line Guide for Newcomers to Agent-Based Modeling in the Social Sciences, at <http://www-personal.umich.edu/~axe> .

Thurs., Oct. 29 – Designing Public Services with Citizen Participation

Assigned Readings:

Parker, Sophia & Joe Heappy. (2006). “Chapter 1: Seeing Services As People Do” and “Chapter 4: The Politics of Service Design” in *The Journey to the Interface: How public service design can connect users to reform*, London: Demos, p. 1, pp. 12-22, 43-57 [online pdf file]

Briggs, X. de Sousa. (2008). “Foundations”. In Xavier Briggs, *Democracy as Problem Solving: Civic Capacity in Communities Across the Globe*, Cambridge: MIT Press, pp. 1-27.

In-class exercise: Come to class having thought about a much-needed public service which you, or someone you know, has experienced personally—what it’s like to use it or access it (a map in your mind of the “journey” or process) as things exist today, and how we might visualize the same service much improved. Examples might include a family visit to an incarcerated person, ante-natal care and childbirth in a public hospital; obtaining a driver’s license. [These are suggestions only; come up with your own.]

Optional/Recommended:

Fountain, Jane. (2001). Paradoxes of Public Sector Customer Service. *Governance: An International Journal of Policy and Administration*, 14(1):55-73.

Tues., Nov. 3 - Thinking and Acting in Cultural & Social Complexity

This is the last session from which you may choose a reading on which to write a reaction paper, and all reaction papers must be turned in by the beginning of today’s class.

Assigned Readings:

Dawes, Sharon S. and Prefontaine, Lise. (2003). Understanding New Models of Collaboration for Delivering Government Services. Vo. 46, no. 1, 40-42. (*available online*)

Powell, John, Hasan K. Jeffries, et al. Towards a Transformative View of Race: The Crisis and Opportunity of Katrina. In Chester Hartman & Gregory Squires. *There Is No Such Thing As a Natural Disaster: Race, Class, and Hurricane Katrina*, New York: Routledge, 2006, 59-81.

Case: Hurricane Katrina (A): Preparing for “The Big One” in New Orleans (Abridged)-KSG Case no. CR15-08-1914.3

Part IV: Comparative Cases in Cross-Boundary Policy Thinking and Practice

Thurs., Nov. 5 –Policy Across Boundaries & Fair Collaboration: Biotechnology (A)

Assigned Readings – Read Jasanoff, Williams, McMillan and your choice of any one (1) other reading from this list; SKIM the websites:

- *Jasanoff, Sheila. (2005). “Civic Epistemologies” in *Designs on Nature: Science and Democracy in Europe and the United States*. Princeton: Princeton University Press, pp. 247-271.
 - *Williams, Paul. (2002). The Competent Boundary Spanner. *Public Administration*, 80:1, pp. 103-124. (available online).
 - *McMillan, G.S., Narin, F. and Deeds, David. An analysis of the critical role of public science in innovation: the case of biotechnology, *Research Policy*, 29:1, January 2000, pp. 1-8.
 - Augusto, Geri. (2005). Innovating through Biochemistry, 'Composing' Knowledge, and Gambling on Interaction: Seeing Natural Drug Development through Practitioners' Eyes. *Indilinga: African Journal of Indigenous Knowledge Systems*, 4(1).
 - Scholz, Astrid. (2003). From Molecules to Medicines: The Use of Genetic Resources in Pharmaceutical Research. In Schurman, Rachel and Kelso, Dennis, *Engineering Trouble: Biotechnology and Its Discontents*. Berkeley: University of California Press, pp. 195-217.
 - Guston, D. H. (1999). Stabilizing the boundary between U.S. politics and science: The role of the Office of Technology Transfer as a boundary organization. *Social Studies of Science* 29: 1, pp. 87-111. (available online)
- Selected readings from www.SciDev.Net online archive of articles on biotechnology and natural products development in developing countries, and North/South research alliances/networks.
- Documents on the United Nations Convention on Biological Diversity Secretariat website, at www.cbd.int

