

maxwell
at
75

The Maxwell School of
Citizenship and Public Affairs
continues to build on its
tradition of innovation
as it looks to the future

MAXWELL

b y g a r y p a l l a s s i n o

Charles V. Willie G'57, H'92 has seen the Maxwell School of Citizenship and Public Affairs through the eyes of a graduate student, faculty member, and University administrator. Willie joined the faculty in 1950 while working on his doctorate in sociology, and quickly became immersed in Maxwell's innovative interdisciplinary approach to education. "I've been in the classroom more than 50 years, but I can say my beginning experience at Syracuse University was

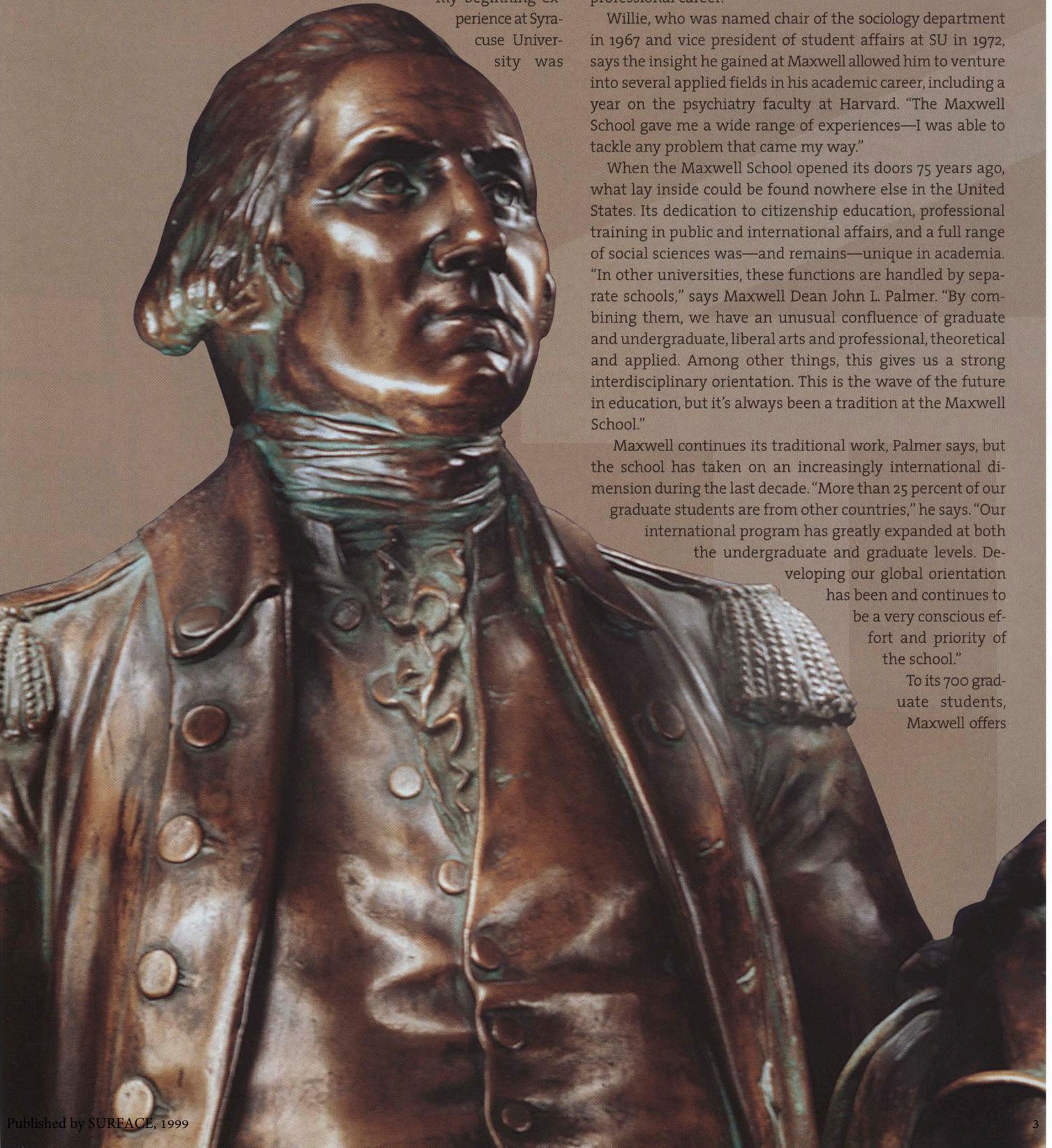
worth its weight in gold in terms of academic and intellectual formation," says Willie, who recently retired from the Harvard University Graduate School of Education, where he had been professor of education and urban studies since 1974. "I experienced the goodwill of professors in geography, history, political science, social psychology, and economics. That interdisciplinary foundation has served me well in my professional career."

