

COURSES

Political Science 361 (3 cr)

Public Administration

Course Description & Objectives

The course introduces students to the legal and institutional setting of the U.S. public-administration system and to organizational dynamics and processes of public management. The instructor emphasizes the case-analysis approach as an aid to learning about administrative practice. Most cases highlight actual challenges of public administration that call for perceptive and skilled management responses. In addition to enhanced understanding of fundamental concepts and issues of public administration (including the evolution of public administration as a field of study, major organizational theories, private/public administration interfaces and dichotomies, budget preparation, ethical dilemmas, approaches to public service, the role of career officials in the policy process and political context, human-resource issues, challenges to effective management, and the comparative/global perspective), students should develop the ability to apply theoretical insights, personal values, and social-science findings to challenging organizational and ethical situations.

Political Science 463 (3 cr)

Development Administration

Course Description & Objectives

The course explores key issues of sustainable development and development management as well as the roles of local, national, and transnational public administrators, NGO personnel, and donor professionals. *Development Administration* focuses on the fundamental challenge of how to enhance living conditions in contexts characterized by scarce material resources. Students should develop awareness of the role of public administrators and NGO staff in sustainable-development processes, how culture affects development management, issues of decentralization and community empowerment, and effective approaches to management training and project evaluation as well as awareness of contemporary issues involving agriculture, natural resources and the environment, health, education, housing/transportation, and the special training needs of displaced persons. In addition to building a conceptual and knowledge base regarding the challenges of social, economic, and political change at national and community levels, P Sc 463 also involves simulated experience and practical exercises aimed at preparing students with valuable skills for field assignments in nonWestern contexts – including needs and capabilities assessment, data collection, gender-framework analysis, project selection, development planning and budgeting, program implementation, action training, and project evaluation. This core course in the International Development Studies minor aims to provide basic preparation for students interested in Peace Corps assignments, NGO work, and/or a career in international development.

PSCI 463 is one of the core courses available to students who minor in International Development Studies.

Political Science 431 (3 cr) *Politics of Global Migration*

Course Description & Objectives

The proactive and reactive migration of peoples within countries and across national boundaries constitutes one of the fundamental challenges of international relations and domestic politics in the 21st Century. In preparation for these challenges, this course explores recent and contemporary population movements from a multidisciplinary perspective. Geographical coverage includes Asia, North and Central America, Africa, and Europe. Attention initially is devoted to transnationalism and associated economic, social, and political transformations. After exploring key dimensions of transmigration, we will focus on connecting transmigration, transnational competence, and sustainable development.

Students should develop familiarity with approaches to and dimensions of transnationalism as well as its potential transformative effects in the 21st Century; awareness of global migration patterns, pressures, processes, and implications; understanding of how population movements are related to the emergence of a world mobility system that involves an expanding flow of people across national boundaries in ways that challenge the geopolitical framework of nation states and are facilitated by transnational competence; the ability to connect transmigration, transnational competence, and sustainable development; familiarity with the arguments and issues behind current debates and conflicts over policies that impact migration and development; and enhanced individual and group analytic and problem-solving skills.

PSCI 431 is one of the core courses available to students who minor in International Development Studies.

Political Science 324 (3cr) *Sustainable Climate Policies: China and the USA*

Sustainable Climate Policies: China and the USA explores the contributions of the United States and China to global climatic change, the reasons why both nation-states are the world's two largest emitters of greenhouse gases, the future vulnerabilities of both countries to climatic change, prevailing national and subnational government policies that affect emission levels, the roles of NGOs and individuals, and climatic-stabilization alternatives. The course includes attention to useful and practical sustainable-climate policy approaches in China and the USA, with some attention to India. Issue-bundling and policy-framing strategies are considered in depth. Emerging and prospective partnerships among multilevel governments, NGOs, and communities will be explored.

Working individually and in teams, with feedback and source suggestions from the instructor, students will propose, outline, finalize, and defend creative local, regional, national, or transnational GHG-mitigation policies involving China and the USA. One important outcome of these exercises will be deeper understanding of the constraints and possibilities involved in developing sustainable climate policies in the two countries.

