



**School of Public &  
International Affairs**  
**UNIVERSITY OF GEORGIA**

**Course Syllabus**  
**PADP 8940: International and Comparative Administration**  
**Fall Semester 2019**

**202 Baldwin Hall, UGA Main Campus**  
**Wednesday afternoons, 6:50 – 9:50pm**

The University of Georgia  
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**Course Description**

This is an upper-level graduate seminar in International and Comparative Administration. It will touch on several closely related fields such as International and Development Administration, Comparative Political Systems, Comparative Public 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 cyberspace. 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 and practice 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 our governance systems and better the human condition.

Comparative Administration was a prominent subfield of Public Administration in the early 1960s, but its influence subsequently 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)<sup>2</sup> have become increasingly visible and even menacing to the civilized world. Many

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<sup>1</sup> Office hours are by appointment, but please feel free to drop by and say hello anytime. Also feel free to contact me by telephone or email whenever necessary. Email usually works best.

<sup>2</sup> Governments face difficulty keeping abreast of newly emerging technologies, acquiring sufficient capital and equipment, building and maintaining infrastructure such as roads, bridges and public works (e.g., water and sewer

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.

Whether we think of International and 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 new problems that force them to look outward for solutions and think about collective action on a broader scale. At the same time, a new wave of populist leaders with nationalist agendas are being elected in many countries across the world, exacerbating certain problems, challenging democratic institutions, and making international cooperation more difficult. *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 International and Comparative Administration through in-depth readings, seminar discussions, and a planned regimen of individual and group work. One goal is to help students develop a more expansive view of governance on an international scale and to consider the possibility of new paradigms and applications in Comparative Administration. The seminar introduces students 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 forms of governance, 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.

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systems), recruiting and retaining talented employees and ensuring them a living wage, and many other challenges. Some problems can be very visible, as in the case of terrorist attacks on innocent civilians, or nearly invisible, as in the early AIDS epidemic in urban areas and the early opioid, heroin and meth plague that is now devastating rural communities across the heartland of America. Local governments struggle mightily to meet public needs and contain homelessness, hunger, illiteracy, sudden violent and destructive weather events and natural disasters including tornadoes, earthquakes, hurricanes, and forest fires. These local governments are tasked with providing sanitation, clean water, abundant food supplies, child welfare, and public safety. They are the first responders to mass shootings and public transportation disasters such as airplane and train crashes, and capsized oceangoing vessels. Some say that many of these issues are not the province of government: that free markets, churches, and other charitable causes can fulfill 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 each day.

5. To identify practices that promote greater efficiency, effectiveness, and performance, and that root out corruption and aggression.
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.

**Seminar Sessions**

The course is taught in a seminar-type format for advanced masters and doctoral students who are familiar with the knowledge bases of Public Administration, Public Management, and Public Policy, and understand the basic concepts of these fields. The first part of the course will consist of standard readings, lectures and seminar discussions; the second part will be more like a well-structured independent study course led by small groups with common interests. 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, for example, lead discussions on relevant topics and readings, complete homework-type assignments, and participate in small group exercises. Students are thus expected to attend class, complete all readings on time, and be prepared to contribute to group discussions. 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 experiences 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 student 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	<u>10%</u>
	100%

Note: PhD students will have different deliverables, including a semester-length research paper.

### **Essay Paper**

Students will write an essay-type paper of 8-10 pages covering the first part of the course. 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 part of the course. Students are expected to craft thoughtful, well-informed responses 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 Political Science Association Style Manual (revised 2018 edition), which is 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. The first step is to choose a country and propose a methodological approach, which must be approved by the instructor before any substantial work begins. The country study should include basic information on the country chosen and follow a common framework for the comparative analysis. (This framework will be developed during the semester and it should be used in all country studies.) The project should include readings on the country in question and other 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 give an oral report to the class and submit a paper detailing the study when it is completed. The paper's length is negotiable; otherwise, the written standards are the same as the essay paper (see above). Together the oral report and paper will count 30 percent of the final course grade.

### **Group Project**

Students will complete a group project in Comparative Public Policy in the second half of the course. The major steps include: 1) develop a written research proposal for the instructor's approval; 2) select two countries (or political subdivisions such as provinces or 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 transferred to the other; and 5) conduct a thoroughgoing comparative analysis to evaluate and maximize the chances of successful implementation. 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 this 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 includes leading classroom discussions when assigned and completing several ad hoc readings and short homework-type assignments during the semester.

### **Reasonable Accommodations**

Students with disabilities that could affect their ability to participate or perform well in the course 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 submitting any written assignments.

### **Required Readings**

Required readings for the course are as follows:

- Jreisat, Jamil, 2011. *Globalism and Comparative Public Administration*. Boca Raton, Florida: Taylor & Francis, CRC Press.
- Chandler, J. A. (ed.), 2014. *Comparative Public Administration*, 2d ed. London and New York: Taylor & Francis, Routledge.
- Kuhlmann, Sabine, and Hellmut Wollmann, 2014. *Introduction to Comparative Public Administration*. Cheltenham and Camberly, UK, and Northampton, MA USA: Edward Elgar.
- Rose, Richard, 2004. *Learning from Comparative Public Policy: A Practical Guide*. London and New York: Taylor & Francis, Routledge.
- Other published articles and government reports that may be assigned.

Some carefully selected optional and supplemental readings come from the following sources:

- Borins, Sandfort, 2014. *Innovative Governance in the 21<sup>st</sup> Century*. Washington, DC: Brookings.
- Bouckaert, Geert, and John Halligan, 2007. *Managing Performance: International Comparisons*. London, UK: 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*, 6<sup>th</sup> ed. New York: Marcel Dekker.
- Kettl, Donald F., 2005. *The Global Public Management Revolution*, 2d ed. Washington, DC: Brookings.
- Kim, Soonhee, Shena Ashley, and Henry W. Lambright, 2015. *Public Administration in the Context of Global Governance*. Cheltenham and Camberly, UK, and Northampton, MA USA: Edward Elgar.
- 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*, 6<sup>th</sup> ed. London and New York: Routledge.
- Pollitt, Christopher, and Geert Bouckaert, 2004. *Public Management Reform: A Comparative Analysis*, 2<sup>nd</sup> ed. London: Oxford University Press.
- Rathod, P. B., 2007. *Comparative Public Administration*. Jaipur, India: ABD Publishers.

The required readings are available in different formats from 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.