Willie, who was named chair of the sociology department in 1967 and vice president of student affairs at SU in 1972, says the insight he gained at Maxwell allowed him to venture into several applied fields in his academic career, including a year on the psychiatry faculty at Harvard. "The Maxwell School gave me a wide range of experiences—I was able to tackle any problem that came my way."

When the Maxwell School opened its doors 75 years ago, what lay inside could be found nowhere else in the United States. Its dedication to citizenship education, professional training in public and international affairs, and a full range of social sciences was—and remains—unique in academia. "In other universities, these functions are handled by separate schools," says Maxwell Dean John L. Palmer. "By combining them, we have an unusual confluence of graduate and undergraduate, liberal arts and professional, theoretical and applied. Among other things, this gives us a strong interdisciplinary orientation. This is the wave of the future in education, but it's always been a tradition at the Maxwell School."

Maxwell continues its traditional work, Palmer says, but the school has taken on an increasingly international dimension during the last decade. "More than 25 percent of our graduate students are from other countries," he says. "Our international program has greatly expanded at both the undergraduate and graduate levels. Developing our global orientation has been and continues to be a very conscious effort and priority of the school."

To its 700 graduate students, Maxwell offers



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professional master's and doctoral programs in public administration and international relations, as well as traditional graduate degrees in the social sciences. Its public administration program, the oldest of its kind in the United States, is consistently ranked number one in national surveys. In 1998, *U.S. News & World Report* named the graduate program in public affairs first in the nation.

Maxwell's multidisciplinary graduate training and research centers include the Center for Environmental Policy and Administration, the Center for Policy Research, the Center for Technology and Information Policy, and the Program on the Analysis and Resolution of Conflicts. Two institutes were established in the nineties to complement the work of these centers and the school's degree programs. The Global Affairs Institute, established in 1993, extends, integrates, and focuses Maxwell's increasing commitment to international studies. The Alan K. Campbell Public Affairs Institute was founded in 1996 to carry on Maxwell's work of improving the quality of democratic governance, government organizations, and citizen participation in all levels of government.

Maxwell, also the undergraduate social sciences division of the College of Arts and Sciences, has 130 full-time faculty members who instruct approximately 6,000 students each year in anthropology, economics, geography, history, political science, and sociology.

More than 7,000 Maxwell alumni hold positions with local, state, national, and international governments, on university faculties, and in nonprofit and private organizations throughout the United States and abroad. "Maxwell credentials allowed me to distinguish myself early in my career," says Susan M. Walter '69, G'71, vice president for government relations at General Electric and chair of the Maxwell School Advisory Board. "The investment and commitment of all the people associated with Maxwell has continued to increase the value of our education there."

U.S. Secretary of Health and Human Services Donna Shalala G'70, H'87 says Maxwell's interdisciplinary studies were solid preparation, both for her career as an educator and as a public policy maker. "When you get to real-life public policy making, it doesn't involve just a single discipline—you really have to be interdisciplinary," she says. "As the world changes, our fields change, and integrating social sciences becomes increasingly important." Shalala, who has served as president of Hunter College and chancellor of the University of Wisconsin at Madison, appreciates the camaraderie the Maxwell School fosters among its graduate students.