LEARNING OBJECTIVES:

By the end of the course, students should have achieved the following:

- gained comparative understanding of government policy-making processes and positions that affect climate-change mitigation in China and the United States
- be able to discern current and potential interests and roles of domestic and transnational nonstate actors with respect to climate mitigation
- be able to identify the principal constraints on and opportunities for policy change – particularly at the subnational level – in China and the United States
- gained insight regarding ways to influence climate-mitigation-policy outcomes in both countries
- be able to design an emission-mitigation-policy proposal for China and the United States
- be able to develop a PowerPoint presentation that captures the essence of your policy proposal

PSCI 324 is one of the core “society” courses available to students who minor in Climate Change Studies.

Political Science 120 (3cr)

Introduction to Comparative Government

Course Description & Objectives

Introduction to the cross-national and comparative study of contemporary political systems. Focus on structural/behavioral similarities and differences, common and diverse aspirations/struggles, globalization and local responses, and domestic-foreign linkages. Reference to major illustrative countries in Europe, the Middle East, Asia (including Central Asia), Africa, and Latin America. By the end of the course, students should understand patterns of governance and political diversity/complexity around the world, be able to explain similarities and differences among key political institutions and the role of political culture, be familiar with different theoretical and analytical approaches to the comparative study of political systems, and be capable of interpreting current events based on sound conceptual understanding and empirical grounding. This course also is intended to provide the basic grounding for advanced study of comparative politics at the upper-division level and the basis for life-long learning about different political systems and key human concerns.

Political Science 326 (3 cr)

Politics of Africa

Course Description & Objectives

The purpose of this course is to acquaint students with political systems in contemporary Sub-Saharan Africa, including their development from the interaction of African, Western, and indigenous social, political, and economic forces. We also consider the efforts of leaders and citizens to bring about change. Students should gain deeper awareness of the impact of

political/cultural heritage, contemporary socio-political conditions, and internal/external political and economic influences on the challenges currently confronting African states and societies. We focus on Sub-Saharan African states (e.g., Nigeria, Ethiopia, Eritrea, Senegal, Tanzania, South Africa) that are particularly important, exemplify major challenges, and reflect the diversity of approaches to political change and economic development found on the continent. Course participants develop in-depth understanding of one contemporary African political system and critical skills in assessing appropriate approaches to donor assistance in contemporary Africa. Special attention is devoted to developing critical skills in addressing appropriate approaches to foreign assistance in contemporary Africa and to understanding health conditions and contributing factors in Africa –especially with regard to the HIV/AIDS crisis..

Political Science 524 (3 cr)

Seminar in Management Skills

Course Description & Objectives

The seminar focuses on skills that research has shown to be important contributors to managerial effectiveness in public and not-for-profit organizations. Students assess their current strengths and weaknesses in each behavioral area, increase their cognitive understanding of these personal and organizational skills, and begin the process of expanding and enhancing their competency by applying the behavioral principles they learn to a variety of case studies and exercises. The course is organized around an integrated, comprehensive, and experiential learning model designed to improve participants' management behavior through skill assessment, learning, analysis, and practice. Specifically, we concentrate on developing practical management skills in self-assessment, oral and written presentations, managing stress, conducting meetings, communicating supportively, gaining power and influence, motivating others, managing conflict, empowering and delegating, managing diversity, negotiating agreements in transnational organizational contexts, and participating in performance-appraisal and employee-selection interviews.

Public Health 580 (3 cr)

Rural Health Issues in Global Perspective

Course Description

The course is organized around recurring themes and emerging issues (“challenges”) in public health, with a focus on rural concerns and transnational influences. Within an overall framework of developing transnational competence, the intensive seminar format provides a forum for inquiry regarding the intersection of rural and global public-health issues. We explore the individual, environmental, and structural context of public-health policy, interventions, and outcomes and address questions of human rights and ethics, health equity, and social justice in comparative perspective. The concerns of vulnerable populations, and possibilities for action, figure prominently in the seminar.

