

PADP 8940
Seminar in Comparative Administration
Fall Semester 2016

206 Baldwin Hall, UGA Main Campus
Wednesday evenings, 6:50 – 9:50pm

The University of Georgia
School of Public and International Affairs
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Course Description

This is an upper-level graduate seminar in Comparative Administration. It will touch on several closely related fields such as International and Development Administration, Comparative Political Systems, Comparative Management, Comparative Public Policy, and Comparative Law. It is easy to imagine that comparative studies could include other realms such as maritime law, space exploration, and even virtual reality. The field is thus very dynamic and expansive.

Single nation-states and their central governments, political subdivisions, and administrative institutions have long been the primary focus of scholarship in Public Administration. These governmental institutions and processes, along with contextual factors peculiar to specific countries or regions, are the keys to understanding the similarities and differences across nations of the world. Such an understanding has immense practical value: *we can learn from others and they can learn from us in order to improve governance and make the world a better place.*

Comparative Administration was a prominent subfield of Public Administration in the early 1960s, but its influence has waned. One observer referred to it as a “dying field that never dies” (Bowonwathana 2011, p. 81). This apparent decline is ironic because globalization and related problems (such as burgeoning social needs, cyber-attacks, civil unrest, terrorism, human trafficking, health pandemics, environmental degradation, and worldwide economic recessions) have become increasingly visible and even menacing to the civilized world. Many of these problems are “wicked” in nature (i.e., elusive, chronic, insolvable, etc.) and spill over traditional political borders, making it difficult for governments to cope with them effectively.²

¹ Office hours are by appointment, but please feel free to drop by whenever I am in the office. Also feel free to contact me by telephone or email whenever necessary. Email usually works best.

² Governments also face difficulty keeping abreast of newly emerging technologies, acquiring sufficient capital and equipment, building and maintaining infrastructure such as roads and bridges, recruiting and retaining talented employees and ensuring them a living wage, and many other challenges. These dreadful problems can be very visible, as in the case of terrorist attacks on innocent civilians, or nearly invisible, as was the early AIDS epidemic in urban areas and the opioid, heroin and meth plague that is now decimating rural communities across the heartland of America. Local governments struggle mightily to provide for public needs and contain homelessness, hunger, illiteracy, sudden violent and destructive weather events and natural disasters including tornadoes, earthquakes, hurricanes, and forest fires. They are tasked with providing sanitation, clean water, abundant food supplies, child welfare, and public safety. These local governments are the first responders for mass public transportation disasters, such airplane and train crashes, and oceangoing vessels that capsize resulting in the loss of human life. Some say that many of these issues are not the province of government: that free markets and charitable causes are

Whether we think of Comparative Administration as an academic field or an immensely practical undertaking, it is regaining prominence as people everywhere are becoming more aware of the world around them and their governments are encountering the types of problems that force them to look outward for solutions and think about collective action on a broader scale. *There is thus a growing sense of urgency for the study and practice of Comparative Administration.*

The principal objective of this seminar is to introduce students to the study of Comparative Administration through in-depth readings, seminar discussions, and individual and group work. One goal is to help students develop a more expansive view of governance and Public Administration on an international scale and to consider the possibility of new paradigms and applications in Comparative Administration. The seminar provides an introduction to the governmental systems of developed and developing countries and their political-administrative institutions and policy processes. As such, it will provide students with a better understanding of the challenges of globalization, the limitations of traditional governments, and the promise of comparative study.

Learning Objectives

The objectives of the seminar include:

1. To understand the nature and challenges of globalism for governments everywhere.
2. To acquire an informed understanding of the history and content of the subfield of Comparative Administration, including its relationship to the subfields of International and Development Administration, Comparative Political Systems, Comparative Public Management, Comparative Public Policy, and Comparative Law.
3. To understand theoretical, conceptual and practical issues involved in comparative investigation and analysis.
4. To examine regularities and detect patterns in administrative structures and policy practices from a broad range of diverse countries.
5. To identify practices that promote greater efficiency, effectiveness, and performance, and that root out corruption.
6. To articulate the basic ideas of sustainable development and good governance.
7. To better understand the challenges and opportunities of public management in national and international contexts.
8. To gain hands-on experience in conducting country studies using a suitable framework and method of analysis.
9. To gain hands-on experience in identifying and evaluating policy innovations derived from comparative study.

sufficient to meet most of society's needs. But when the scope and severity of the problems worsen, society turns to government. Nothing is off the table for public officials to worry about and plan for – almost everything imaginable is possible. This means the work of government is becoming more difficult and complicated than ever before!

Seminar Sessions

The course is taught in a seminar-type format for advanced Masters and doctoral students who are familiar with the knowledge base of Public Administration and understand the basic concepts of the field. The first half of the course will consist of standard readings, lectures and seminar discussions; the second half will be more like a well-structured independent study course. During seminar sessions, the instructor will present material, pose questions for discussion, guide the search for answers, and aid in the process of critical inquiry. Students are expected to be proactive and engage in all seminar activities. Students will often lead discussions on relevant topics and readings, complete homework-type assignments, and participate in small group exercises. Toward this end, students are expected to attend class, complete all readings on time, and be prepared to comment on and assist in the analysis of the literature and other issues under discussion. As mentioned below, attendance and the extent and quality of seminar participation will influence final grades.

Students are encouraged to apply the theories and concepts learned in this course to their own individual fields of specialty or interest, and to draw from their own experience and offer relevant insights to the class. Doing so will enliven seminar sessions and enrich the learning environment.