"I've spent my whole career trying to recreate the collegial atmosphere of Maxwell," she says.

"It was the best way to get an education."



Maxwell Dean Paul Appleby, bottom row, third from left, poses with a public administration graduating class, circa 1950. Appleby was dean from 1947 to 1956.

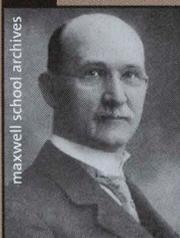
competing visions

George H. Maxwell, a successful Boston attorney and SU trustee, had a clear idea of what he wanted the school to be when, in October 1923, he pledged a \$500,000 endowment to Chancellor Charles Flint. Maxwell, an 1888 SU graduate, had originally intended to fund a chair of United States citizenship at the University. In a letter to Flint, Maxwell outlined his vision for the school: "My object is not to train citizens but to train teachers of citizenship, to develop lobbyists who will go out in the world and become centers of influence on this subject, each permeating his circle with the good-citizenship essentials, enthusiasms, and education."

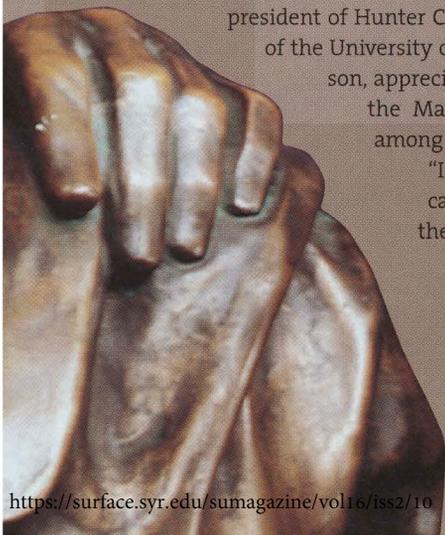
Maxwell hoped the school would perpetuate the patriotic boom caused by American participation in World War I, says historian John Robert Greene G'83, a Maxwell alumnus. "He had seen the sudden rise in patriotism during the war, then lived through the Red Scare in the 1920s," says Greene, who sifted through thousands of boxes of Maxwell archival material while researching and writing the two most recent of five volumes of Syracuse University history—*Syracuse University: The Tolley Years, 1942-1969*; and *Syracuse University: The Eggers Years*. "He believed with all his heart that what young people needed was a forced dose of patriotism."

During the planning process, however, another vision of the school arose. "One group wanted the school to be the social sciences arm of the institution that would teach and organize history, economics, and political science," says Greene. "Another group was more oriented toward career studies. They believed that they could train young people to go out and immediately take jobs in local and federal government. They felt that what was happening here was no more or no less a career path than engineering or education or any of the other colleges at the time. Throughout the early years—and maybe even up to today, although it's not as pronounced—those two visions have competed with each other."

The latter view was put forth by Frederick Morgan Davenport, a former professor of law and politics at Hamil-



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ton College who served as a New York State senator from Oneida County, and was eventually elected as a U.S. representative. Chancellor Flint enlisted Davenport to help organize the new school. Greene says Davenport agreed in principle with Maxwell's ideas, but argued for a school that would train practitioners in public affairs who could immediately enter government and effect change. "Maxwell was seeing a much broader vision, and then Davenport the professional politician came in and said, 'We can train people to go out and save the world.' He was a Teddy Roosevelt man, a man who was in the Bull Moose party and firmly believed that politics was a practical science, and that political service could be taught." When the Maxwell School of Citizenship and Public Affairs formally opened October 3, 1924, on the second floor of Slocum Hall, its name reflected the school's expanded mission.