Tues., Nov. 10 – Policy Across Boundaries & Fair Collaboration: Biotechnology (B)

Policy memo: You are director of policy and planning for science, technology and innovation of your state/province/region. You have been given the task of initiating dialogue and consultation on a multi-partner international biotechnology project involving public research agencies in three countries (including your own), and a local university, which the governor/premier is hoping will open a major research facility in your state/province/region. Write a memo to the governor/premier's office, outlining how differences in political culture and interests may configure policy issues at play in this project; suggesting a possible best approach to structuring an equitable, effective research program; and foreshadowing the most important things to "watch out for" in the first meeting of representatives from all the potential partners. More information will be provided by the instructor in due course. The memo will be due at the beginning of this session. **Bring two hard copies of your memo to class.**

Thurs., Nov. 12 – Local Knowledge and Policy Expertise

Assigned Readings:

- Scott, James. (1998). "Thin Simplifications and Practical Knowledge: Metis". In *Seeing Like a State*, New Haven: Yale University Press, 309-341.
- Meneses, Maria. (2007). Subjects or Objects of Knowledge? International Consultancy and the Production of Knowledge. In Boaventura Santos, *Cognitive Justice in a Global World: Prudent Knowledges for a Decent Life*, Lanham, MD: Lexington Books, pp. 353-374.

Case: Financing Slum Rehabilitation in Mumbai: A Non-Profit Caught in the Middle. Harvard-KSG Case no. 1688.0

Optional/Recommended:

- Goldman, M. (2001). The birth of a discipline: Producing authoritative green knowledge, World Bank-style. *Ethnography*, 2(2), pp. 191-217.
- Yanow, Dvora. (2004). Translating Local Knowledge at Organizational Peripheries. *British Journal of Management*, Vol. 15, S9-S25. (available online)

Tues., Nov. 17 - Transformation, Conflict and Collaboration in Higher Education: USA and South Africa (A)

*The instructor will share in class some practical experiences with transformation in higher education in post-apartheid South Africa, the U.S. Gulf Coast, post-Hurricane Katrina, and Bahia, Brazil. The class will be divided into small groups to apportion the assigned readings, with some reading primarily about the USA and others reading primarily about South Africa or Brazil. The readings will form the background for an in-class small-group exercise (simulation) for which detailed instructions will be provided beforehand. Responsibility for the readings may be divided up by those in the same small group. Students will be given time in class to prepare for the simulation, but may also opt to meet outside of class. Please inform the instructor, by e-mail, of the time and place of any outside-of-class meeting(s). **The simulation will take place in class on Tuesday, Nov. 24.** Plan your Thanksgiving travel accordingly!*

Assigned Readings (all readings may be found in OCRA or on the internet at the URL listed):

Assigned for all sides (USA & SA):

- Hall, Martin (2007). Nothing is Different But Everything's Changed. In Martin Hall, Marvin Krislov & David Featherman, *The Next Twenty-Five Years? Affirmative Action and Higher Education in the United States and South Africa*. Ann Arbor: Univ. of Michigan Press.
- Connerly, Ward. (2001). Not By Any Means Necessary. *Academic Questions*, Summer 2001, Vol. 14 Issue 3, pp. 65-72.
- Fryer, Roland & Loury, Glenn. (2005) Affirmative Action and Its Mythology. *Journal of Economic Perspectives*, Vol. 19, No. 3, Summer.

Assigned for USA side:

A Test of Leadership: Charting the Future of U.S. Higher Education. Report of the Commission Appointed by Secretary of Education Margaret Spellings. Washington, D.C.: U.S. Department of Education at

<http://www.ed.gov/about/bdscomm/list/hiedfuture/index.html>. **Read Preamble, Summary & Findings.**

Critiques of the Spellings Commission Report in *The Chronicle of Higher Education* at: <http://chronicle.com/weekly/v54/i19/19a03401.htm> and <http://chronicle.com/weekly/v53/i02/02a00101.htm>

Krueger, Rothstein and Turner, "Race, Income and College in 25 Years: The Continuing Legacy of Segregation and Discrimination," Working Paper #9, Education Research Section, Princeton University, Dec. 2004. <http://www.ers.princeton.edu/>

Morfin, Otoniel Jimenez; Perez, Victor; Parker, Laurence; Lynn, Marvin and Arrona, John. (2006). Hiding the Politically Obvious: A Critical Race Theory Preview of Diversity as Racial Neutrality in Higher Education. *Education Policy*, 20(1): 249-270.