Learning Objectives:

- (1) Demonstrate ability to discern complex interconnections among local and transnational forces that facilitate and constrain rural health
 - Ability to identify and distinguish structural, environmental, community, biological, and individual factors affecting rural health by utilizing, in part, epidemiological data
 - Ability to analyze the effects on rural public-health systems of politics and social/ economic policies at the local, state/provincial, national, and international levels
 - Ability to connect contemporary rural-health challenges to transnational socio-cultural, political, economic, environmental, biological, and behavioral determinants
 - Ability to analyze the impact of global trends and interdependencies on rural-health systems, challenges, and opportunities
 - Ability to explain how transnational connections are important in the design of interventions within rural public-health delivery systems
 - Ability to describe the role and functions of indigenous and transnational nongovernmental organizations in rural health care
 - Ability to distinguish between public and individual benefits, costs, and burdens of public-health programs in different national and subnational contexts
- (2) Demonstrate ability to apply the transnational-competence (TC) framework in addressing specific rural-health challenges
 - Ability to analyze the effects of political, social, and economic policies of public-health systems at rural, state, national, and transnational levels
 - Increased appreciation for the contributions of various disciplines to health
 - Increased empathy regarding the health concerns and needs of vulnerable rural populations, especially women, children, and displaced persons
 - Ability to identify and assess the utility of traditional and nontraditional sources of health information and approaches
 - Ability to formulate and adapt participatory approaches to rural public-health challenges that take into account cultural, socio-economic, and ecological diversity
 - Ability to explore and critically assess approaches aimed at reducing health disparities now and for generations to follow
 - Ability to identify factors affecting the application of IT for public-health purposes in diverse national contexts
 - Ability to apply valuable and ethical planning, implementation, and evaluation procedures transnationally
 - Ability to use TC skills when engaged with and empowering diverse and disadvantaged rural communities
- (3) Demonstrate appreciation for the tradeoffs between individual freedom and public welfare, and between voluntary compliance and mandates, involved in addressing transnational challenges to rural health
- (4) Demonstrate ability to analyze critically considerations of human rights, equity, and social justice in relationship to rural and global health challenges, including:

- demonstrate awareness of factors that contribute to wide disparities in health among certain populations
- identify the role of various health professionals in reducing/eliminating disparities
- identify local and transnational resources that can be mobilized for diminishing health disparities
- formulate strategies for mobilizing community participation in health- and sustainable-development-related activities and for forging effective alliances and partnerships

PUBH 524 is a required core seminar in the Masters Degree in Public Health program.

SCHOLARSHIP

Beginning with my doctoral dissertation, I have been interested in sustainable local development. I devoted much of the early part of my career to research on development-related issues in Africa (particularly Ethiopia, Nigeria, and Eritrea). In 1995/1996, I served as lead consultant to UNICEF on decentralization for social/health planning in Eritrea. In the late 1990s, my career-long interest in local public management expanded to include urban China and Hong Kong. My research devotes special attention to the role of NGOs, individual citizen networks, and indigenous needs/approaches in transnational development partnerships. Work in this area has especially informed the courses and training programs I offer in international development and The University of Montana's minor in International Development Studies. Major authored and co-authored publications include *Ethiopian Provincial and Municipal Government* (Michigan State University); *Afocha: A Link Between Community and Administration in Harar, Ethiopia* (Syracuse University); *Public Policy and Administration in Africa: Lessons from Nigeria* (Westview); *Making Aid Work: Innovative Strategies for Africa at the Turn of the Century* (University Press of America); *Report on the Establishment of a Unified System of Administration for the Federal Capital Territory* (Ahmadu Bello University); "Local Government Involvement in National Development Planning: Guidelines for Project Selection Based Upon Nigeria's Fourth Plan Experience," *Public Administration and Development*; "Development Administration in Nigeria: Inclinations and Results," in *Handbook of Comparative and Development Public Administration*, edited by Ali Farazmand (Marcel Dekker); "Revolution and Public Service in the Third World." In *Handbook of Comparative and Development Public Administration*, edited by Ali Farazmand (Marcel Dekker); "Decentralization for Sustainable Development," in *Development Management in Africa: Toward Dynamism, Empowerment, and Entrepreneurship*, edited by Sadiq Rasheed and David Luke (Westview Press); "The Challenge of Decentralization in Eritrea," *Journal of African Policy Studies* (co-authored with Goran Hyden and Turhan Saleh); "One Government, Multiple Systems: Hong