The 1935 creation of the undergraduate and graduate concentrations in social studies teaching—intended to prepare

students to teach in teachers' colleges—illustrated the school's interdisciplinary nature, Greene says. The program was tied to both the Maxwell School and the School of Education. It was directed by Roy A. Price, who held appointments in both schools—the first SU professor to do so. "Maxwell was interdisciplinary virtually by its birth," Greene says. "They put together a series of departments that in other schools would have been located under the arts and sciences. It is the textbook definition of interdisciplinary. Either that or it's the shrewdest organizational gambit that ever existed." The interdisciplinary approach, Greene notes, can be a tough sell for academics who concentrate heavily on one discipline and feel out of their element covering others in their courses. "It's best for students because it gives them the broad view," he says. "It's best for the school to be able to offer them the broad view—but narrowness is a heck of a lot easier."

In October 1937, Maxwell Hall opened for instruction, and former President Herbert Hoover spoke at its dedication the following month. The distinctive colonial-style building was designed by Dwight James Baum and John Russell Pope. In the lobby off the main entrance, behind a statue of George Washington, an inscription from the Oath of the Athenian City State reflects the aims of William E. Mosher, Maxwell's first dean: "We will ever strive for the ideals and sacred things of the city, both alone and with many; we will unceasingly seek to quicken the sense of public duty; we will reverence and obey the city's laws; we will transmit this city not only not less, but greater, better and more beautiful than it was transmitted to us."

While Maxwell was officially an arm of the College of Liberal Arts (now the College of Arts and Sciences), it remained autonomous for the most part, thanks to George Maxwell's influence. "The fight to decide whether Maxwell was part of arts and sciences or in its own

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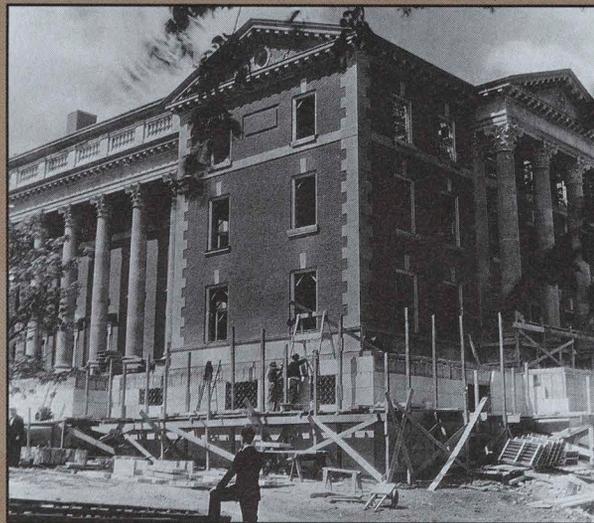
school is part of both the charm and the challenge of Maxwell," Greene says.

Efficient Citizenship

In *Syracuse University: The Critical Years*, SU history professors W. Freeman Galpin and Oscar T. Barck Jr. note that Maxwell's teacher training, Public Administration Program, and undergraduate citizenship course are considered among Syracuse University's greatest contributions to American education and democracy. The last two were "the linchpins of what Mosher called the teaching of efficient citizenship," Greene says.

Davenport's desires for the Maxwell School—training students to improve the efficiency of governmental bureaucracy—were realized through the Public Administration Program, the first of its kind in the country. The program quickly grew from a concentration on municipal government to an emphasis on state and federal administration, including such courses as public revenue, public administration, housing, and public health. Today the program remains virtually the only place where professional training in public policy and administration is provided in the academic context of the social sciences. More than 600 graduates work in high-profile positions on Capitol Hill and in every federal department and agency, while others are city managers and budget officers. The master of arts degree in public administration also is offered through Maxwell's Executive Education Program, in which midcareer executives update their knowledge and sharpen their skills. The program is especially popular with international students. "It has been a tremendous opportunity for me," says Mirjana Radic, a native of Croatia who is earning a master's degree in public administration through the program. Radic worked for 10 years as a counselor and administrator for relief programs in war-torn Bosnia and Croatia before returning to school on a Ron Brown Fellowship. "You don't just come here and absorb what you are given. Having had this hands-on experience, living and working in a war situation, I think I bring a lot to this school. On the other hand, I've gained so much from my colleagues. There are surprises for all of us, discovering each other's cultures."