Laden, Berta V. "Hispanic-Serving Institutions: Myths and Realities." *Peabody Journal of Education*, vol. 76, no. 1: 73-92.

Current statistics on overall trends and on enrolment diversity in U.S. higher education institutions at: <http://chronicle.com/weekly/almanac/2008/nation/nation.htm> and http://chronicle.com/weekly/v55/i05/b_table.htm

Monastersky, Richard. Researchers Dispute Notion That America Lacks Scientists and Engineers, in *The Chronicle of Higher Education*, <http://chronicle.com/weekly/v54/i12/12a01402.htm>.

Articles from the *Chronicle of Higher Education* annual supplement on diversity, which can be found at: <http://chronicle.com/indepth/diversity/>. **Students should explore the site, and select one or two to read more closely.** Some of the many pertinent (and polemical) articles from the supplement are:

<http://chronicle.com/weekly/v55/i05/05b04001.htm> "Wrong fight, etc." arguing that affirmative action is not the term or strategy for 21st century discrimination.

<http://chronicle.com/weekly/v55/i05/05b05601.htm> Michael Omi on Asian-Americans, Race and Higher Education in the USA.

<http://chronicle.com/weekly/v55/i05/05b05201.htm> Middle Eastern Americans caught in a diversity "bind".

<http://chronicle.com/weekly/v52/i32/32a03902.htm> Argument presenting obstacles creating shortage of Hispanics and Blacks in STEM field education.

Assigned for Brazilian side: Readings TBA.

Assigned for SA side:

Augusto, Geri. (1995). "Baobabs on Campus". In Augusto, G., *Strategic Issues in the Development of High-Level Human Resources in Science, Engineering and Technology*, Foundation for Research Development (FRD), Science and Technology Policy Series, no. 4, Pretoria, January 1995.

Bunting, Ian. (2001). The Higher Education Landscape Under Apartheid, at http://www.chet.org.za/download/3614/02_GLOBAL_PRESSURE.pdf.

Badat, Saleem. "Transforming Higher Education: Pivotal Issues and Key Challenges," in *Transforming South African Higher Education, 1990-2003*, p. 1, 14-30. [on OCRA]

Hall, Martin. Access to Higher Education: Race, Resources, and Social Exclusion. In Offenburger, A., Rosenberg, S. and Saunders, C. (Eds.), *A South African & American Comparative Reader: The Best of Safundi & Other Selected Articles*. Safundi: 2005. [on OCRA]

Moleke, Percy. (2005). *Inequalities in Higher Education and the Structure of the Labour Market*. Pretoria: Human Sciences Research Council Press, Occasional Paper no. 1. Education Statistics in SA at a Glance (2001). South African Department of Education, Pretoria, October 2003, pp. 1-3, 37-49. [These refer to pages within the pdf file, not the pagination of the original document.] <http://www.education.gov.za/dynamic/dynamic.aspx?pageid=329&catid=7&category=Publications&legtype=null>

Department of Education Strategic Plan 2005-2010. South African Department of Education, Pretoria, Pretoria, 2004, pp. 1-11, 97-191. (These refer to pages within the pdf file, not the pagination of the original document.) [on OCRA]

Online selections from the affirmative action debate at the University of Cape Town (UCT), from the archives of the campus news *The Monday Paper*, which can be found at <http://www.news.uct.ac.za/mondaypaper/archives>. [Search keywords "affirmative action" or click on URL

<http://www.news.uct.ac.za/mpgooglesearch/?cx=005164852257204376367%3A0v6yxnnaajc&cof=FORID%3A11&q=affirmative+action#921>] **Students should explore the site, and select one or two articles to read more closely.** Some of the many pertinent (and polemical) articles from debate are:

Prof. David Benatar's position challenging affirmative action, at <http://www.news.uct.ac.za/mondaypaper/?id=6280> and Prof. Martin Hall's reply, defending it, at <http://www.news.uct.ac.za/mondaypaper/?id=6281>

In-class exercise: Simulation.