Kong Public Administration in Transition” (inaugural issue of *Public Organization Review*); “Great-Power Decentralization and the Management of Global/Local Economic Policy and Relations: Lessons in Fluidity from the People’s Republic of China,” *International Review of Administrative Sciences*; “The Shanghai Outlook on the WTO: Local Bureaucrats and Accession-related Reforms,” *Pacific Affairs*; “Subnational Managerial Transformation and the Post-WTO-Accession Business Environment in China: Shanghai Perspectives,” *Thunderbird International Business Review*; “Globalization, Decentralization, and Public Entrepreneurship: Reorienting Bureaucracy in the People’s Republic of China,” in *Bureaucracy and Administration*, edited by Ali Farazmand (CRC Press); “Growth with Sustainable Development? Impressions of Addis Ababa at the Start of 2011,” inaugural issue of *Afrikan Sarvi – Horn of Africa Journal* (with Phyllis B. Ngai). **See list of publications.**

Some of my early work focused on African politics. Major publications include "Forecast for Political Change in Ethiopia: An Urban Perspective," in *Analyzing African Political Change: Applications of a New Multidimensional Framework*, ed. by James R. Scarritt (Westview Press); "Competitive Transition to Civilian Rule: Nigeria's First and Second Experiments," *Journal of Modern African Studies*; "State Land Allocation and Class Formation in Nigeria," *Journal of Modern African Studies*; "Prelude to Civilian Rule: The 1979 Nigerian Elections," *Africa Today*; "Ethiopia: Famine, Food Production, and Changes in the Legal Order," *African Studies Review*; "Student Politics in Traditional Monarchies: A Comparative Analysis of Ethiopia and Nepal," *Journal of Asian and African Studies*; "Ethiopian Politics: Military Intervention and Prospects for Further Change," *Africa Today*.

I embarked on the study of refugee formation and migration in the mid-1980s -- initially with grant support from the Rockefeller Foundation. The structural and individual contributors to and consequences of population migration have been of abiding scholarly interest. My work on refugees and migration has evolved to encompass connections with foreign policy, training, organizational communication, health care, and transnational competence. This work has especially informed my senior-level course on *Politics of Global Migration* and my Masters of Public Health seminar on *Rural Health Issues in Global Perspective*. Major publications in this area include *Refugees from Revolution: U.S. Policy and Third-World Migration* (Westview); *U.S.-China Relations Following the 1997-1998 Summits* (Chinese University Press); *The Expanding Role of Chinese Americans in U.S.-China Relations: Transnational Networks and Trans-Pacific Interactions* (M. E. Sharpe); "Persistent Problems and Political Issues in U.S. Immigration Law and Policy." In *Refugee Law and Policy: International and U.S. Responses*, edited by Ved P. Nanda (Greenwood Press); "Resettled Refugees from Ethiopia: Who Gets into the United States?" *Refugee*; "Repatriation of African Exiles: The Decision to Return," in *Cambridge Survey of World Migration*, edited by Robin Cohen (Cambridge University Press); "Refugee Settlement and Repatriation in Africa: Development Prospects and Constraints." In *African Refugees: Development Aid and Repatriation*, edited by Howard Adelman and John Sorenson (Westview Press); "Immigrant Transnationals and U.S. Foreign Relations," in *A Companion to American Immigration* (Blackwell); and *Organizational Communication in Refugee-camp Situations*, United Nations High Commission for Refugees (UNHCR) Working Paper No. 71. **See publication list.**

The outcomes of transnational physician-patient consultations are critical for individual and public health in our era of mobility upheaval. As a Fulbright New Century Scholar in the