George Maxwell's concept of the school was reflected in Introduction to Responsible Citizenship, a requirement for all students in the College of Liberal Arts. Created by Mosher, the course was the first of its kind in the nation. "It was incredibly innovative," Greene says. "An interdisciplinary, team-taught course that was going to teach students rudimentary concepts so that they could become good citizens." Cit I, as it was better known, varied in content as it was taught by faculty members from different disciplines. By the mid-forties, however, a number of students and faculty complained that the class had be-



Maxwell Hall, under construction prior to opening in October 1937. The adjoining Eggers Hall was completed in 1993.

come a general social sciences course, having lost its original focus. Amid calls to drop it as a liberal arts requirement, Dean Paul Appleby hired Stuart Gerry Brown to revitalize Cit I. Renaming it American Issues, Brown converted Cit I into a semester-long case study and employed some of Maxwell's best and brightest to teach it. Several, such as Michael O. Sawyer '41, G'47, G'52 and Ralph Ketcham G'56, began their academic careers as Cit I instructors.

Ketcham, an internationally known scholar and professor of American studies, history, political science, and public affairs, began teaching Cit I in 1951, while he was a doctoral candidate at Maxwell. He says he enjoyed involving various disciplines in the coursework. "Citizenship is inherently an interdisciplinary topic," he says. "The citizen, whom the course was designed to train, has to have a broad understanding of many subjects, and not in a disciplinary way. A citizenship course doesn't stitch together a little bit of each discipline. Instead it takes a topic, such as civil liberties, and approaches it from many standpoints. The idea was to pick topics and then let the disciplines contribute as they might."

By 1960, however, the class was no longer required for all liberal arts students. Still, Ketcham says, hundreds continued to enroll and the course went on under the direction of Professor Don Meiklejohn, ending with his retirement in 1973. The ideas behind Cit I continued, Ketcham says, in the school's public affairs program under the direction of William D. Coplin. "There's a direct line of succession from the courses Stuart Brown directed in the fifties, the ones Don Meiklejohn directed in the sixties and early seventies, and what Bill Coplin has done ever since," Ketcham says. "They're very different, but that's where the citizenship energy went." The succession can be traced further, he says, to the present-day MAX 123, Critical Issues for the United States; and MAX 132, Global Community. The team-taught interdisciplinary classes were established in 1993.

Maxwell expanded its offerings considerably throughout the sixties, seventies, and eighties, even during tough financial times. Greene notes the 1961 founding of the Metropolitan Studies Program (now part of the Center for Policy Research) by Alan "Scotty" Campbell, who chaired the pro-

celebration honors

faculty, staff contributions

The 75th anniversary celebration of the Maxwell School of Citizenship and Public Affairs underscored the school's increasing global perspective. The three-day event in September featured a convocation address by James R. Sasser, recently retired U.S. ambassador to China; the first of the Goekjian Faculty Lectures, which provide an interdisciplinary forum for faculty members whose primary research area is global affairs; and discussions with experts in Latin American politics and Asian financial matters.

The event also included the announcement that SU Trustee Gerald B. Cramer '52 had pledged \$5 million to Maxwell, in part to support two professorships in global affairs that will enable the school to expand its activities around the world (see related story, page 8). Margaret Hermann, professor of political science, and David Richardson, professor of economics and international relations, were named the first Gerald and Daphna Cramer Professors of Global Affairs. The gift also created a professorship in aging studies, with political science professor Doug Wolf becoming the first Gerald B. Cramer Professor of Aging Studies.

The celebration began September 22 with the Goekjian lecture in the Global Collaboratory in Eggers Hall. The series is named for Samuel V. Goekjian '52, an SU trustee and Maxwell Advisory Board member, and allows second-year faculty members to present their scholarly works in global affairs in a cross-departmental forum. Two September 23 events brought other global affairs experts to Maxwell. Theodore S. Wilkinson, a retired U.S. Foreign Service official and expert on Latin American government and politics, discussed "The Peru-Ecuador Border Dispute: The Dilemmas of Conflict Resolution." Ronnie C. Chan, chairman of the Hang Lung Development Group of Hong Kong, attended a dinner for National Security Studies management course participants to discuss Asian financial markets and the general economic recovery of the region.