Thurs., Nov. 19 - Transformation, Conflict and Collaboration in Higher Education: USA and South Africa (B)

No new assigned readings.

Small-group preparation for simulation.

Tues., Nov. 24 – Transformation, Conflict and Collaboration in Higher Education: USA and South Africa (C)

No new assigned readings.

In-class exercise: Simulation.

Thanksgiving Recess, Nov. 25-29. Brown classes resume Nov. 30

Tues., Dec. 1 - Invisibility, Power and Policy Information

Assigned Readings:

Agre, Philip. (2002). Real Time Politics: The Internet and the Political Process. *The Information Society* 18(5): 311-331. [**Available online**] Also at <http://polaris.gseis.ucla.edu/pagre/real-time.html>

Robertson, T. (2000). Co-operative Work, Women and the Working Environments of Technology Design. *Australian Feminist Studies*, 15(32), pp. 205-219.

Brown, John Seely and Duguid, Paul. "Beyond Information," in *The Social Life of Information*, Boston: Harvard Business School Press, 2000, pp. 243-252.

Recommended Reading:

West, Darrell. (2005). *Digital Government: Technology and Public Sector Performance*. Princeton: Princeton University Press.

H.L. Wilensky, *Organizational Intelligence: Knowledge and Policy in Government and Industry*. New York: Basic Books, 1967.

Thurs., Dec. 3 - G/local Public Health Policy

Assigned Readings:

Groopman, Jerome. (2007). "Flesh-and-Blood Decision-Making" in *How Doctors Think*, Boston: Houghton Mifflin, pp. 27-40.

Rajan, Kaushik. (2007). Experimental Values: Indian Clinical Trials and Surplus Health. *New Left Review*, 45, May/June 2007, pp. 67-88.

Marmot, Michael. Health in an unequal world. *Lancet*, 368: December 9, 2006, at www.thelancet.com.

Haupt, Angela. TB patient tests negative, but he is 'culture-positive'. *USA Today*, 06/05/2007.

"Collaboration to kill: HIV/AIDS and TB," 4 July 2007, at www.SciDev.Net. Skim other selected readings from this online archive of articles on HIV/AIDS, malaria and TB research and treatment in developing countries.

Case: The Eli Lilly MDR-TB Partnership: Creating Private and Public Value. Harvard-KSG Case no. CR15-07-1871.0

Recommended:

Carton, Benedict. Historicizing the Unspeakable: Legacies of Bad Death and Dangerous Sexuality in South Africa. In Denis, Philippe and Becker, Charles (Eds), *The HIV/AIDS Epidemic in Sub-Saharan Africa in a Historical Perspective*, Online edition, October 2006, pp. 97-112.

Comaroff, Jean. (2007). Beyond Bare Life: AIDS, (Bio)Politics, and the Neoliberal Order. *Public Culture*, 19:1, pp. 197-219.

Tues., Dec. 8 - - Looking Forward to Your Own Cases & Summing Up

In-Class Roundtable: Students will present “reports from the field” (i.e., their own public sector organizations) and final reflections on key class concepts and frameworks, which provide a preview of their thinking with regards to a final paper.

The **Final Product** is due on Dec. 18. The two options are a **take-home case analysis** (distributed on Dec. 16) with a 48-hour turnaround, *or* a **final paper**. The paper may be a) an analysis of the organizational culture, sub-cultures, communities-of-practice and modes of organizational learning and memory of a real public sector organization well-known to you, in light of the concerns of this course; or b) an extended essay, with citations from the literature, on a theme or topic suggested to you by course discussions and readings. More detailed guidelines will be forthcoming.