inaugural Challenges to Health in a Borderless World program (2001-2002), my research project explored the role of transnational competence in medical encounters among clinicians and asylum seekers/resettled migrants in Finland. This project grew out of collaborative development of the transnational competence framework with James N. Rosenau. The framework was published in 2002 as a "Visions of International Studies" piece in *International Studies Perspectives*. Scholarly publications in the area of global health and forced migration include an inaugural-issue article on "Global Politics and Multinational Health-care Encounters: Assessing the Role of Transnational Competence," *EcoHealth*; "Medical Encounters in Finnish Reception Centres: Asylum-seeker and Clinician Perspectives," *Journal of Refugee Studies* (2005); "Clinician/Patient Connections in Ethnoculturally Nonconcordant Encounters with Political-asylum Seekers: A Comparison of Physicians and Nurses," *Journal of Transcultural Nursing* (co-authored with Kirsti Sainola-Rodriguez); "Transnational Migration, State Policy, and Local Clinician Treatment of Asylum Seekers and Resettled Migrants: Comparative Perspectives on Reception-centre and Community Health-care Practice in Finland," *Global Social Policy*; "Globalization, Migration Health, and Educational Preparation for Transnational Medical Encounters," *Globalization and Health* 2; "Health-care Outcomes in Ethnoculturally Discordant Medical Encounters: The Role of Physician Transnational Competence in Consultations with Asylum Seekers," *Journal of Immigrant and Minority Health* 8; "Medical Education for a Changing World: Moving Beyond Cultural Competence into Transnational Competence," *Academic Medicine* 81 (co-authored with Herbert Swick); "Transforming the Boundaries of Health Care: Insights from the Transnational Outlooks and Practices of Somali Migrants," *Medical Anthropology* 30 (5) (co-authored with Marja Tiilikainen); and "Mental Health and Migration," forthcoming in *The Encyclopedia of Global Human Migration*, edited by Immanuel Ness (Oxford: Blackwell). In summer 2004, I co-directed an Arnold P. Gold Foundation-supported workshop for faculty and administrators from four U.S. medical schools on ways to pilot the transnational-competence framework in the clinical curriculum. The Trillium Health Centre in Toronto invited a presentation at their September 2005 Back-to-School Conference on "Transnational Competence: What is it and Why is it Needed at Trillium?" and, in November 2005, I participated in a Continuing Medical Education workshop on "Moving Beyond Cultural Competence: Transnational Competence in Undergraduate Medical Education" at the annual Association of American Medical Colleges (AAMC) conference. In spring 2006, I lectured and consulted with scholars and students in five cities across Finland through the Fulbright senior specialist program. The presentations delivered to Finnish physicians, nurses, scholars, students, local government officials, social workers, and hospital staff built upon the results of my 2002 Fulbright New Century Scholar research project on migrant-health care in Finland and on my recent work on transnational competence in medical education. Presentation topics included "Migrant-friendly Health Care for Somalis in Finland," "Transnational Competence and Migrant Health Care: Promoting Equity in Health," "Patient-health-care Outcomes Research: Contributions of and Challenges to the Intersubjective-assessments Approach," "Transnational Competence and Citizenship in an Era of Global Mobility," "Improving Transnational Health-care Encounters and Outcomes in Finland," "Transnational-competence Education for Physicians, Nurses, and Public-health Specialists," and (at Savonia Polytechnic's International Day celebration) "Global Health, Human Rights, and Transnational Competence." Sponsors for these talks included the universities of Helsinki, Tampere, Joensuu, Kuopio, and the Savonia Polytechnic; the Finland-Somali Association and the Family Federation; the International Organization for Migration and the Finnish Observatory on Discrimination; the Society for the Study of Ethnic Relations and International Migration; the Health Services Research Programme of the Academy of Finland; the TYKS Hospital in Turku;

and Kuopio University Hospital and Kuopio Social and Health Care Center. The principal host for these engagements was the Department of Sociology, University of Helsinki. **See cv and publication list.**

Student interests feature prominently in my vision for the future of education. Throughout my career, I have been especially interested in academic program development and increasing student-exchange and internship opportunities in the Global South. At Ahmadu Bello University in Nigeria, I developed course curricula and admissions and degree/diploma requirements for new academic programs, including the M.A. in Local Government and Ph.D. in Public Administration with emphasis in Local Government. I also have consulted on the public administration undergraduate curriculum at Addis Ababa University and Asmara University and assisted The University of Belize in the establishment of an undergraduate degree program in natural-resource management. My involvement as a Fulbright New Century Scholar included development of a yet-to-be-implemented proposal to establish a parallel Fulbright New Century Students program that the other scholars endorsed prior to submission to the Institute for International Education. Earlier, I developed and presented a proposal to establish a student-mentor program in international development at a Higher Education and Global Development National Policy Roundtable co-sponsored by the Association Liaison Office for University Cooperation in Development (ALO) and the U.S. Agency for International Development. At The University of Montana, I co-initiated our popular interdisciplinary minor in International Development Studies (IDS) that added a Peace Corps Prep certification option in 2011, co-founded an undergraduate minor in climate change studies, and led an initiative to establish an undergraduate minor in global public health that is currently under consideration. In 2011, I was an inaugural recipient of the Paul G. Lauren Undergraduate Research Faculty Mentor Award.