Sasser—who retired in 1999 after serving as ambassador to China since 1995 and who was a U.S. senator from Tennessee from 1977 to 1995—addressed a convocation on September 24. "He knows Maxwell well," Dean John L. Palmer says, "having worked closely with many alumni in Washington during his years in the

Senate, and having followed the school's work in China with great interest during his years in Beijing. The ambassador understands firsthand the growing significance of China in world affairs and the challenges and opportunities of Sino-American relations."

During the convocation, Vice Chancellor and Provost Deborah Freund announced that Maxwell's Patricia Ingraham had been named SU's Distinguished Professor of Public Administration. Ingraham, who directs the Maxwell School's Alan K. Campbell Public Affairs Institute, is the first woman and one of only 16 active faculty members to hold Distinguished Professor status, conferred by the Office of Academic Affairs in recognition of significant scholarly contributions by faculty members over time.

At a dinner dance later that day, Palmer announced a number of awards and honors recognizing faculty and staff for their scholarship, teaching, service, and dedication.

Two Maxwell Professors were named, designating faculty members with distinguished scholarly careers who have made outstanding contributions to the school's multidisciplinary traditions: Stephen S. Webb as Maxwell Professor of History and Social Science, and Timothy M. Smeeding as Maxwell Professor of Public Policy. Six new Maxwell Professors of Teaching Excellence were named, acknowledging their sustained contributions to the school's students and teaching community: Kristi J. Andersen, professor and chair of the political science department; Douglas V. Armstrong, professor and chair of the anthropology department; Gary Spencer, professor and chair of the sociology department; Jeffrey D. Straussman, professor of public administration; John C. Western, professor of geography; and Frederick D. Marquardt, professor of history.

Ann Phelps G'80, Maxwell's director of career and alumni services, received the Maxwell Dean's Citation for Exceptional Service to the school. Maxwell Spirit of Public Service Awards were presented to two individuals whose public leadership and contributions to society epitomize the ideals of the Maxwell School: Walter Broadnax G'75, dean of the School of Public Affairs at American University, SU trustee, and Maxwell School Advisory Board member; and Esther Gray '99, senior secretary in Maxwell's Center for Policy Research. Sociology professor Christine L. Himes received the Daniel Patrick Moynihan Prize for outstanding scholarship, teaching, and service, given annually to a junior member of the Maxwell faculty.

—FROM STAFF REPORTS

gram until he became dean in 1969. The School of Architecture transferred the Master of Regional Planning Program to Maxwell in 1971. In 1974, history professor Stephen Webb founded the innovative Master of Social Science Independent Study Degree Program. And in 1984, a \$50,000 grant from the Exxon Education Foundation helped launch the Center for the Study of Citizenship.