Assignments and Grades

Grades will be based on students' performance on several oral and written assignments, including an essay paper, country study, group project paper, and attendance and participation in the seminar. These components are explained below and they will be discussed in more detail during the first class session. Individual components are weighted as follows:

| <u>Component</u> | <u>Percent of Course Grade</u> |
|------------------------------|--------------------------------|
| Essay Paper | 30% |
| Country Study | 30% |
| Group Project | 30% |
| Attendance and Participation | 10% |
| | 100% |

Note: PhD students will have substantially different deliverables to be negotiated with the instructor.

Essay Paper

Students will write an essay-type paper of 8-10 pages during the first half of the semester. The essay question will be distributed at least one week before the paper is due. This question will focus on major issues covered in the first half of the course. Students are expected to craft a thoughtful, well-informed response to the question and write high quality essays that are stylistically and grammatically correct. The papers should be type-written in a conventional 10 to 12 point font and double-spaced with one inch margins on all sides. All pages should be numbered and collated into a single Microsoft Word document that is submitted to the instructor via email. The papers should be formatted according to the American Psychological Association style guide, 6th edition. Shortened versions of this style guide are widely available on the internet. The papers will be graded based on presentation and content, and will count 30 percent of the final course grade. Late penalties will apply.

Country Study

Students will plan and carry out a detailed country study. Their plan must be approved by the instructor before any substantial work begins. It should include basic information

on the country chosen and the framework for comparative analysis. It should also include one or more agreed-upon readings on the country in question and any other readings or research activities proposed by the student. Again, this is an individualized assignment and it will be developed by the student in consultation with the instructor. The student will be required to give an oral report to the class and submit a paper detailing the study when it is completed. Length is negotiable; otherwise, the written standards for the essay paper (see above) also apply here. Together the oral report and paper will count 30 percent of the final course grade.

Group Project

Working in small groups and in consultation with the instructor, students will complete a group project in Comparative Administration and Comparative Public Policy. The major milestones and elements of the project include: 1) develop a written research proposal for the instructor's approval; 2) select two countries (or political subdivisions such as large cities in different countries) that are suitable for comparative study; 3) describe a policy problem that is present in both settings; 4) identify a policy instrument, policy innovation, or other practice that is being utilized effectively in one setting and that might be transplanted into the other; and 5) evaluate the chances of successful implementation based on a thoroughgoing comparative analysis. The groups will give an oral report on the project and submit a project paper near the semester's end. The suggested length of the paper is negotiable; otherwise, the written standards for the essay paper (see above) will apply. Grading criteria will include creativity, innovativeness, relevance of the topic, mastery of the subject matter, demonstration of competence in comparative analysis, and quality of oral and written presentation. Overall, the group project, oral presentation, and written research report will count 30 percent of the final course grade.

Attendance and Participation

Attendance and participation are required in the seminar. Students who miss two or more classes, or who frequently arrive late or leave early, should expect to receive a lowered grade in the course. When scoring participation, I consider how frequent, valuable, and constructive a student's contributions have been to seminar discussions, group assignments, and other activities. This component also includes completion of several ad hoc readings and short homework-type assignments during the semester.

Reasonable Accommodations

Students with disabilities that could affect their ability to participate in the course or perform well should see me early in the semester. I am receptive to these situations and will make reasonable accommodations.

Academic Honesty

The ethical bar is set very high and a strong work ethic is expected. Students should familiarize themselves with the University Honor Code and Academic Honesty Policy, particularly as it relates to plagiarism and related concerns. Students should inform themselves about these standards before performing any academic work.

Required Readings

Required readings for the course are as follows:

- Jreisat, Jamil, 2011. *Globalism and Comparative Public Administration*. Boca Raton, Florida: CRC Press.
- Kuhlmann, Sabine, and Hellmut Wollmann, 2014. Introduction to Comparative Public Administration. Cheltenham and Camberly, UK, and Northampton, MA USA: Edward Elgar.

- Rose, Richard, 2005. *Learning from Comparative Public Policy: A Practical Guide*. London and New York: Routledge.

Some carefully selected optional readings will come from the following sources:

- Bouckaert, Geert, and John Halligan, 2007. *Managing Performance: International Comparisons*. London, UK: Routledge.
- Chandler, J. A. (ed.), 2014. *Comparative Public Administration*, 2d ed. London and New York: Routledge.
- Harris, Peter, 1990. *Foundations of Public Administration: A Comparative Approach*. Hong Kong, PRC: Hong Kong University Press.
- Heady, Ferrel, 2001. *Public Administration: A Comparative Perspective*, 6th ed. New York: Marcel Dekker.
- Kettl, Donald F., 2005. *The Global Public Management Revolution*, 2d ed. Washington, DC: Brookings.
- Otenyo, Eric Edwin, and Nancy S. Lind (eds.), 2006. *Comparative Public Administration: The Essential Readings*. London: Elsevier.
- Peters, B. Guy, 2010. *The Politics of Bureaucracy: An Introduction to Comparative Public Administration*, 6th ed. London and New York: Routledge.
- Pollitt, Christopher, and Geert Bouckaert, 2004. *Public Management Reform: A Comparative Analysis*, 2nd ed. London: Oxford University Press.

Other ad hoc readings such as published articles and government reports may also be assigned.

The required readings are available at the UGA and off-campus bookstores, directly from the publishers, or through other online sources. Limited copies may be available for temporary use from the departmental and main libraries, and directly from the instructor. Other readings will be made available by the instructor. Some shorter readings will be accessible online or through the UGA ELC course website.

Tentative Course Schedule

The following course schedule contains major topics and readings for the course and the due dates of major assignments. This schedule will serve as a guide throughout the semester but not a rigid constraint; some topics may take less than the allotted time while others may require more attention. In addition, some minor rescheduling may occur. Any changes in the syllabus or course schedule will be announced in advance by the instructor.