CURRENT RESEARCH INTERESTS

My current research is focused on professional education for transnational careers, on the role of subnational actors in mitigating greenhouse-gas (GHG) emissions, and on transnational higher-education partnerships.

In our globally networked society, professionally trained faculty, students, and administrative staff in all fields of preparation – whether located abroad or at home -- need to move beyond international awareness and intercultural competence into transnational competence (TC). Universities can inspire student commitment to developing transnational competence through cross-disciplinary, issue-informed, and multi-regional diversity offerings in general education, through language preparation, and through area studies as well as by embedding TC preparation in contemporary professional education. With support from a spring 2008 sabbatical, I elaborated the TC framework, particularly for application in teacher education, business management, engineering, social work, agriculture, public administration, natural-resource management, and health/medicine. In 2010, Paradigm Publishers released *Transnational Competence: Empowering Professional Curricula for Horizon-Rising Challenges*, co-authored with Professor James N. Rosenau Professor Rosenau. **See flier.** A Montana university-system application appeared in “The Transnational Competence Race,” *The Montana Professor* (2011).

Together, the United States and China are responsible for nearly 40 per cent of total annual greenhouse-gas emissions. The central role of the PRC and the USA in global-warming trajectories coupled with political paralysis at the national level mean that prospects for effective actions that will address the Twenty-first Century interdependence challenge of climatic stabilization rest on subnational, including nongovernmental, actions and collaborations. My work devotes special attention to the strategic importance of nonstate actors, particularly Chinese Americans, and subnational governments in transnational projects and in changes affecting consumption values and behavior that promise to reduce GHG emissions. Publications include “Sustainable-development Frontiers and Divides: Transnational Actors and U.S./China Greenhouse-gas Emissions” *International Journal of Sustainable Development & World Ecology*; “Global Climatic Stabilization: Challenges for Public Administration in China and the United States,” in *Handbook of Globalization, Governance, and Public Administration*, edited by Ali Farazmand and Jack Pinkowski (CRC Press); “Global Health and Human Rights: Challenges for Public-health Administrators in an Era of Interdependence and Mobility.” in *Handbook of Globalization, Governance, and Public Administration*, edited by Ali Farazmand and Jack Pinkowski (CRC Press); “Fitting a Vital Linkage Piece into the Multidimensional Emissions-reduction Puzzle: Nongovernmental Pathways to Consumption Changes in the PRC and the USA,” *Climatic Change*; “Underneath Kyoto: Emerging Subnational Government Initiatives and Incipient Issue-bundling Opportunities in China and the United States,” *Global Environmental Politics*; “Back to the Future: Bicycles, Human Health, and GHG Emissions in China,” *China Environment Series*; and “Climate Policy and Action ‘Underneath’ Kyoto and Copenhagen: China and the USA,” *Wiley Interdisciplinary Reviews: Climate Change* 1. **See publication list.**

My current scholarship bridges higher education and sustainable-development. Publications and papers include “Enhancing International Research and Development-Project Activity on University Campuses: Insights from U.S. Senior International Officers,” *Journal of Studies in International Education* (co-authored with Darla K. Deardorff and Kerry D. Bolognese); “Enhancing Higher Education’s Engagement in International Development: Africa-U.S. Partnerships,” *Journal of the World Universities Forum* (co-authored with Montague Demment and Anne-Claire Hervy); “Higher Education and Sustainable Development in Africa: Why Partner Transnationally?” Background Paper for the November 2010 Ministerial Conference on Higher Education in Agriculture in Africa, Kampala, Uganda (co-authored with Montague Demment); “The Transformative Role of Transnational Research and Development Partnerships in Higher Education: Global Perspectives,” in *The Sage Handbook of International Higher Education*, edited by Darla K. Deardorff (forthcoming, Sage) (co-authored with Milton O. Obamba); “3Ts for the Twenty-first Century: Transborder Migration, Transnational Empowerment, and Transformation of Professional Higher Education” (Presented at the June 2009 Transnationalization and Institutional Transformations Meeting of the TRANS-NET project, Moulay Ismail University, Meknes, Morocco). **See publication list.**