Maxwell Today and Tomorrow

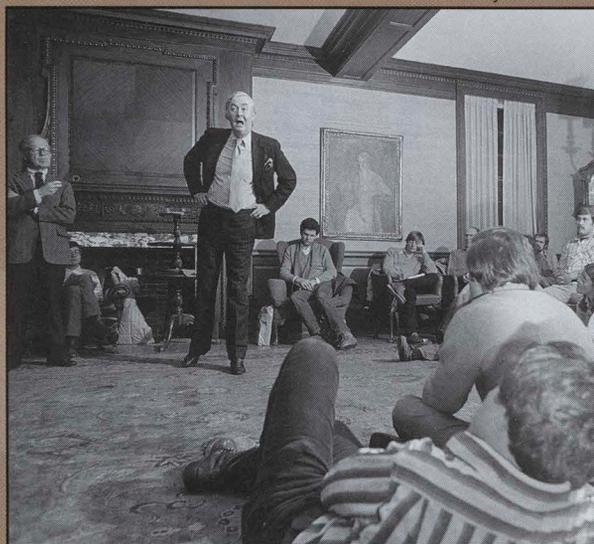
Economist John L. Palmer became the seventh dean of Maxwell in March 1988, arriving in Syracuse after working for the federal government and think tanks in Washington, D.C. Palmer was a senior fellow with The Brookings Institution from 1975 to 1979, and with The Urban Institute from 1981 to 1988. He served as assistant secretary for planning and evaluation for the Department of Health and Human Services from 1979 to 1981. "It's interesting to me that I'm only the seventh dean of Maxwell," he says. "It was more common 70 years ago for people to stay in these positions for long periods of time. It's a tribute to the quality of the school—I know I'm honored to be dean and I've found it to be a rewarding job. I imagine my predecessors felt the same way and that's why there wasn't a rapid turnover here. It's something worth dedicating my time and energy to, because of the quality of the institution and the people I've had the privilege of working with."

During his tenure, Palmer has overseen the school's continued growth. "The wisdom of the founding mission of this school probably seems even more appropriate and prescient today than it did 25 or 50 years ago," Palmer says. "It positions us well to deal with the contemporary and emerging realities of society and higher education."

Construction of Eggers Hall was completed in 1993. The new social sciences complex was built around a renovated Maxwell Hall and featured the high-tech International Exploratorium (now the Global Collaboratory), which allows students to simulate geopolitical events and interact with scholars and students around the world. During the complex's dedication on January 10, 1994, Palmer noted that all of Maxwell's professional and academic programs were housed under one roof for the first time in nearly 50 years.

In the nineties, Maxwell continued the globalization begun under Dean Harlan Cleveland, who from 1956 to 1961 established international programs in Italy and Kenya and a master's program of study abroad in foreign consulates. In April 1993, Maxwell signed an educational agreement with the China National School of Administration in Beijing to help develop a new curriculum in public affairs and public administration. In 1995, the school began to revamp and expand its undergraduate and graduate programs in international relations.

Palmer says Maxwell continues to increase its international orientation in both the student body and curriculum. "The undergraduate degree in economics relates more to



U.S. Senator Daniel Patrick Moynihan H'84 addresses students in the Founders Room in Maxwell Hall. Former Maxwell Dean Guthrie Birkhead stands to Moynihan's right.

international economics now," he says. "If you're a history student, you'll have much more expertise in non-western cultures compared to a decade ago. This holds true across the departments." The school now is adding faculty members whose interests and expertise lie within international concerns, he says.

More than half of Maxwell's present faculty have been hired during the last decade, Palmer says. "We're at a point in history where the world around us is changing rapidly. It's putting more demands on institutions of higher education to adapt and change to meet new challenges. That's easier to do when you have some ability to bring in new people and combine them with a wonderful group of senior faculty members."

Political science professor Rogan T. Kersh, who joined the faculty in 1996, says several things attracted him to Maxwell. "One was the reputation of the school, which is certainly sterling. Another was the genuine interdisciplinary nature of the school. A lot of places talk about that, but it really is lived at Maxwell. My office sits between those of an economist and a historian. It's a great opportunity to exchange ideas with people in different disciplines. That makes a big difference at all stages, but certainly to people starting their careers, feeling their way through different fields, paradigms, and ideas."

Palmer says the Maxwell School has seen many new initiatives in recent years, emphasizing quality, new program activities, and further strengthening the education the school provides, while also advancing along more traditional academic and scholarly lines. "My hope for 25 years from now is that we can look back and say the school is continuing to improve on those critical dimensions," he says. "I hope our various programs and departments are even stronger and help meet the challenges of the next century by preparing students well for them, and that we still are in the forefront of schools in public and international affairs. There are certain traditions here at Maxwell—the blending of the theoretical, practical, and professional, the strong interdisciplinary orientation—that will stand it in good stead in the future."